



## **TQF 4: Field Experience Specification**

The Field Experience Specification herein includes information about the management of student activities in the course which can be, for example, IAL 4533 Pre-cooperative Education in Airline Business or related service industry and IAL 4534 Cooperative Education in Airline Business or related service industry. This internship must be planned in accordance with the program specification. The field experience specification also describes the objectives and details of the activities, knowledge training for students, processes and methods of training students in specific skills, criteria and assessment, and field experience report.

### **The Field Experience Specification consists of 7 sections**

Section 1	General Information
Section 2	Aim and Objectives
Section 3	Development of Student Learning Outcome
Section 4	Course Characteristics and Implementation
Section 5	Planning and Preparation
Section 6	Student Assessment
Section 7	Field Experiences Evaluation and Improvement



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## **5. Semester and Year of Study**

Second Semester, the third year of study with completion of requirement courses according to the program plan (2/2018)

First Semester, the fourth year of study with completion of requirement courses according to the program plan (1/2019)

## **6. Latest Date of Field Experience Specification Development or**

**Modification** Revised on December 17, 2018

## **Section 2: Aims and Objectives**

### **1. Aims of Field Experience**

- To create an opportunity for students to apply knowledge and understanding compiled from the practicum to real world situation.
- To clarify the students' point of view on various business and industries relating to Tourism Industry degree program.
- To ensure individual development and applicability of skills and experiences acquired for students future career.

### **2. Objectives of Field Experience Development and Improvement**

Students should have the following competencies:

- Be able to integrate all knowledge for using in local or in tourism industry environment.
- Be able to manage self and social responsibility as teamwork, including management of business ethics.
- Be able to prepare report on results of the Airline Business and or related service industry cooperative education (internship) in consultation with responsible advisor.

## **Section 3: Development of Students' Learning Outcome**

### **1. Morals and Ethics**

#### 1.1 Morals and Ethics to be developed

- (1) Be able to deliver or to complete a required task at appointed time.
- (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.
- (3) Be able to make decisions in business according to moral concepts and judgments.

#### 1.2 Process of Activities

(1) Orientation to students about discipline, morals and ethics before the internship.

(2) Setting internship schedule, scope of work, and how to evaluate performance.

(3) Continuing monitoring and evaluation student's behavior to follow the rules as well as employees of the organization.

#### 1.3 Evaluation Strategies

- (1) Self evaluation by using morals and ethics questionnaire.
- (2) Staff mentor evaluate by using observation form.
- (3) Responsible advisor interviews colleagues, supervisors, and others concerns including the record.

### **2. Knowledge**

#### 2.1 Knowledge to be acquired

- (1) Understanding the airline business theories and important case studies taught.
- (2) To be able to provide an analysis and provide the solution to real world problems.
- (3) To be able to use airline business knowledge integrated with other disciplines.

## 2.2 Process of Activities

(1) Orientation to students about current theory and knowledge in various areas of business.

(2) Participation with the supervisor at work place to arrange the source of information for students to improve knowledge and skills.

## 2.3 Evaluation Strategies

(1) Evaluate the ability to integrate theories and knowledge related to working assignments from student's report and interviewing.

(2) Evaluate the work performance of students from host supervisor and advisor/inspector by using student assessment rubric.

# 3. Cognitive Skills / Intellectual Skills

## 3.1 Cognitive Skills / Intellectual Skills to be developed

- (1) The ability to gather and summarize information, and report
- (2) Self-study and sharing information to the class
- (3) The ability to solve problems from case studies

## 3.2 Process of Activities

(1) Assign students to involve in one or more special projects to analyze problems by using analytical thinking and develop flowcharts to describe causes and provide adequate method to solve problems.

(2) Conduct research regarding the proper preparation of airline business planning issues.

## 3.3 Evaluation Strategies

(1) Evaluate student's presentation.

(2) Evaluate student's discussion.

(3) Evaluate student's report.

# 4. Interpersonal Skills and Responsibility

## 4.1 Interpersonal Skills and Responsibility to be developed

- (1) Be able to communicate with foreigners in English and another language
- (2) Be able to use English to solve airline business problem

- (3) Initiate some new airline service ideas and have leadership

#### 4.2 Process of Activities

- (1) Group communication and building teams.
- (2) Experienced in leading / coordinating complex activities.
- (3) Listening for a variety of purposes (for information, empathy, support, criticism, etc.)

#### 4.3 Evaluation Strategies

- (1) Coordinating between the host entrepreneurs and SSRUIC to evaluate students for improvement.
- (2) Using peer evaluation at work place.

## **5. Numerical Analysis, Communication and Information Technology Skills**

### 5.1 Numerical Analysis, Communication and Information Technology Skills to be developed

- (1) Be able to use basic ICT skills and apply them.
- (2) Be able to use statistics and mathematics to solve business problems.
- (3) Be able to use ICT in the work place and apply numerical analysis in communication i.e. fare and ticketing, check-in, e-passport.

#### 5.2 Process of Activities

- (1) Search for information and data from academic resources and IT.
- (2) Construct mathematical graphic presentations (in various media)

#### 5.3 Evaluation Strategies

- (1) Evaluate student's presentation
- (2) Evaluate student's discussion
- (3) Evaluate student's report

## **Section 4: Course Characteristics and Implementation**

### **1. General Description or Course Description**

This course is to organize practical training for students in aviation industry in terms of theoretical and practical training. It covers orientation and post-orientation of details in field experience including discussion on aviation industry problems and suggestions in problem solving. The Field Experience Specification herein includes information about the management of student activities in the course which can be IAL 4533 Pre-cooperative Education in Airline Business or related service industry and IAL 4534 Cooperative Education in Airline Business or related service industry. This internship must be planned in accordance with the program specification. The field experience specification also describes the objectives and details of the activities, knowledge training for students, processes and methods of training students in specific skills, criteria and assessment, and field experience report.

### **2. Student activities**

The main activities of a field experience are:

- Integration of all knowledge for using in the Pre-Cooperative Education in airline business or related service industry (Pre-internship) and Cooperative Education in airline business or related service industry (Internship).
- Use of techniques and strategies for business management;
- Use of creative problem solving to improve self-potentiality.



### 3. Student Report or Assignment

<b>Reports or Assignments</b>	<b>Submission Due</b>
Daily record of works	It is compulsory that students submit their daily report to the host supervisor on weekly basis by presenting all daily record of works the students were assigned and have completed to the supervisor.
Report to SSRUIC supervisor	The SSRUIC advisors visit the students twice to supervise them on the workplace. On the visiting day, the students are required to show their daily record of works and to explain what they were assigned and that they are doing or that they have completed. Problems and other issues can be discussed.
Weekly record of works	It is compulsory that the students submit their weekly record of works every week, by uploading the report every Sunday of each week on the SSRUIC e- learning site, the Moodle. In case there is any technical problem with the Moodle, students are needed to submit the weekly report to all SSRUIC advisors via email.

<b>Reports or Assignments</b>	<b>Submission Due</b>
Report of any problems that may arise, or sickness leave report	<p>- For sick leave less than 3 days, the students submit a leave form to supervisor and SSRUIC at the first day returning to work. However, students can apply sick leave rule according to the host workplace.</p> <p>- For sick leave more than 3 days, the students submit a leave form with a medical certificate to their host supervisor and SSRUIC at the first day returning to work.</p> <p>- Students submit any problems/obstacles to the work through email.</p>
Final report after completing the internship	It is compulsory that the students submit their final report in book form to the SSRUIC advisors. The report needs to be in the assigned format. Presentation is a must on the day of submitting the report. Rubric Assessment Criteria is used in the evaluation.

#### **4. Follow-up Student Learning Outcome from Field Experience**

The activities used for follow-up student learning outcome both while training and post training are:

- (1) Using follow-up form
- (2) Using interview follow-up
- (3) Using evaluation form from company
- (4) Using evaluation from the students' written report

## **5. Duties and Responsibilities of Field Supervisors in the Work Place.**

- (1) Role to evaluate the effectiveness and efficiency of internship students;
- (2) Role to control the student behavior to comply with the host's rules and regulations;
- (3) Role to train working skills for internship students.

## **6. Duties and responsibilities of Advisors/Inspectors**

- (1) Role to monitor and evaluate the student's work performance, self development, adaptability and learning capacity.
- (2) Role to be a person resource for student to consult and get information.

## **7. Preparation for student support**

- (1) Orientation by the program prior to the cooperative education program;
- (2) Study tour or institutional visit to the host workplace;
- (3) Handbook and Forms (Leave Form, Student Record Form, Student Evaluation Form, Rubric Assessment Criteria).
- (4) SSRUIC contacts the required host workplace and sends an official letter to the workplace at least one month before the cooperative education program begins.
- (5) Email and Website.

## **8. Facilities and Support from the Workplace**

- (1) The workplaces selected for cooperative education program under MOU with SSRUIC.
- (2) The workplaces selected for cooperative education program are expected to provide documents for student practice. Document may include research or trade/professional journal articles, policy manuals, and electronic sources.
- (3) The workplaces selected for cooperative education program are expected to provide supervisor for internship students.
- (4) The host supervisor gives assignments, monitors, and evaluates tasks and projects for student's experiences.

## **Section 5: Planning and Preparation**

### **1. Selection of Field Experience Venues**

Field experience advisor selects the workplaces, which join the cooperative education program, based on willingness to train students and provide the students' learning pathway.

- (1) Students will improve competencies and skills.
- (2) Students will experience real world work situations.
- (3) Students have the opportunity to improve their English language.
- (4) Students have the opportunity to improve their communication and social skills.
- (4) Hosting partner will have extra quality human resource.
- (5) Students have opportunity to improve knowledge about other cultures and languages such as organizational culture.
- (6) Hosting partners will improves employability of the students.

### **2. Student Preparation**

- (1) To explore the industry and areas in the industry which have often employed graduates from his/ her major.
- (2) To create a professional resume and have it reviewed by field experience advisor/ career counselor.
- (3) To practice interviewing according to resume.
- (4) To expand personal network through Student Organization / Professional Association/Career Counseling.

### **3. Advisors/Supervisors Preparation.**

The cooperative education advisor or supervisor has a very important function to prepare:

**Phase 1:** Before the Cooperative Education Period:

- To prepare a good introduction to the company and a smooth start at the workplace such as the department, position or job description for the students, social skills training including manners, report academic writing training, etc. This will be a big stimulus for the students' motivation.

**Phase 2:** During the Cooperative Education Period:

- To prepare the contact person in case of problems, meet host supervisors, suggest and guide the learning process at workplace (by giving feedback and demonstrating) to increase the students' competencies, as well as to monitor and give guideline to students in terms of completing their report.

**Phase 3** At the end of / after Cooperative Education Period:

- To prepare the process of assessing the student's competencies and evaluating the project as a learning process.

#### **4. Field Supervisor Preparation.**

The field supervisor has a role as teacher and trainer and must be able to:

- (1) Provide organization orientation to students.
- (2) Assist students in the preparation of a learning contract that requires the selection of appropriate task assignments
- (3) Provide the process of evaluation for student's performance through written evaluation and verbal feedback.
- (4) Notify the responsible faculty of any concerns or problems related to student performance by using various media (meeting, telephone, email, letter, etc.).

#### **5. Risk Management**

Program lecturers convened to prevent the risk of student internship:

- (1) The lecturers research and evaluate all areas of potential liability and risk.
- (2) The lecturers develop a policy manual specifies the responsibilities and roles of the institution, students, and hosting for injury, loss, claims, or damages arising from negligent operation and other problems arising during work.

## Section 6: Student Assessment

### 1. Assessment Criteria

Assessment of student's learning achievement from the Host is categorized in 5 dimensions by 1 – 4 scores as criteria for evaluation:

Dimensions	Scores
1. Behavior to the Establishment	1 means Poor
2. Behavior to Others	2 means Fair
3. Self Behavior	3 means Good
4. Responsibility	4 means Very Good
5. Communication Skills	

### The evaluation system is:

1. Attendance & Participation	10%
2. Host's Evaluation in Work Performance	20%
3. Supervisor/Inspector's Evaluation	20%
4. Internship Final Report	20%
5. Presentation (Supervisor 15%+Vote 5%)	20%
6. Weekly Report (via Moodle)	<u>10 %</u>
<b>Total</b>	<b>100%</b>

The SSRUIC supervisor / advisor / or inspector compiles all scores for evaluating the student's grading. The Grading Criteria are as follows:

<b>Student's Score (%)</b>	<b>Grade</b>	<b>Result/Remark</b>
86.00 – 100	A	4.00
82.00 – 85.00	A <sup>-</sup>	3.75
78.00 – 81.00	B <sup>+</sup>	3.50
74.00 – 77.00	B	3.00
70.00 – 73.00	B <sup>-</sup>	2.75
66.00 – 69.00	C <sup>+</sup>	2.50
62.00 – 65.00	C	2.00
58.00 – 61.00	C <sup>-</sup>	1.75
54.00 – 57.00	D <sup>+</sup>	1.50
50.00 – 53.00	D	1.00
46.00 – 49.00	D <sup>-</sup>	0.75
0.00 – 45.00	F	0
-	I	Incomplete
-	W	Withdraw

## **2. Student Assessment Procedure**

(1) The staff mentor / supervisor of workplace evaluates by using the criteria of Cooperative Education Program.

(2) The SSRUIC advisor summarizes the result of evaluation and report to SSRUIC Director.

## **3. Field Supervisors' Responsibility for Student Assessment**

The field experience supervisor evaluates student's performance during training and at the end of training in the cooperative education program by using Forms for Evaluation.

#### **4. Responsible Faculty Member's Responsibility for Student Assessment**

SSRUIC advisor has to evaluate student's performance by using the host supervisor's report and student's weekly and final reports, which express the application of student's knowledge to actual practice.

#### **5. Conclusion of Discrepancy of Assessment Results**

The Head of the Program Coordinator and the host enterprise discuss about the differences of evaluation results (if any) and determine the conclusion.



## **Section 7: Field Experiences Evaluation and Improvement**

### **1. Process for Field Experience by All Concerned**

#### **1.1 Students**

Student evaluates the field experience by using provided questionnaire. Moreover, students have their oral presentation after they finished their internship, to share their experiences received from the internship workplace to other friends as well as to sophomore and freshmen students about benefits and obstacles to practice for future career.

#### **1.2 Field Supervisors or Entrepreneurs**

The field supervisor records assignment result and evaluates the field experience program by using provided questionnaire and randomly oral evaluation.

#### **1.3 Advisor /Lecturer Responsible for Field Experience**

The advisor responsible in the cooperative education program records student's performance after consultation in report from training of field experience.

#### **1.4 Others, e.g., New Graduates**

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### **2. Process for Evaluation Review and Improvement Plan**

#### **2.1 Developing a Learning Contract**

- The students and SSRUIC work together to plan all aspects of the cooperative education and complete a Learning Contract, which includes discipline-specific learning objectives and relevant learning outcome measures.

- The learning objectives describe what the students hope to learn from the overall experience, especially as it pertains to their course of studies.

- The learning outcome measures are vital for assessing learning and attainment of the learning objectives.

#### **2.2 Reviewing Direction and Support**

- SSRUIC role is primarily to serve student experience, answering question, and encouraging students in necessary ways.

- Another role of SSRUIC is to make an agreement and understanding with the host enterprises about the requirements and supports expected from them, while also

taking into account the nature of the host enterprises. This will help win- win situation between SSRUIC and the selected host enterprises.

- The internship students contact with SSRUIC advisor for ongoing guidance and support (by e-learning, email, social network, or in person, etc.) for assistance.
- Feedback received from the host supervisors should be noted as one of SSRUIC supporting idea to improve the plan.

**Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level**

Courses	1. Morals and Ethics			2. Knowledge			3. Cognitive Skills			4. Interpersonal Skills and Responsibility			5. Numerical Analysis, Communication and Information Technology Skills			6. Other Domain ie. Learning Management Skills		
	● Major Responsibility									○ Minor Responsibility								
Course Category – Required Course	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Course Code : IAL4533 Course Title : Pre-Cooperative Education in Airline Business	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Course Code : IAL4534 Course Title : Cooperative Education in Airline Business	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●