



هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 7.

T8. FIELD EXPERIENCE SPECIFICATION
Training course, ACTU 498

Field Experience Specifications

Institution: King Saud University	Date of Report:
College: College of Science Program: Bachelor of Science in Actuarial and Financial Mathematics	Department: / Mathematics Department Track (if any):

A. Field Experience Course Identification and General Information

1. Field experience course title and code Training Course, ACTU 498																																												
2. Credit hours (if any) 6																																												
3. Level or year of the field experience. Level 9 Year 5																																												
4. Dates and times allocation of field experience activities. a. Dates: from summer of the fourth year to the fall of the fifth year b. Times: between four months to seven months																																												
5. List names, addresses, and contact information for all field experience locations.																																												
<table border="1"> <thead> <tr> <th></th> <th>Name and Address of the Organization</th> <th>Name of Contact Person</th> <th>Contact Information (email address or mobile)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Saudi Arabian Monetary Authority</td> <td>HR</td> <td></td> </tr> <tr> <td>2</td> <td>MEDGULF, Saudi Arabia</td> <td>HR</td> <td></td> </tr> <tr> <td>3</td> <td>Tawuniya insurance company</td> <td>HR</td> <td></td> </tr> <tr> <td>4</td> <td>ANB bank</td> <td>HR</td> <td></td> </tr> <tr> <td>5</td> <td>AXA insurance company</td> <td>HR</td> <td></td> </tr> <tr> <td>6</td> <td>Saudi-Re</td> <td>HR</td> <td></td> </tr> <tr> <td>7</td> <td>ALINMA Tokyo Marine</td> <td>HR</td> <td></td> </tr> <tr> <td>8</td> <td>Takaful Al Rajhi</td> <td>HR</td> <td></td> </tr> <tr> <td>9</td> <td>Saudi-French bank</td> <td>HR</td> <td></td> </tr> <tr> <td>10</td> <td>Riyadh bank</td> <td>HR</td> <td></td> </tr> </tbody> </table>		Name and Address of the Organization	Name of Contact Person	Contact Information (email address or mobile)	1	Saudi Arabian Monetary Authority	HR		2	MEDGULF, Saudi Arabia	HR		3	Tawuniya insurance company	HR		4	ANB bank	HR		5	AXA insurance company	HR		6	Saudi-Re	HR		7	ALINMA Tokyo Marine	HR		8	Takaful Al Rajhi	HR		9	Saudi-French bank	HR		10	Riyadh bank	HR	
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B. Learning Outcomes

Learning Outcomes for Field Experience 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.

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 Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	<ul style="list-style-type: none"> - The use of theoretical methods in practical real world problem. - To select and analyzing data. - To write report 	<ul style="list-style-type: none"> - Training student in company. - Weakly discussions with the trainer. - Weakly discussions with the supervisor. - Practice on writing reports 	<ul style="list-style-type: none"> - Evaluation of the trainer. - Supervisor evaluation. - Evaluation of the student final report - Oral Presentation.
1.2			
2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> - Applying the knowledge acquired during the courses to real-world-problems; - Selecting and analyzing data. - Modeling markets - Identifying requirements for an efficient solution of a real-world-problem while taking different technical constraints into account. 	<ul style="list-style-type: none"> - Training in a company. - Weekly meeting with the supervisor. - Discussion with the trainer. - Oral presentation. 	<ul style="list-style-type: none"> - Monthly report must be given to the supervision. - Evaluation of the trainer - Evaluation of the final report. - Evaluation of the presentation
2.2			

3.0	Interpersonal Skills & Responsibility		
3.1	<ul style="list-style-type: none"> - Listening to others and responding appropriately. - Being able to communicate concisely and clearly. - Being able to communicate effectively through oral and written reports and documents. - Work independently. - Communicate results of work to others. 	<ul style="list-style-type: none"> - Writing reports. - Discussions with the supervisor. - Discussions with the trainer. - Present the work in the final report. 	<ul style="list-style-type: none"> - Final report. - Presentation. - Evaluation by the supervisor and the trainer.
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	<ul style="list-style-type: none"> - Understanding the enterprise environment, needs, and constraints. - Identifying requirements for an efficient solution of a real-world-problem while taking different technical constraints into account 	<ul style="list-style-type: none"> - Conducting numerical computation using mathematical softwares, and reporting results. 	<ul style="list-style-type: none"> - Evaluation of obtained results and compare it with the known results.
4.2			
5.0	Psychomotor		
5.1	Not applicable	Not applicable	Not applicable
5.2			

C. Description of Field Experience Activity

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

A Professional attachment of four to seven months at the basis of five days per week is a requirement of all students, typically completed from the end of the fourth year to the of fall of the fifth year of study. These internships are carefully crafted to be relevant and enriching, allowing students to acquire first-hand practical experience and to sharpen their skills in insurance and business industries. Through the training attachment, students will also get to interact and network with professionals in the working environment, setting up valuable contacts that can give them an edge when they start their career. The Professional training experience often serves as an excellent opportunity for employers to assess students, prior to making a permanent job offer - often even before they graduate.

Students are required to spend five days weekly in the last semester to gain practical experience in insurance or re-insurance companies or in financial institutions under the supervision of a professional trainer nominated by the company. Also, he/she should meet and keep regular contacts and exchange with his/her academic supervisor during the training period for at least three hours per week.

2. List required assignments, projects, and reports.

- a. Student should provide a report monthly to his department supervisor about his practical training.

- b. Student should provide a final written report by the end of his practical training.

- c. The assessment and evaluation of the student will be with the following criteria: 30% evaluation by the trainer, 40% evaluation by the academic supervisor, 30% evaluation of the oral presentation (by a committee appointed by the department).

3. Follow up with students. What arrangements are made to collect student feedback?

- a) Final year students' survey
- b) Alumni surveys
- c) Students course evaluation

4. Insert a field experience flowchart for responsibility and decision-making (including a provision for conflict resolution).

Note that a more detailed Field Experience Specification comparable to a course specification should also be prepared for any field experience required as part of the program

5. Responsibilities.

	Student	Field Teaching Staff	Program Faculty and Teaching Staff	Department or College
Planning Activities				
a. Student activities.	At least three hours weekly meeting with the academic supervisor			
b. Learning experiences.				
c. Learning resources				Books available in the main library.
d. Field site preparations				
e. Student guidance and support				
Supervision Activities				
a. transport to and from site.				
b. Demonstrate learning outcome performance.		- 6 scheduled office hours per week - 5 hours weekly for academic advice through the academic guidance unit in the department		
c. Completion of required tasks, assignments, reports, and projects.		Written reports, comments,		
d. Field site – safety.				
e. Student learning activities.				
b. Providing learning resources				R, Excel, Matlab, Mathematica, Scientific Workplace, Microsoft Office

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c. Administrative (attendance)				
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Assessment Activities

a. Student learning outcomes		Writing reports.		
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D Planning and Preparation

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
<ul style="list-style-type: none"> a. Lecture room equipped with blackboard and data show Computer laboratory 		<ul style="list-style-type: none"> Computers equipped with suitable software
<ul style="list-style-type: none"> b. Printers connected to the computers. 		
Explain the decision-making process used to determine appropriate field experience locations.		

2. Identification of Field Staff and Supervisors

List Qualifications	List Responsibilities	List Training Required
a.	Written reports	Not applicable
b.		
c.		
d.		
Explain the decision-making process used to determine appropriate field staff and supervisors.		

3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
a. all the courses	Not applicable	Not applicable
b.		
Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.		

4. Safety and Risk Management.

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a. Not applicable	Not applicable	Not applicable	Not applicable
b.			
c.			
Explain the decision-making process used to protect and minimize safety risks.			

5. Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them?

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

- Course evaluation by student at the end of the semester.

b. Supervising staff in the field setting

Describe evaluation process

- Analyzing students evaluation
- Peer consultation on teaching and experts
- Departmental council discussions
- Supervisors observations

c. Supervising faculty from the institution

Describe evaluation process

- Supervisors observations
- Evaluation form for the student during training

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

Describe evaluation process

- a) Alumni surveys

Name of Field Experience Coordinator: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____