



Ministry of Higher Education and Scientific Research  
Scientific Supervision and Evaluation Authority  
Department of Quality Assurance  
and Academic Accreditation  
Accreditation Department

# The Academic Program Description Guide

**2024**

## **Introduction:**

The educational program is a coordinated and organized package of courses that include procedures and experiences organized in the form of academic vocabulary, its main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the work market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being acquired to students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone in obtaining program accreditation and is written jointly by the teaching staff under the supervision of scientific committees in the scientific departments. This guide, in its second version, includes a description of the academic program after updating the previous guide's vocabulary and paragraphs in light of the developments and growths of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the description of the academic program circulated under the Department of Studies' document T. M. 3/2906 on 3/5/2023 regarding programs that adopt the Bologna pathway as a base for their work.

In this regard, we can only emphasize the importance of writing a description of academic programs and courses to ensure the proper functioning of the educational process.

### **Concepts and terminology:**

**Academic Program Description:** The description of the academic program provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether the student has made the most of the available learning opportunities. It shall be gallowes of the program description.

**Program Vision:** An ambitious picture for the future of the academic program to be a sophisticated, inspiring, stimulating, realistic and applicable program.

**Program Mission:** Objectives and activities to achieve them in a concise manner and outlines the course of development of the program.

**Program Objectives:** They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Program Structure:** All courses / subjects included in the academic program according to the approved learning system (Quarterly, Annually, Bologna pathway) whether you are a requirement (ministry, university, college and scientific department) with the number of study units.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by the student after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:** They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extracurricular activities to achieve the learning outcomes of the program.

## **The Academic Program Description's Form**

University Name: **Diyala University**

Faculty/Institute: **College of Physical Education and Sports Sciences**

Scientific Department: **Theoretical Sciences Branch**

Academic or Professional Program Name: **Bachelor of Physical Education and Sports Sciences.**

Final Certificate Name: **Bachelor of Physical Education and Sports Sciences.  
School system. annual**

Date of preparation of the description: **16/3/2024**

File filling date: **16/3/2024**

Signature:

Signature:

Head of Branch Name:

Scientific Associate Name:

**Prof. Naseer Qasim Khalaf**

**Prof. Mohamed Walid Shehab**

Date:

Date:

This Description was checked by:  
**Division of Quality Assurance and University Performance**

The Director of the Division: **Prof. Hanan Adnan Abaoub**

Date:  
Signature:

Approval of the Dean

1 Program Vision
Mention the vision of the program as stated in the university's prospectus and website.
Diyala University seeks scientific leadership, excellence and creativity in the fields of higher education and scientific research to serve the community and enhance its local, regional and international position to reach the highest levels of quality and international accreditation

2 Program Mission
Mention the program mission as stated in the university's prospectus and website.
Providing effective university academic education through the continuous development of academic programs in many disciplines in light of the requirements of development plans to serve the work market and contribute to promoting sustainable development

3 Program Objectives
General statements describing what the program or institution intends to achieve.
Building a distinguished educational institution within international standards .1 that meets the requirements of the local, regional and international community in line with the directions of the Ministry of Higher Education and Scientific Research.
Creating a stimulating environment for teaching, learning and creativity .2 through developing and updating the scientific curricula and training and evaluation methods to keep pace with the requirements of the work market.

Keeping pace with technological development in the fields of combined .3 e-learning and developing educational and academic programs so that university students and teaching staff can adapt.

4 Program accreditation
Is the program an accredited program? And from which institute? No

5 Other external influences
Is there a sponsor for the program? No

6 Program Structure				
Program Structure	Number of Courses	Unit of study	Percentage	Reviews*
Institution Requirements	1	2		Essential
College Requirements				
Department Requirements				
Summer Training				
Other				

\* Notes can include whether the course is Essential or Optional

7 Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023- 2024		Scout Education	theoretical	Practical
			√	√

8 Program Expected Learning Outcomes	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1

A1- Enabling students to obtain the knowledge required to understand Athletic theories and laws. - Helping students to know the correlation between the program and its study elements (courses or study materials) with the awarded certificate and future job qualifications	Highlighting the student's personality in order to develop it
A2- Helping students to know the teaching and learning methods that help them achieve the targeted learning outcomes in the theoretical sector	- Increase the student's self-confidence. - Highlighting the student's hidden talents
A3- The student should be able to perform and apply the practical application of all singular and group games	- Highlighting students' teamwork
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Helping students to apply what they have learned from theoretical and practical materials inside and outside the university framework	Developing students in the performance skill of practical games included in the program
Learning Outcomes 3	Learning Outcomes Statement 3
Help students apply their ideas and talents inside and outside the university framework.	Increasing communication between individuals, which contributes to building a learning community
Learning Outcomes 4	Learning Outcomes Statement 4
Developing cooperation, fraternity and developing the spirit of determination among students	Learn to prioritize the right problem
Learning Outcomes 5	Learning Outcomes Statement 5

Self-assessment. -Leadership evaluation. -Valuing the efforts of scientists	Developing respect for time in the completion and implementation of work Developing the spirit of honest competition between work groups in pursuit of quality work, excellence and diversity in performance
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<b>9 Teaching and learning strategies</b>	
<b>Teaching and learning strategies and methods adopted in the implementation of the program in general</b>	
<ul style="list-style-type: none"> <li>Cooperative Teaching Strategy. •</li> <li>Improvisation Games Learning Strategy. •</li> <li>Brainstorming Teaching Strategy. •</li> <li>Panorama Teaching Strategy. •</li> <li>Collaborative Concept Planning Teaching Strategy. •</li> <li>One Minute Paper Teaching Strategy. •</li> <li>Real-Time Feedback Teaching Strategy. •</li> <li>Notes Series Teaching Strategy. •</li> <li>Mind Mapping Teaching Strategy. •</li> <li>Modeling Learning Strategy: It is known as social learning, in which the individual acquires and learns responses as well as modern behavioral patterns with a social framework or position through observation or attention, and you find that it is generally an illustrative method of education in which employs the experiments as well as the means along with the models. •</li> </ul>	

<b>10 Evaluation methods</b>	
<b>Implemented at all stages of the program in general.</b>	
<p>Oral Exams - Electronic exams - Daily exams - Written exams -</p> <p>The college has relied on clear evaluation methods and tools for student learning and of high quality in order to maintain the quality of the graduate and the scientific reputation of the college, which is embodied in the university regulations and the requirements of continuous evaluation of students, provided that there are several types of evaluation methods in order to ensure the quality and superiority of the graduate, which constitutes the final product of the educational process.</p> <p>Among the most important methods of evaluation:</p> <p>A. Objective tests to measure the knowledge and assimilation of facts, the application of scientific knowledge in new places and the measurement of recollection through the following:</p>	



- Questions of right and wrong.
- Multiple choice questions.
- Interview questions (Matching items).
- Completion questions.
- Process exams include the following: -
- The ability to perform motor and skill for sports (basketball, volleyball, handball...).
- Physical understanding of scientific and practical material, laws of play and principles.
- Ability to recall, link and interpret.
- Apply knowledge in a simple way in interpreting data,
- Diagnosis and problem solving.
- It is done through the following:
  - Connection exam / Open Questions
  - Questions that have a specific answer.
- Which is based on motivating the student in questions that do not have a specific answer.
  - Having the skill in organizing.
  - having the skill in arranging ideas.
  - Not to cheat and address it.

11 Teaching Faculty					
Teaching Faculty members					
Academic Rank	Specialization		Requirements/ Special Skills (if applicable)	Preparation of the teaching staff	
Professor	General	Specific		staff	lecturer
	Physical Education and Sports Sciences	Scout Education		√	

Professional Development
Mentoring new faculty members
Briefly classify the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12 Acceptance Criteria
Setting regulations related to enrollment in the college or institute, whether central admission or any other mention
The average of students in the sixth grade (preparatory, vocational), through which admission to the university level. -
Admission via the Olympic Committee (only for athlete champions). -
Raising the average of College of Physical Education and Science to be equivalent to the admission of the Colleges of engineering and science. -

13 Top sources of information about the program
Mentioned briefly
The curriculum approved by the Ministry of Higher Education and Scientific Research and its guides.
<ul style="list-style-type: none"> <li>• Decisions and recommendations of scientific committees in physical education and sports sciences <ul style="list-style-type: none"> <li>• Courses in teaching methods.</li> <li>• Courses Studied descriptions.</li> <li>• Courses in civil society organizations.</li> </ul> </li> <li>• Conferences, seminars, workshops and debates discussions. <ul style="list-style-type: none"> <li>• Relevant state institutions.</li> <li>• Alumni Unit</li> </ul> </li> <li>• Internet research for similar experiments.</li> <li>• Personal experiences.</li> </ul>
Scientific resources approved within the curriculum for the stage in which the teaching takes place -
The curriculum approved by the Ministry and unified for all colleges of physical education in Iraq. -
Olympic rules taught by a game teacher. -
Equipping colleges with practical laboratories, halls and playgrounds for the subjects taught. -

### 14 Program Development Plan

- The program works to develop the student's academic personality in a manner commensurate with the aspirations of the modern state.
- Highlighting the strengths of students in a way that allows the formation of a leadership personality in the future.
- Extracting the talents concealed in the student in order to develop the work market and raise the level of education.
- Modern scientific sources and the latest scientific research through which the prescribed curriculum is developed are periodically reviewed.
- Theoretical and practical material are combined to develop the curriculum.

### Program Skills Outline

Learning outcomes required from the program															
Year/ Level	Course Code	Course Name	Essential or optional	Values				Skills				Knowledge			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023- 2024		Scout Education	Essential	√	√	√	√	√	√	√	√	√	√	√	√

Please tick the boxes corresponding to the individual learning outcomes from the program being assessed

## Course Description Form

Course Name: <b>Scout Education</b> .1
Course Code: .2
Quarterly / Annually: <b>Annually</b> .3

Date of preparation of this description: <b>16/3/2024</b> .4	
Available attendance timeframe: <b>2 hours per week /daily attendance</b> .5	
Number of credit hours (total) / number of units (total): <b>60 hours / 60</b> .6 <b>units</b>	
Course administrator's name (if more than one name) .7	
<b>1 – Dr. Omran Ali Abbas, Chairman of the Scientific Group</b> <b>2 – Eng. Mohammed Abbas Hussein</b>	
Course Objectives .8	
Courses Studies Objectives	<ul style="list-style-type: none"> <li>- Assisting students to know the evaluation and evaluation methods used to ensure that students obtain the targeted learning outcomes ●</li> <li>- Helping students to discover their abilities to perform scouting activities ●</li> </ul>
Teaching and Learning Strategies .9	
Strategy	<p>Activating the role of the learner in educational situations. .1</p> <p>Motivate learners to generate creative ideas on a particular topic, by searching for correct answers, or possible solutions to the issues presented to them .2</p> <p>Students should be accustomed to respecting and appreciating the opinions of others. .3</p> <p>Students get used to benefiting from the ideas of others, by developing and building on them .4</p>

10. Courses Structure (Scouting)					
Week	Hours	Required Learning Outcomes	Unit / Subject's Name	Method of education	Evaluation method
First	2	Identify what the scout movement is	The nature of the Scout movement	The delivery method	/

		and its general concepts	and its general concepts	(lecture) discussion method	
Second	2	Identify the scouting stages and its curricula	Scouting stages and their curriculum	The delivery method (lecture)	/
third	2	Learn about greeting and shaking hands – promise and law	Greeting and shaking hands – promise and law	=	Oral exams
fourth	2	Learn about the organization and management of scout teams - system and control	Organization and management of scout teams - system and control	The delivery method (lecture)	=
fifth	2	Learn about supervision and inspection – media traditions	supervision and inspection – media traditions	=	=
sixth	2	Learn about scout camps - camping	Learn about scout camps - camping	The delivery method (lecture) discussion method	Oral exams
seventh	2	=	=	=	Practical application
eight	2	Identify students' levels through cognitive achievement	First Semester theoretical/ first exam	/	Written exams
Ninth	2	Identify students' practical levels	First semester practical/ First semester exam	/	Practical application

Tenth	2	Identify nutrition in scout camps and fires	Nutrition in scout camps and fires	The delivery method (lecture) discussion method	Practical application
Eleventh	2	=	=	The delivery method (lecture) discussion method	Practical application
Twelfth	2	Learn about cellular trips	Wild trips	=	Oral tests
Thirteenth	2	=	=	=	Practical application
Fourteenth	2	Identify students' levels through cognitive achievement	First semester exam/ second theoretical	/	Written tests
Fifteenth	2	Identify students' practical levels	First Semester Exam / Second Practical	Delivery methods (Lecture)	Practical application
Sixteenth	2	identifying the scouting techniques (ropes and scout knots)	scouting techniques (ropes and scout knots)	Delivery methods (Lecture)	Practical application
Seventeen	2	=	=	=	Practical application
Eighteenth	2	Identify entrepreneurship projects	Entrepreneurship Projects	Entrepreneurship Projects	Practical application
Nineteenth	2	=	=	=	=

twentieth	2	Identify students' levels through cognitive achievement	First Semester theoretical /second semester exam	/	Written tests
Twenty-first	2	Identify students' scientific levels	second semester exam / first practical	/	Practical application
Twenty-second	2	identifying directions knowledge	directions knowledge	Delivery methods (Lecture)	Practical application
twenty-third	2	Identify (scouting games / investment of leisure time, camp evenings (entreating party)	Scout games / investment of leisure time, camp evenings (Samar party)	Delivery methods (lecture)	Practical application
twenty-fourth	2	=	=	=	=
Twenty-fifth	2	Getting to know Scouting and its community	Scouting and its community	Delivery methods (lecture)	Oral tests
Twenty-sixth	2	=	=	=	=
Twenty-seventh	2	Identify students' levels through defined cognitive achievement	Second semester/ second practical exam	/	Written tests
Twenty-eighth	2	Identify students' practical levels	second semester exam second practical	/	Practical application
Twenty-ninth	2	Identify students' final practical levels	Practical end of year exam for all divisions	=	=

<b>11 Course Evaluation</b>	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports .... etc. The first course is 25, the second course is 25, and the final exam is 50	
<b>12 Learning and teaching resources</b>	
Required textbooks (methodology, if any)	Scout Education Prof. Thaer Rashid Al-Matar
Key references (sources)	
Recommended supporting books and references (scientific journals, reports...)	
E-resources, Websites	

Scientific Committee Officer: Ass. Pro. Omran Ali Abbas