

ATTACHMENT 2 (i)

Field Experience Specification

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Field Experience Specification

ANPR 402: Field Training Course

5/2014

Field Experience Specifications

For direction on the completion of this template, refer NCAAA guidebooks or the Accreditation Management System.

Institution: King Saud University	Date of Report 2/2014
College: Food and Agriculture Sciences	Department: Animal Production Department
Program: Animal Production	Track: N/A

A. Field Experience Course Identification and General Information

1. Field experience course title and code: Field Training (ANPR 402)			
2. Credit hours (if any) 3 credit hours			
3. Name and title of faculty or teaching staff member responsible for the field experience. Mr. Abdullah Al Mulhem Lecturer. Email: amulhem@ksu.edu.sa Mobile No. 0502191233			
4. Dates and times allocation of field experience activities. a. Dates: 2 months (Summer semester) b. Times:(e.g., from 8:00 am to 2:30 pm) 5:00 am to 12:00 pm and from 3:00 to 6:00 pm			
5. Level or year of the field experience. Seventh Semester			
6. List names, addresses, and contact information for all field experience locations currently being utilized by the program.			
	Name and Address	Name of Contact Person	Contact Information (email address or mobile)
a.	Alsafi Dairy Company. Al-Kharj P. O. Box.10525	Mr. Abdelrahman Ba-Jabir	Mobile: 0583000133 Fax. 4954927 Telephone: 4951400/4610077/5449244

	Zip code: 11443 www.safidairy.com/		asdc-pr@alfaisaliah.com
b.	Almarai Dairy Company. Al-Kharj P. O. Box. 8524 Zip code: 11492	Mr. Mazin Alsaeg	Fax. 4701555 Telephone: 4102331/4700005/5445956 www.almarai.com
c.	ARASCO Company. P. O. Box. 53845 Zip code: 11593 Riyadh.	Mr. Naef Abdullah Alnasser	Mobile: 0550088334 Fax. 4191520 Telephone : 4191819/4191534/4191933 www.arasco.com
d.	Aldakhem Project. Haell, P. O. Box. 333	Director	Mobile: 065666464 Fax. 5431627 Telephone : 5323666/ 5327879
e.	Al-Akhaween Company. Al-Ryadh P. O. Box. 1639 Zip code: 11441	Director	Fax. 4952635 Telephone: 4054200/015444836 akhawain@al-akhawain.com http://www.al-akhawain.com

B. Learning Outcomes

1. List learning outcomes for the field experience.

At the end of this students will be able to:

- a. Recognize all practical aspect regarding dairy cattle industry in term of feeding and management.
- b. Perform all practical skills related to poultry industry in term of feeding and management.
- c. use the recent advances in feed processing analysis and production technology and describe the effects processing has on feedstuffs.
- d. Demonstrate the basic skills of livestock farm's biosecurity.

2. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The **National Qualification Framework** provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column. For Program

Accreditation there are four learning outcomes required for knowledge and cognitive skills. The other three domains require at least two learning outcomes. Additional learning outcomes are suggested.

First, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe the farm animals' field training concepts.	Group discussion	Report
1.2	Outlines the principles of animal feeding, feedstuffs and nutritional assessment.	Field training	Report
1.3	State the on-farm management strategies of farm animals including products handling and processing.	Field training	Report and presentation
1.4	Describe the health management and major problems related to animals' farm.	Field observations	Report and presentation
2.0	Cognitive Skills		
2.1	Differentiate between poultry producing industry in terms of breeds, feeding, management practices and hygienic applications.	Field observation and group discussion	Presentations
2.2	Criticize the management strategies of dairy and poultry farm.	Field observation	Report and discussion
3.3	Formulate new techniques and methodology to improve farm animal productivity, health and welfare.	Group discussion	Report
3.0	Interpersonal Skills & Responsibility		
3.1	Use new technology applied to dairy and poultry farm and the obstacles.	Field training	Supervisor report.
3.2	Demonstrate independence and show teamwork in workplace.	Interactive discussion	Supervisor report.

4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate awareness of current problems and new insights across livestock industry.	Group discussion	Presentation
4.2	Operate efficiently feed formulation and management programs for cattle and poultry farms.	Field training and assignments	Reports
5.0	Psychomotor		
5.1	NA	NA	

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested assessment methods and teaching strategies:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

C. Description of Field Experience Activity

1. Describe the major student activities taking place during the field experience.

In the area of cattle training, the major student activities are:

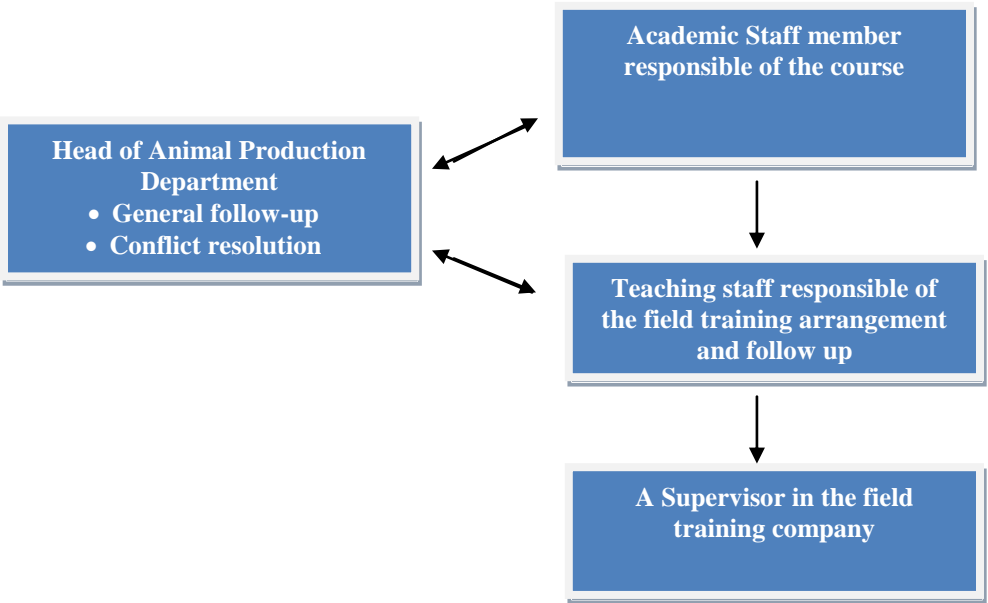
- Parlour milking and maintenance, calf raising unit, feeding at different stage of productivity, animal health and record keeping.

In the area of poultry, the major student activities are:

- Poultry housing construction and capacity. Poultry breed, feeding at different ages and performance.
- Poultry houses and cleaning, vaccination program, poultry diseases and treatment.
- Grading of poultry product eggs or carcasses.

2. List required assignments, projects, and reports.

- a. Reports including all training activities in details.

b. Oral Presentations.
c. Seminar
d.
<p>3. Follow up with students (Describe what arrangements are made to collect student feedback?).</p> <p>A complete arrangement is done between the responsible staff member of training at KSU and the supervisor in the field training company regarding the proper student field experience at the beginning of each semester. A regular visit to the training site is performed to assure the perfect training process. A feedback from the students and a regular report from the field supervisor is collected and analyzed for improvement.</p>
<p>4. Insert a field experience flowchart for responsibility and decision-making (including a provision for conflict resolution).</p>  <pre> graph TD A[Head of Animal Production Department • General follow-up • Conflict resolution] <--> B[Academic Staff member responsible of the course] B --> C[Teaching staff responsible of the field training arrangement and follow up] C --> D[A Supervisor in the field training company] </pre>

5. Supervisory Responsibilities (Check appropriate boxes).

	Field Teaching Staff	Program Faculty and Teaching Staff
Student Activities		
a. transport to and from site		
b. demonstrate learning outcome performance	√	√
c. completion of required tasks, assignments, reports, and projects	√	√
Supervision Activities		
a. field site – safety	√	
b. student learning activities	√	
c. learning resources	√	
d. administrative (attendance)	√	√
Planning Activities		
a. student activities	√	√
b. learning experiences	√	√
c. learning resources	√	√
d. field site preparations	√	
e. student guidance and support	√	√
Assessment Activities		
a. student learning outcomes	√	√
b. field experience	√	√
c. field teaching staff		√
d. program faculty and teaching staff		√
e. field site	√	
f. learning resources	√	

b. Explain the student assessment process.

The assessment of the student as follow:

1. 50% of point from the academic staff member based on reports.
2. 30% of points from the presentation and questions response from the other department staff members and students.
3. 10% of the points for the final report.
4. 10% of the points from the company supervisor evaluation.

e - The process of student evaluation is very clear. IF there is any problem found the head of the department is the key person to resolve it.

The students of Field Training are assessed as follow:

1. 50% from the academic staff member based on reports delivered after completion of training in each training unit. The assessment of the report depends on certain criterion including the organization of ideas when describing the activities carried by him and skills he gained during the reporting period; the scientific background of the different training activities; description of the new technologies applied in the training field unit and their use; description of the current problems facing livestock production management in relevant training unit and suggested possible solutions; and the critical thinking of the student when criticizing the management situation in the field training unit.
2. 30% for the presentation and discussion of his activities during the training period in front of other teaching staff and students. The assessment takes place according to an analytic rubric template with four criteria as attached. The scores are given by different teaching staff and then averaged.
3. 10% for the final report delivered after completion of the training period. The assessment of the report depends on certain criterion including the general information on the production system and production capacity of the training institution; organization of ideas when describing the activities carried by him and skills he gained during the training period; the scientific background of the different training activities; description of the new technologies applied in the training field institution and their use; description of the current problems facing livestock production management in field training institution and suggested possible solutions; and the critical thinking of the student when criticizing the management situation in the field training institution.
4. 10% for the training institution supervisor, who assess the trainee according to descriptive template with eight criteria as attached.

D. Planning and Preparation by the Program

1. Identification of Field Locations

List Requirements for Field Site Locations (IT, equipment, labs, rooms, housing, learning resources, clinical)	List Safety Standards	List Specialized Criteria
a. Housing	Accommodation standards set by Department and Student survey	Management
b. Learning Resources	- Specialized room with required standards for training on field	Technical
c. Clinical	Emergency tool kit and nurse	Safety
d. Equipment	ISO and HACCP guidelines for each equipment	Technical
e.		
<p>Explain the decision-making process used to determine appropriate field experience locations.</p> <ul style="list-style-type: none"> - The decision-making process is made as a result of filling checklist done by field teaching staff that later needs approval by the department council. 		

2. Identification of Field Staff and Supervisors

List Qualifications	List Training Required (if any)
a. B. Sc in animal production	-
b. M.Sc in animal production	-
c. D.V.M.	-
d. Laboratory technicians	-

3. Identification of Students

List Pre-Requirement Requirements	List Testing Requirements	List Special Training Required
a. Passed successfully the prerequisite courses for the field training (ANPR 306).	NA	NA
b.		
c.		
d.		

Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.

- The decision making regarding the selection of students for field training is the successful pass of the ANPR 306 course which determined as a prerequisite for this training course. Moreover, the department prefers that student studied all animal production courses as a base line to maximize benefits.

4. Safety and Risk Management by the Program

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a. Animal Handling skills and awareness	Physical contact with animals	Cloth and safety tools	Animal Handling skills and awareness course
b. Safety practices in field skills	Disease transmission	Cleaning and personal disinfection and sanitization	Safety practices in field course
c. Animal health safety skills	Health and physical problems	General disinfection and sanitization and quarantine	Animal health course
d. Safety and health insurance provided by Institution.	Long-term effect of suffering consequences	Insurance plan ahead	Institutional Safety and health insurance plan

Explain the decision-making process used to protect and minimize safety risks.

- Before the students started the field training, a comprehensive training course for one week provided by the field supervisor regarding the safety issues and how to minimize the risks.

E. Evaluation of the Field Experience

1. Describe the evaluation process and list recommendations for improvement of field experience activities by:

a. Students

Describe evaluation process

- The evaluation comments by students regarding the field training is only included in the final report at the end of the semester and discussed during the final seminar.

List recommendations for improvement

- A template must be developed to evaluate the field training with special focus on difficulties they encountered during the training.

b. Supervising staff in the field setting

Describe evaluation process

- The student performance is evaluated by filling a template that consist 8 criterions, but the template is not well designed (attached).

List recommendations for improvement

- A new well designed template must be developed for more precise evaluation.

c. Supervising faculty from the institution

Describe evaluation process

- Most the information regarding the student field training is verbally obtained from the supervising staff.

List recommendations for improvement

- A template needs to be developed for accurate evaluation.

e. Others—(e.g. graduates, independent evaluator, etc.)

Describe evaluation process

NA

List recommendations for improvement

NA

2. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Processes	Start Date	Completion Date	Person Responsible
a. A new field training evaluation template filled by students will be developed and used.	The suggested template must be approved by the department council.	6/2014	8/2014	Mr. Abdullah Al Mulhem
b. A new student field training evaluation form filled by academic staff members during the seminar will be developed and used.	The suggested template must be approved by the department council.	6/2014	8/2014	Mr. Abdullah Al Mulhem

c. A new student field training evaluation form filled by field supervisor during the training will be developed and used.	The suggested template must be approved by the department council.	6/2014	8/2014	Mr. Abdullah Al Mulhem
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Name of Instructor: _____

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____

Program Chair/ Coordinator: _____

Signature: _____ Date _____

Attachments:

1. Current evaluation templates.
2. A new suggested templates.