

The National Commission for Academic Accreditation & Assessment

Field Experience Specification

For guidance on the completion of this template, refer to Section 2.6 in Chapter 2 of Part 2 of this Handbook.

Institution
College/Department

A Field Experience Course Identification and General Information

1. Field experience course title and code
2. Credit hours
3. Program in which this field experience activity is offered
4. Name of faculty member responsible for administration of the field experience
5. Duration and time allocation of the field experience activity
6. Level/year at which the field experience is offered

B Objectives

1. Summary of the main learning outcomes for students participating in the field experience activity.
2. Briefly describe any plans for developing and improving the field experience activity that are being implemented.

3. Learning Outcomes in Domains of Learning

For the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the field experience is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill.
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

(Note that the objectives of the field experience may not include all of the domains and the items should be completed only for kinds of learning the field experience activity is intended to develop)

a. Knowledge

(i) Description of the knowledge to be acquired

(ii) What will be done to develop that knowledge

(iii) Methods of assessment of knowledge acquired

b. Cognitive Skills

(i) Description of cognitive skills to be developed

(ii) What will be done to develop these cognitive skills

(iii) Methods of assessment of skills developed
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
(ii) What will be done to develop these skills and abilities
(iii) Methods of assessment of skills and abilities developed
d. Communication, Information Technology and Numerical Skills
(i) Description of the numerical and communication skills to be developed
(ii) What will be done to develop these skills
(iii) Methods of assessment of skills developed

e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required
(ii) What will be done to develop these skills
(iii) Methods of assessment of psychomotor skills

C Description of Field Experience Activity (General description in the form to be used for the Bulletin or Handbook should be attached)

1. At what stage or stages during the program does the field experience occur?
2. <u>Organizational structure</u> (eg. single time block, distributed time blocks, recurrent schedule of XXX days per week)
3. <u>Student Activities</u> Describe the principal activities in which the students will be involved during the field experience.

4. Student assignments or reports (if any) a. Title or description	b. When are these assignments or reports required?
<p>5. <u>Follow up with Students.</u> What arrangements are made for follow up with students to reflect on their experiences and apply what they have learned to future situations? (eg. Seminars or tutorials, individual consultations, reference in subsequent courses, etc.)</p>	
<p>6. <u>Responsibilities of Supervisory Staff in the Field.</u> Describe the main responsibilities of supervising staff working in the field location. (eg. Planning activities for student's development of skills, advice to students, assessment of performance)</p>	
<p>7. <u>Responsibilities of Supervisory Faculty from the Institution.</u> Describe the main responsibilities of supervising faculty from the institution. (eg. Consultation, planning with and advice to field supervisors and students, student assessment, time expectations for visits, etc)</p>	
<p>8. Arrangements for student guidance and support</p>	
<p>9. What facilities and support are required at the field experience location? (if any) a. <i>Accommodation</i></p>	

b Computer resources

c Learning support materials

d Other

D Planning and Preparation

1. Identification of Field Placements. What processes are used to identify appropriate field placements?

2. Preparation of Field Supervisors. Briefly describe and indicate timing of arrangements made to ensure full understanding of roles and responsibilities of supervising faculty/staff in the field setting. (for example, briefing meetings and follow up consultation, training, staff development, notes for guidance.)

3. Preparation of Students. Briefly describe and indicate timing of arrangements made for preparation of students for participation in the field experience activity. (Cross reference to any written notes provided)

4. Safety and Risk Management Describe process used to ensure safety and identify potential risks to students, persons with whom they work, or facilities where they will be located, and strategies to minimize and protect against those risks (including insurance arrangements).

E Student Assessment

1. Basis for Assessments. List the major performance criteria or matters considered in deciding on student grades. These may include assessments of work performance and personal characteristics and written reports of assignments. If specified weightings are given for different tasks or criteria indicate the weighting given to each component

2. Field Supervisors Responsibility for Assessment. Describe the responsibility of supervising staff in the field location for student assessment

3. Supervising Faculty Responsibility for Assessment. Describe the responsibility of supervising faculty from the institution for student assessment

4 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?

F Evaluation of the Field Experience

1. Arrangements for evaluation of field experience activity by:

a. Students

b. Supervising staff in the field setting

c. Supervising faculty from the institution

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

2. Describe the planning arrangements for periodically reviewing the effectiveness of the field experience and planning for improvement.