



# Course Specification

## **DIPLOMA**

**Course Title:** Cooperative training

**Course Code:** APRT4901

**Program:** Renewable energy technologies

**Department:** Diploma Department

**College:** The Applied College

**Institution:** Umm Al-Qura University

**Version:** 1

**Last Revision Date:** 20 February 2025



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: (6)

2. Course type

A.  University  College  Department  Track  Others

B.  Required  Elective

3. Level/year at which this course is offered: (4<sup>th</sup> Level/ 2<sup>nd</sup> Year)

4. Course General Description:

#### 1. Course Description

Cooperative Training is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace. The experience enables students to apply and refine the knowledge and skills acquired in a related curriculum course. Cooperative Training is supervised work experience in a position in the government or the private sector which aimed to assist students in making the transition from the classroom to industry.

5. Pre-requirements for this course (if any):

6. Co-requisites for this course (if any):

7. Course Main Objective(s):

#### Course Main Objective

By completing Cooperative Training, students will learn more about your field and could interact with the professionals in your field. Moreover, the Cooperative Training course is expected to help him in such a way:

- Academically by applying and integrating the principles and theory learned in the classroom with workplace practice and clarifying academic goals.
- Professionally by clarifying career goals, understanding workplace culture, gaining workplace competencies, benefiting from professional networking, and having better access to after-graduation employment opportunities.
- Personally, by determining your strengths and weaknesses, developing and enhancing interpersonal skills, and specifying career options in Marketing.
- Understanding the work environment by understanding politics, conflict and the different patterns and settings in the work environment.

2. Teaching mode (mark all that apply)



No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	6	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	
2.	Laboratory/ <u>Studio</u>	
3.	Field	
4.	Tutorial	
5.	Others (specify) Cooperative Training	90
<b>Total</b>		<b>90</b>

### B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Gain insight into day-to-day operations in renewable energy, including project planning, system design, and maintenance practices.	K1	Cooperative Training	Cooperative Training
1.2	Understand how classroom-based knowledge (e.g., solar, wind, hydro technologies)	K2		



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	integrates into real-world scenarios.			
1.3	Recognize regulatory requirements, workplace safety procedures, and environmental considerations pertinent to renewable installations.	K3		
1.4	Familiarize yourself with modeling and simulation platforms, data analysis tools, and monitoring equipment used in renewable projects.	K4		
1.5	Learn methods for assessing system performance, identifying inefficiencies, and implementing corrective actions.	K4		
<b>2.0</b>	<b>Skills</b>			
2.1	Ability to work with renewable energy systems (e.g., solar panels, turbines) and related instruments safely and effectively.	S1		
2.2	Competence in gathering performance metrics, interpreting trends, and making evidence-based recommendations.	S2	Cooperative Training	Cooperative Training
2.3	Capacity to coordinate with team members, share project updates, and deliver clear presentations or reports.	S3		



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.4	Skill in handling unexpected challenges, developing alternative solutions, and adjusting plans efficiently.	S4		
2.5	Proficiency in balancing multiple tasks, setting priorities, and meeting project deadlines.	S5		
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Commit to environmental stewardship and responsible decision-making aligned with industry standards.	<b>V1</b>	Cooperative Training	Cooperative Training
3.2	Take ownership of assigned tasks, display proactive problem-solving, and accept responsibility for outcomes.	<b>V2</b>		
3.3	Work effectively with diverse teams, respect differing perspectives, and maintain a supportive learning environment.	<b>V3</b>		
3.4	Seek continuous improvement, embrace new challenges, and apply constructive feedback to refine skills and knowledge.	<b>V4</b>		

### C. Course Content

No	List of Topics	Contact Hours
1	<b>Cooperative Training</b>	<b>90</b>
<b>Total</b>		<b>90</b>





## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1	Cooperative Training	15	%100

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	
Supportive References	
Electronic Materials	
Other Learning Materials	

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
<b>Technology equipment</b> (projector, smart board, software)	Data show
<b>Other equipment</b> (depending on the nature of the specialty)	

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Faculty	Direct (project, HW, Quiz, midterm and final exam)
Effectiveness of Students assessment	Students	Indirect (Student Survey)
Quality of learning resources	Program Coordinator	Direct analysis
The extent to which CLOs have been achieved	Program Coordinator	Direct analysis
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

**Assessment Methods** (Direct, Indirect)





## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	Umm Al-Qura University Council
<b>REFERENCE NO.</b>	851141114462/190394
<b>DATE</b>	22/11/1446

