



Field Experience Specification

Course Title: Field Experience
Course Code: LANT 1495
Program: B.A. in English Language
Department: Languages and Translation
College: Education and Arts
Institution: University of Tabuk
Version: 10. 2023
Last Revision Date: 2022



Table of Contents

A. Field Experience Details:	3
B. Field Experience Course Learning Outcomes (CLOs), Training Activities and Assessment Methods	3
C. Field Experience Administration	5
D. Training Quality Evaluation	7
E. Specification Approval Data	8





A. Field Experience Details:

1. Credit hours: (3).

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

3. Time allocated for Field Experience activities

(15) Weeks

(.....) Days

(90) Hours

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

Upon students' completion of 119 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

Cod e	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
1.0	Knowledge and understanding				
1.1	Demonstrate an understanding of the role of English language and communication within the industry or business environment.	K1	The academic advisor and the training companies, schools etc. provide advice and guidance to the students about the work systems.	Send a biweekly report to the training supervisor.	Student, Field Supervisor and Employee
1.2	Recognize English language theories and practices in authentic fieldwork.	K2			
2.0	Skills				
2.1	Perform English language discourse under the supervision of qualified and experienced establishments and foster effective intercultural communications.	S1	Students apply strategies, techniques, and tools at the fieldwork to be professional English language users.	A final written training report by the student in addition to periodic progress reports by the supervising faculty member.	Student, Field Supervisor and Employee
2.2	Apply knowledge obtained in the courses to actual English language practices.	S4	Enable students to apply the required interpersonal skills in the work field.		
2.3	Process material to critically analyze and integrate information from a wide range of sources.	S3	Projects in the field experience using English as a medium.		



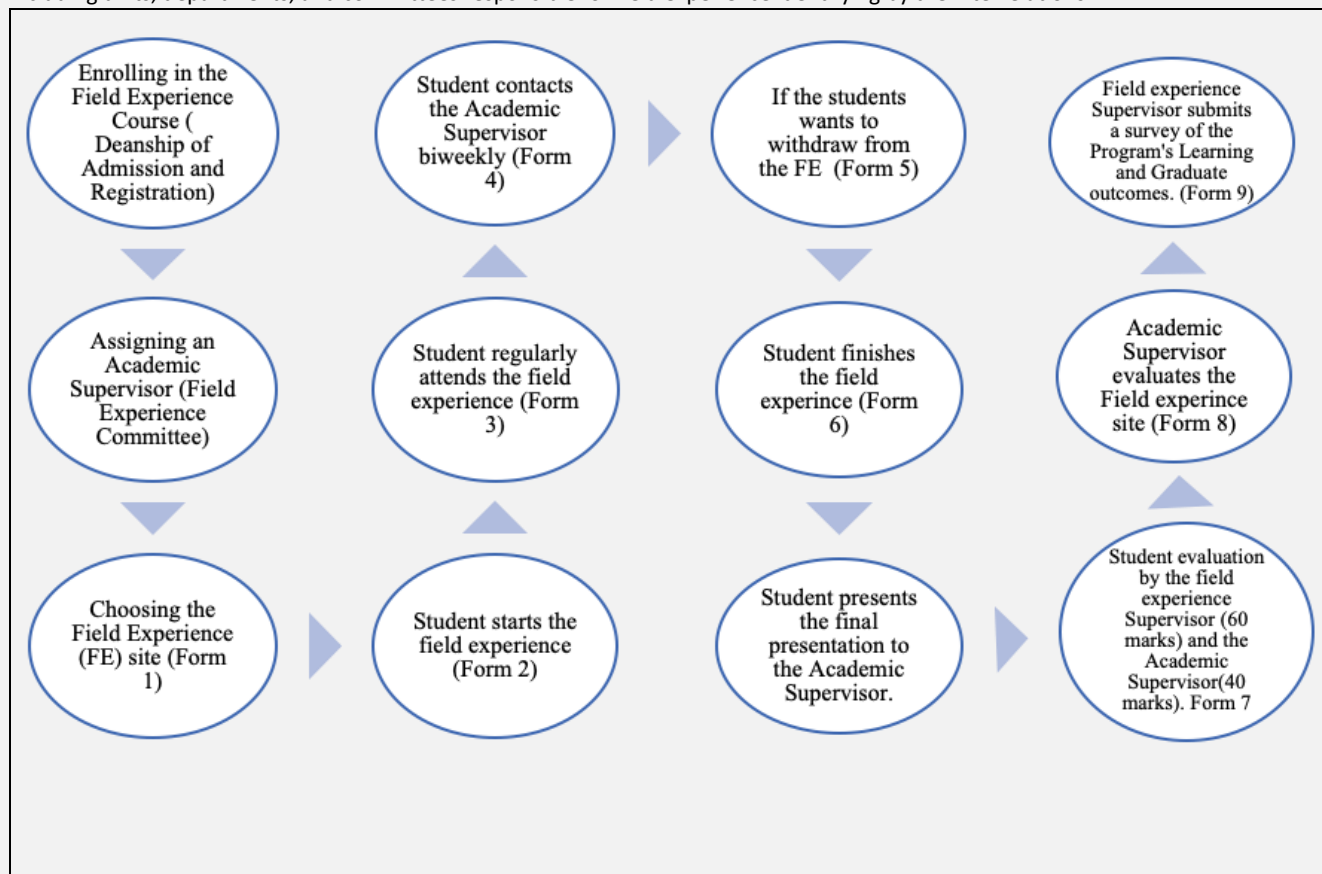
Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
3.0	Values, autonomy, and responsibility				
3.1	Adhere to professional and communal values and ethics.	V1	Enables the students to practice the required interpersonal skills in the work environment.	A final written training report by the student in addition to periodic progress reports by the supervising faculty member. Discuss the benefits of using the targeted skills. Presenting a presentation about one's experience.	Student, Field Supervisor and Employee
3.2	Work autonomously to achieve target tasks.	V2			
3.3	Complete collaborative tasks with responsibility in the field experience environment.	V3			

*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	✓	✓	✓		
Selection of supervisory staff	✓				
Provision of the required equipment	✓	✓		✓	
Provision of learning resources	✓	✓		✓	✓
Ensuring the safety of the site	✓			✓	✓
Commuting to and from the field experience site			✓		✓
Provision of support and guidance		✓		✓	✓



Activities	Department or College	Teaching Staff	Student	Training Organization	Field Supervisor
Implementation of training activities (duties, reports, projects ...)		✓	✓	✓	✓
Follow up on student training activities		✓			
Monitoring attendance and leave	✓	✓		✓	
Assessment of learning outcomes		✓			✓
Evaluating the quality of field experience	✓	✓	✓		✓
Others (specify)					

3. Field Experience Location Requirements

Suggested Field Experience Locations	General Requirements*	Special Requirements**
Educational Institutions: English majors can benefit from internships at schools, universities, and language centers. These placements can offer hands-on experience in teaching, curriculum development, and educational technology, helping students understand the pedagogical approaches to language instruction.	Information technology equipment, office, laboratories, learning resources	Provide interns with comprehensive training and guidelines on interacting with beneficiaries in specialized fields. Provide the interns with written and oral training before the start of the internship.

*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

The Faculty of Arts and Education is committed to providing an optimal training environment tailored specifically for students focusing on education. In alignment with the regulations and standards set forth by the Ministry of Education, the University of Tabuk endeavors to uphold the highest quality of educational training services. This commitment includes a memorandum of cooperation with the Education Administration in Tabuk, aimed at enriching our education programs.

The goal is to offer educational training opportunities that meet the standards of the Ministry of Education and cater to the evolving needs of the education sector. Through practical teaching internships, we aim to equip our students with the necessary skills and knowledge to excel in their future careers. By leveraging our collaboration with the Education Administration in Tabuk, we are able to significantly enhance the training opportunities available to our students. Through this collaboration, we are dedicated to providing our students with unparalleled access to practical teaching experiences, thus ensuring they receive the most comprehensive and effective preparation for their future careers in education.





5. Safety and Risk Management

Potential Risks	Safety Actions	Risk Management Procedures
Not to provide a suitable place for the trainee.	The trainee should try to discuss options with his academic and field supervisor.	If the problem is not solved with the training supervisor, the students should report to his department.
Improper handling of trainees	The trainee should try to solve the problem with his academic and field supervisor.	If the problem is not solved with the training supervisor, the students should report to his department.

D. Training Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of training and assessment	Student Academic and Field Experience Supervisors Quality and Development Committee	Course Evaluation Form The final presentation and periodically reports are peer-reviewed and then checked and approved by the course coordinator and the Department Council
Suitability of grading rubrics and assessment strategies	Department Council Academic and Field experience Supervisors Quality and Development Committee	Periodically reports are peer-reviewed and then checked and approved by the Study Plan and Course Committee and the Department Council
Extent of achievement of course learning outcomes	Students Quality and Development Committee	At the end of each semester, students fill a Course Evaluation Form electronically on the university website. Periodical revision of the Program
The extent of the CLOs have been achieved.	Students Academic and Field Experience Supervisors Quality and Development Committee	The final presentation and periodically reports are peer-reviewed and then checked and approved by the Quality and Developmental Committee and the Department Council.

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	DEPARTMENT COUNCIL
Reference No.	MEETING NO. 9/45
Date	15.04.1445

