



Field Experience Specification (Bachelor)

Course Title: Cooperative Training

Course Code: Eng-4860-8

Program: Bachelor of Arts in English Language

Department: English Department

College: College of Languages and Translation

Institution: King Khalid University

Field Experience Version Number: 2

Last Revision Date: February 11, 2026

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A. Field Experience Details:

1. Credit hours: (8).		
2. Level/year at which Field Experience is offered: (8/4).		
3. Time allocated for Field Experience activities		
(12-15) Weeks	(60-75) Days	(360-400) Hours
4. Corequisite (or prerequisites, if any) to join Field Experience		
MHR0401 – Training 1: Job Preparation Skills		
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	Demonstrate comprehensive understanding of linguistic, literary, and cultural theories relevant to English studies and professional applications.	K1, K2	- Orientation sessions - Discussions - Reflective reports.	- Supervisor evaluation - reflective journal.	Academic Supervisor
1.2	Explain how English language and cultural competencies relate to translation, education, media, and other	K3, K4	- Observation in translation or teaching settings - industry seminars.	- Field report - Oral discussion.	Academic Supervisor / Field Supervisor





Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
	professional domains.				
1.3	Identify institutional and societal expectations of professional English practitioners in Saudi and international contexts.	K2, K4	- Seminars with practitioners - guided discussions.	- Written report - Oral presentation.	Academic Supervisor
2.0	Skills				
2.1	Apply advanced English communication skills—oral and written—in authentic professional environments.	S3, S4	Delivering lessons, presentations, and translation projects.	Observation checklist; oral performance evaluation.	Field Supervisor / Academic Supervisor
2.2	Use linguistic and technological tools effectively to perform translation, editing, and pedagogical tasks.	S2, S5	- Using CAT tools - editing and proofreading - teaching software applications.	- Portfolio review - progress reports.	Field Supervisor
2.3	Integrate theoretical knowledge into practice by completing professional assignments under supervision.	S1, S4, S6	Project-based learning and supervised teaching/translation work.	- Final report - project evaluation.	Academic Supervisor / Department Committee
3.0	Values, autonomy, and responsibility				
3.1	Demonstrate ethical	V1	Adherence to	Supervisor evaluation	Field Supervisor



Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
	behavior, responsibility, and commitment to professional standards in all training activities		organizational policies and ethical guidelines.	code of conduct checklist.	/ Academic Supervisor
3.2	Collaborate effectively in multicultural and multidisciplinary teams while showing respect and accountability	V2	Group projects and cross-functional collaboration tasks.	- Peer evaluation - teamwork assessment rubric.	Field Supervisor
3.3	Reflect critically on personal performance and demonstrate initiative for continuous professional development	V3	- Reflective journaling - feedback meetings with supervisors.	- Reflective essay - Oral presentation.	Academic Supervisor / Department Committee

*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.

The administration of the ENG4860 Cooperative Training course involves multiple academic and administrative units within the College of Languages and Translation. Each unit plays a distinct role in planning, supervising, and evaluating the field experience. The following hierarchy illustrates the interrelations among these entities.

A. Institutional and College-Level Oversight

Level	Responsible Unit	Key Responsibilities
University Vice Presidency for Academic Affairs	Institutional Oversight	Approves overall training policy and ensures alignment with university regulations and NCAAA standards.
College Council	College Council	Reviews and endorses the annual cooperative training plan, ensures sufficient resources, and approves host institutions.
Training and Alumni Unit (College Level)	Coordination & Quality	Coordinates with external training agencies, maintains database of approved sites, ensures risk and safety compliance, and submits summary reports to the Dean.

B. Department-Level Oversight

Level	Responsible Unit	Key Responsibilities
English Department Council	Academic Supervision	Reviews training objectives and outcomes, nominates academic supervisors, and monitors progress reports.
Department Training Committee	Operational Management	Allocates students to sites, communicates with field supervisors, monitors weekly reports, and ensures CLO–PLO alignment.
Academic Supervisor	Academic Mentoring	Guides students academically, assesses reflective reports, visits sites, and evaluates CLO achievement.

C. Host Institution (External Partner)

Level	Responsible Unit	Key Responsibilities
Field Supervisor	Onsite Supervision	Provides day-to-day mentoring, assigns tasks relevant to learning outcomes, and completes periodic performance evaluations.
Host Organization HR/Training Department	Institutional Liaison	Coordinates with the university, ensures compliance with ethical and safety standards, and approves student attendance logs.

D. Student Role





Level	Responsible Unit	Key Responsibilities
Student Trainee	Participant	Adheres to policies, completes assigned duties, maintains a reflective logbook, submits reports, and upholds ethical and professional conduct.

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	✓	✓		✓	✓
Implementation of training activities (duties, reports, projects, etc.)	✓	✓	✓	✓	✓
Follow up on student training activities	✓	✓		✓	✓
Monitoring attendance and leave	✓			✓	✓
Assessment of learning outcomes	✓	✓	✓	✓	✓
Evaluating the quality of field experience	✓	✓		✓	✓

3. Field Experience Location Requirements

Suggested Field Experience Locations	General Requirements*	Special Requirements**
Language Institutes, Universities, and Schools	Equipped classrooms, teaching materials, IT resources, and learning support.	Qualified English instructors, clear training plans, and approved safety protocols.
Translation and Publishing Agencies	Offices, computers with translation software, and access to bilingual resources.	Confidentiality agreements and professional translation workflow.
Media, Public relations, and Communication Centers	Access to editing tools, studio space, and digital media labs.	Ethical guidelines for content production and public communication.
Tourism, Cultural, and Diplomatic Institutions	Workstations, communication materials, and access to cultural programs.	Multilingual environment, adherence to cultural and diplomatic protocols.



* 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 Department Training Committee reviews potential training sites each semester and ensures their compliance with academic and professional requirements.
- The College Training and Alumni Unit verifies institutional accreditation, available resources, and relevance to program outcomes.
- The Academic Supervisor assesses suitability based on the student's specialization and learning objectives.
- Host organizations are contacted formally for approval and agreement documentation.
- Final endorsement is provided by the College Council before the start of the semester.
- A memorandum of understanding (MoU) or formal cooperation letter is filed with the University Vice Presidency for Academic Affairs.

5. Safety and Risk Management

Potential Risks	Safety Actions	Risk Management Procedures
Accidents during travel or commuting	Students receive safety briefings and insurance coverage.	Maintain attendance and travel logs; immediate reporting protocol.
Workplace stress or excessive workload	Periodic check-ins and workload monitoring.	Supervisor counseling and departmental adjustment of tasks.
Breach of confidentiality or ethical misconduct	Mandatory ethics, orientation and confidentiality agreements.	Written incident reporting and corrective action by the department.
Health and safety hazards in the workplace	Ensure all sites comply with occupational safety standards.	Site inspection by college representatives and formal documentation.
Lack of supervision or guidance	Weekly follow-up by academic and field supervisors.	Replacement of host or reassignment to ensure proper training quality.

D. Training Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of training and assessment methods	Program Leaders, Supervisors	Direct – observation, course reports
Achievement of course learning outcomes	Academic Supervisors, Students	Direct & Indirect – rubrics, feedback forms
Quality and adequacy of learning resources	Students, Field Supervisors	Indirect – evaluation surveys
Quality of supervision and communication	Department Committee, Field Supervisors	Indirect – interviews and review meetings
Overall satisfaction and improvement actions	Quality Assurance Committee	Indirect – annual review reports

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	ENGLISH DEPARTMENT COUNCIL
Reference No.	47-15-2
Date	FEBRUARY 25, 2026

