College of
Engineering and Architecture

Department of
Architecture

Cooperative Training
Course Specification

2023

Cooperative Training

Course Specification

Field Experience Specifications

Course Title:	Cooperative Training
Course Code:	ARC 1500
Program:	Architecture and Planning
Department:	Islamic Architecture
College:	College of Engineering and Islamic Architecture
Institution:	Umm Al-Qura University

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A. Field Experience Identification

1. Credit hours: 8 Credit Hours	
2. Level/year at which this course is offered: Year 3 Level 9	

3. Dates and times allocation of field experience activities.
- Number of weeks: (15) week
- Number of days: 5 days/ week (75) day
- Number of hours: 6-7 hours/ day (450-525) hour

4. Pre-requisites to join field experience (if any)**:**

ARC 1008   Architectural Design Studio 5: Long Spans

ARC 1109   Introduction to Urban Planning Studio

B. Learning Outcomes, and Training and Assessment Methods

1. Field Experience Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	Demonstrate an understanding of wide range of specialized knowledge related to the built environment. (K1-k)	K1
1.2	Demonstrate an understanding of the professional ethics and responsibilities related to the built environment. (K3-a)	K3
2	**Skills:**	
2.1	Apply the knowledge of professional and regulatory requirements. (S1-g)	S1
2.2	Solve complicated problems associated with the built environment. (S1-b)	S1
3	**Values:**	
3.1	Demonstrate self-discipline and punctuality. (V1-a)	V1
3.2	Demonstrate commitment to ethics; and professional and academic values. (V1-c)	V1
3.3	Demonstrate responsibility for self-learning and continuing personal and professional development. (V2-b)	V2
3.4	Work collaboratively and constructively, and lead diverse teams to perform a wide range of tasks with responsibility. (V2-c)	V2

2.Alignment of Learning Outcomes with Training Activities and Assessment Methods

Code	Learning Outcomes	Training Methods/Activities	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Demonstrate an understanding of wide range of specialized knowledge related to the built environment. (K1-k)	Self–Learning	Evaluation of Final Report
1.2	Demonstrate an understanding of the professional ethics and responsibilities related to the built environment. (K3-a)	Self–Learning	Evaluation of Final Report and Student Report
2.0	**Skills**		
2.1	Apply the knowledge of professional and regulatory requirements. (S1-g)	Self–Learning	Evaluation of Final Report

Code	Learning Outcomes	Training Methods/Activities	Assessment Methods
2.2	Solve complicated problems associated with the built environment. (S1-b)	Self–Learning Self–Learning	Any evidence that demonstrate progress in this objective
3.0	**Values**		
3.1	Demonstrate self-discipline and punctuality. (V1-a)	Self–Learning	Evaluation of Attendance Reports
3.2	Demonstrate commitment to ethics; and professional and academic values. (V1-c)	Self–Learning	Evaluation of Final Report
3.3	Demonstrate responsibility for self-learning and continuing personal and professional development. (V2-b)	Self–Learning	Evaluation of Final Report
3.4	Work collaboratively and constructively, and lead diverse teams to perform a wide range of tasks with responsibility. (V2-c)	Self–Learning	Evaluation of Final Report at the end of the training period

3. Field Experience Learning Outcomes Assessment
a. Students Assessment Timetable

#	Assessment task*	Assessment timing (Week)	Percentage of Total Assessment Score
1	Week 5: First attendance and absence report submission	5	10%
2	Week 10: Second attendance and absence report submission	10	10%
3	Week 15: Final attendance and absence report submission	15	10%
4	Final evaluation report submission	15	40%
5	Review of training report produced by the student	15	30%

*Assessment task (i.e., Practical test, oral test, presentation, group project, essay, etc.)

b. Assessment Responsibilities

م	Category	Assessment Responsibility
1	**Teaching Staff**	Prior to the semester in which the training is held, teaching staff select the appropriate training firms and distributes students to them. Prior to the semester in which the training is held, an introductory lecture is conducted by teaching staff and students nominated for training are invited to attend. During the training period, teaching staff receives and reviews first and second attendance and absence report. At the end of the training period, teaching staff receives and reviews students' final reports and the evaluation form filled by the field supervisor.

| 2 | **Field Supervisor** | Follow-up the students' progress during the training period.
Filling the attendance forms.
Filling the final evaluation form. |
| 3 | **Others** (specify) | None |

C. Field Experience Administration
1. Field Experience Locations
a. Field Experience Locations Requirements

Suggested Field Experience Locations	General Requirements*	Special Requirements**
Architectural consultant firms	Should pass the prerequisite courses. Should be pre-approved by the coordinator	Reputable offices
Urban design consultant firms		Reputable offices
Urban planning consultant firms		Reputable offices
Architectural construction sites		Following safety standards

*Ex: provides information technology ,equipment ,laboratories ,halls ,housing ,learning sources ,clinics etc.

**Ex: Criteria of the training institution or related to the specialization, such as: safety standards, dealing with patients in medical specialties, etc.

b. Decision-making procedures for identifying appropriate locations for field experience

This training provides students with an opportunity to enrich their university experience by linking academic studies to actual practical situations. Students will also have the opportunity to assess their professional interests in their respective fields. The trainee student is subject to all the organizational rules and vacations system in the firm in which he trains. Training opportunities with architectural firms are selected by the department; however, student can select an opportunity to train after department approval.

2. Supervisory Staff
a. Selection of Supervisory Staff

Selection Items	Field Supervisor	Teaching Staff
Qualifications	Consultant in the architecture, building construction, urban design or urban planning field	Ph.D.
Selection Criteria	--	Qualification Knowledge Interest and passion

b. Qualification and Training of Supervisory Staff
(Including the procedures and activities used to qualify and train the supervisory staff on supervising   operations, implementing training activities, the follow-up and evaluation of students, etc.)

3. Responsibilities
a. Field Experience Flowchart for Responsibility
including units, departments, and committees responsible for field experience, as evidenced by the relations between them.

Step 1: Evidence: Documentation of experience by the trainee.
Step 2: Reflection: commentary of the trainee on experiences and learning that has resulted and how the objectives were fulfilled.
Step 3: Evaluation: studying the evidence by the examiners.
Step 4: Defending the evidence: a dialog between the trainee and the examiners.
Step 5: Decision.

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b. Distribution of Responsibilities for Field Experience Activities

Activity	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, ...)	●	●			
Follow up on student training activities	●	●			●
Adjusting attendance and leave	●				●
Assessment of learning outcomes	●			●	●
Evaluating the quality of field experience	●		●		●

Activity	Department or College	Teaching Staff	Student	Training Organization	Field Supervisor
Others (specify)	None	None	None	None	None

4. Field Experience Implementation
a. Supervision and Follow-up Mechanism

Trainees are evaluated through an Evaluation form. The evaluation form lists the course learning outcomes that are expected to be achieved every week by the trainee.

Trainees also receive verbal feedback from the field supervisor and at the end of their training period.

The faculty staff closely monitors the students' attendance and performance in the affiliated internship firms (week 5, 10 and 15).

At the end of the training period, the student is required to hand in the filled, signed, and stamped evaluation form.

Furthermore, he is required to submit a report explaining the acquired knowledge, skills **and** experiences during training.

The faculty member logs the activity of each student carefully and ensures that students are complying with all the policies and procedures.

Given the subjective nature of the assessment decisions involved in the use of rating scale, rating of more than one examiner will have to be collated to arrive at a reliable evaluation of this evidence. Rating scale:

Grade A (Excellent) = the intern consistently does outstanding high quality work, consistently achieved expectation and demonstrated high level of performance in all outcomes.

Grad B (Good) = the intern clearly met the defined expectations, demonstrated the required performance for all outcomes and his or her work is of good quality.

Grade C (Satisfactory) = the intern met the expectations to the minimally acceptable level, minimally acceptable quality and demonstrates the required performance for all outcomes.

Grade D (Borderline) = the quality of work is below the minimally acceptable level, met most of the expectations and demonstrate the requirements for some of the outcomes.

Grade E (Fail) = low quality work, does not met most of the basic expectations, significant improvement is needed in relation to outcomes.

b. Student Support and Guidance Activities

The department regularly conducts presentations and workshops on career counseling and guidance, especially for senior students.

The field supervisor or his designate must constructively discuss with trainee his evaluation. He must inform trainee about his strong and weak points in his performance and suggest remedial plans. Trainee must sign the evaluation form as an acknowledgement that he/she has discussed the evaluation with the field supervisor.

5. Safety and Risk Management

Potential Risks	Safety Actions	Risk Management Procedures
Construction sites injuries	Provide all safety measures on site to prevent risks of construction sites	Educate students about the risks of the construction sites.

G. Training Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Teaching staff, workload, training program effectiveness and appropriateness, and quality of learning resources employed.	Students	Indirect evaluation (Course Evaluation Survey)
Direct observation of student skills	Field Supervisor	Direct evaluation (Attendance forms and final Report)
Evaluation of the final report submitted by the student	Peer Reviewer	Direct evaluation (Final Report of the student)

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	
Reference No.	
Date	

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