



2023

TP-155



Field Experience Specification

Course Title: **Training**

Course Code: **CSC1495**

Program: **Bachelor in Computer Science**

Department: **Computer Science**

College: **Faculty of Computers and Information Technology**

Institution: **University of Tabuk**

Field Experience Version Number: **1.0**

Last Revision Date: **27 July 2022**

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A. Field Experience Details:

1. Credit hours: 3

2. Level/year at which Field Experience is offered: (Level: 8/Year: 4)

3. Time allocated for Field Experience activities

(8) Weeks (5) Days/week (6-8)Hours/day

4. Corequisite (or prerequisites if any) to join Field Experience

120 Credit Hours

5. Mode of delivery

In-person/onsite hybrid (onsite/online) Online

B. Field Experience Course Learning Outcomes (CLOs), Training Activities and Assessment Methods

Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
1.0	Knowledge and understanding				
1.1	Define the tools used in practical in specific computer based systems	K ₁			
1.2	Describe the practical management process for real computer based systems.	K ₂	<ul style="list-style-type: none"> ● Discussions ● Meetings ● Presentations ● Case studies ● Brainstorming 	<ul style="list-style-type: none"> ● Individual demonstration 	<ul style="list-style-type: none"> ● Training supervisor
1.3	Describe the activities in development for computer based system.	K ₁			
1.4	Describe the errors and state the solution steps.	K _{2, K₄}			
1.5	Describe the concurrent used models, tools and hardware.	K ₄			
2.0	Skills				
2.1	The ability to collect the requirements for	S ₁	<ul style="list-style-type: none"> ● Discussions 	<ul style="list-style-type: none"> ● Individual demonstration 	<ul style="list-style-type: none"> ● Training supervisor





Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
	a specific problem.				
2.2	The ability to design and create design model for a specific computer-based problem.	S ₁ ,S ₂			
2.3	The ability to implement and to test a small solution for a specific computer-based problem.	S ₃			
2.4	The ability to Debug and finalize the implemented solution of a specific computer-based problem.	S ₂ ,S ₃	<ul style="list-style-type: none"> ● Meetings ● Presentations ● Case studies ● Brainstorming 	I demonstration	supervisor
2.5	The ability to test the overall system in computer-based problem.	S ₃ ,S ₄			
2.6	The ability to correct and fix system errors in specific computer-based problem.	S ₅			
3.0	Values, autonomy, and responsibility				
3.1	Operate on a variety of modeling and computational tools used by computer science practice.	V ₂	<ul style="list-style-type: none"> ● Small group work ● Research activities ● Case studies 	<ul style="list-style-type: none"> ● Exams ● Analytical reports ● Individual and group presentations 	<ul style="list-style-type: none"> ● Training supervisor ● Academic supervisor
3.2	Demonstrates the ability to write a technical report	V ₁			
3.3	Operate on different software tools as project planning, system modeling for analysis and design tools	V ₁			
3.4	Demonstrate the ability to understand and to prepare	V ₁ ,V ₂			





Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
	effective reports				
3.5	Conduct presentation on complex computer based problem implementation with the computer based community	V ₁ , V ₂			
3.6	Ability to give and receive clear instructions.	V ₁			

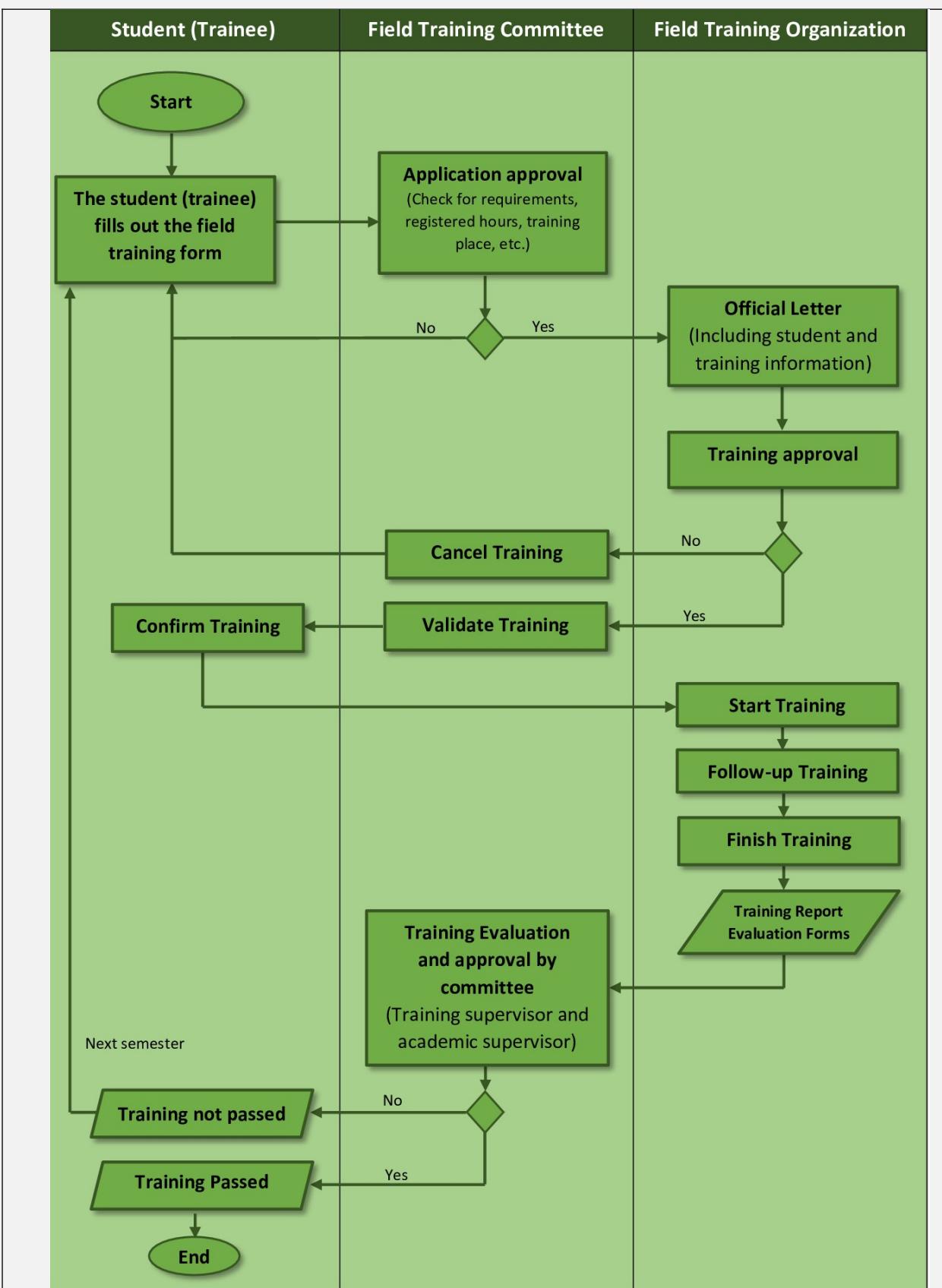
*Assessment methods (i.e., practical test, field report, oral test, presentation, group project, essay, etc.).

C. Field Experience Administration

1. Field Experience Flowchart for Responsibility

Including units, departments, and committees responsible for field experience identifying by the interrelations.







2. Distribution of Responsibilities for Field Experience Activities

Activities	Department or College	Teaching Staff	Student	Training Organization	Field Supervisor
Selection of a field experience site	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Selection of supervisory staff	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Provision of the required equipment				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Provision of learning resources	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ensuring the safety of the site				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Commuting to and from the field experience site		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Provision of support and guidance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Implementation of training activities (duties, reports, projects ...)			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Follow up on student training activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring attendance and leave				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment of learning outcomes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluating the quality of field experience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Others (specify)					

3. Field Experience Location Requirements

Suggested Field Experience Locations	General Requirements*	Special Requirements**
<ul style="list-style-type: none"> • Government facilities • Companies 	<ul style="list-style-type: none"> • The organization must have an IT department • Availability of equipment such as : software, hardware, PC, printer, Internet connection, office Desk, email account or any other relevant office equipment, access to learning resources, approval of emergency leaves, etc. 	<ul style="list-style-type: none"> • Must cover the basic disciplines of Computer • Safe environment for female training students. • Awareness of Ethical Code of Conduct by the company

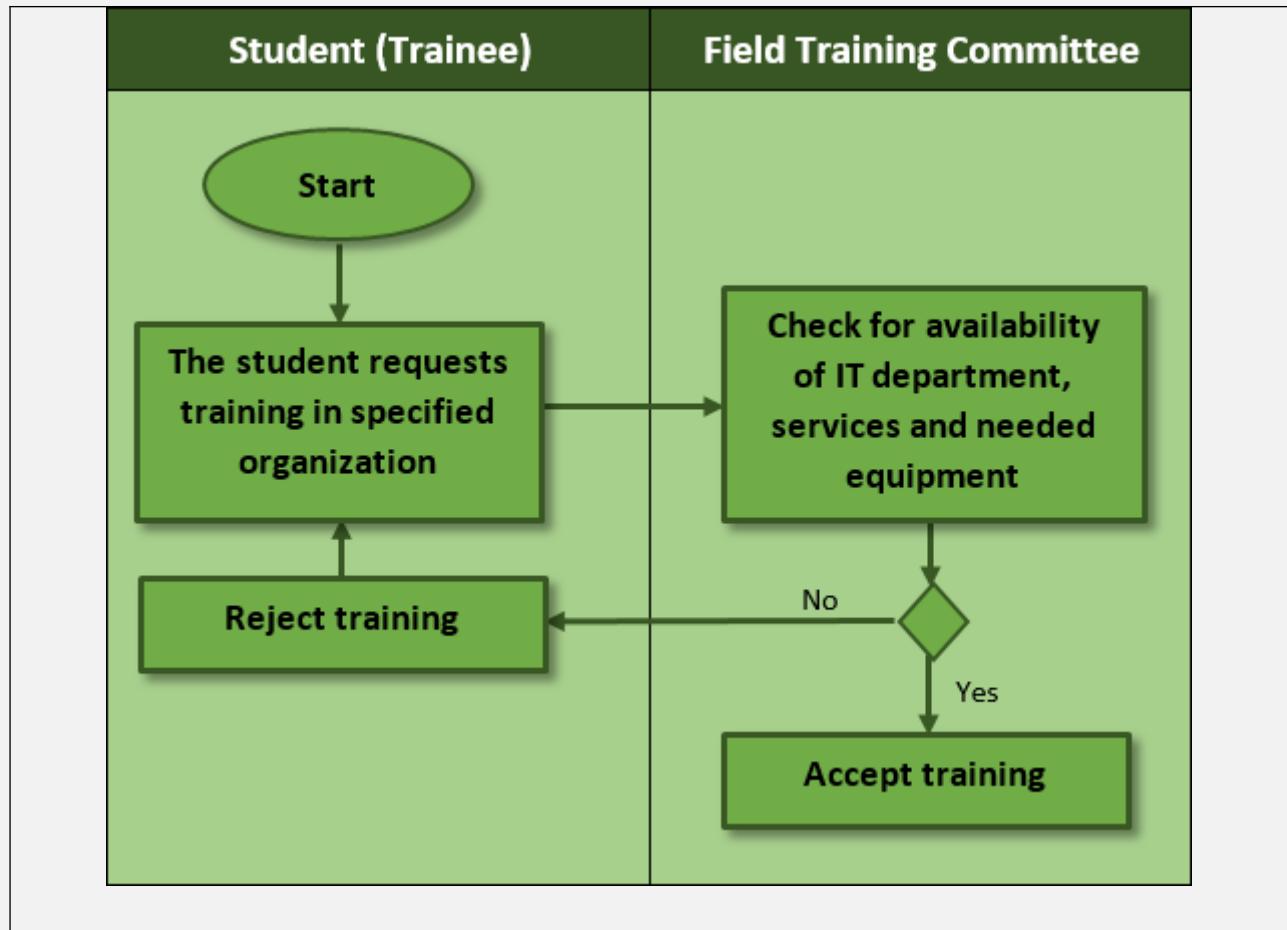
*E.g. provides information technology, equipment, laboratories, halls, housing, learning sources, clinics ... etc.

** E.g. Criteria of the institution offering the training or those related to the specialization, such as safety standards, dealing with patients in medical specialties ... etc.





4. Decision-Making Procedures for Identifying Appropriate Locations for Field Experience



5. Safety and Risk Management

Potential Risks	Safety Actions	Risk Management Procedures
Training place did not assign suitable field of study related tasks	Suitable selection should be done before the Training starts	The head of field training committee will contact the training supervisor and request to change the assigned tasks to IT related tasks. If no response, then the head of field training committee will try to transfer the student to another training place.
The expulsion of training without compelling reasons	Contract an agreement with the company.	The head of field training committee will contact the training supervisor and try to solve the problem. If no response, then the head of field training committee will try to transfer the student to another training place.
Injury the trainee during training	Contract an agreement with the company.	Select companies with an agreement in advance.
Claim the college with the	Contract an agreement with	Select companies with an agreement in





financial receivables the company. advance.

D. Training Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Faculty, Program Leaders, and Advisory Board	Both Direct and Indirect
	Students	Indirect
Effectiveness of Students Assessment	Faculty, Program Leaders, Advisory Board, and Independent Opinion	Both Direct and Indirect
Quality of Learning Resources	Faculty, Students, and Advisory Board	Indirect
	Faculty, Program Leaders, Advisory Board, and Independent Opinion	Direct (as in section B) and Indirect/Surveys
The Extent to which CLOs have been Achieved	Students	Indirect

Evaluation areas (e.g., Effectiveness of Training and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Supervisory Staff, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

E. Specification Approval Data

Council /Committee	
Reference No.	
Date	

