

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



Academic program description guide

2024

Weightlifting sport

Introduction:

An educational program is a coordinated and organized package of courses that includes...

- It consists of procedures and experiences organized into academic vocabulary, the main purpose of which is to build and refine skills.
- Graduates, which makes them qualified to meet the requirements of the labor market, are reviewed and evaluated annually via Internal or external audit procedures and programs such as the external examiner program.
- The academic program description provides a brief summary of the main features of the program and its courses.
- The skills that students are working on acquiring are based on the objectives of the academic program and are evident.
- The importance of this description is that it represents the cornerstone of obtaining programmatic accreditation and participation in writing the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating vocabulary and paragraphs the previous guide in light of the latest developments in the educational system in Iraq, which included a description the academic program is in its traditional form (annual, quarterly), in addition to adopting the program description the academic circulated according to the letter of the Department of Studies T.M. 3/2906 on 5/3/2023 regarding programs that rely on the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses courses to ensure the smooth running of the educational process.

Concepts and terminology:

Description of the academic program: 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 necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve,

demonstrating whether he or she has made the most of the learning opportunities available. It is gallows, according to the program description.

Program Scop: An ambitious picture for the future of the academic program to be a developed, inspiring, motivating, realistic and applicable program.

Program mission: The goals and activities necessary to achieve them in a brief way. It also defines the program's development paths

Program objectives: These 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/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether you are required (ministry, university, college, or scientific department), along with the number of study units.

Learning outcomes: A consistent set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

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, it describes all classroom and extracurricular activities to achieve the learning outcomes of the program.

Academic program description forms for Weightlifting

University name: Diyala University

College/Institute: College of Physical Education and Sports Sciences

Scientific Department: Individuals games Branch

Name of the academic or professional program: **Bachelor of Physical Education and Sports Sciences.**

Name of final degree: **Bachelor's in Physical Education and Sports Sciences.**

School system. annual

Description preparation date: March 25, 2024

Date of filling the file: March 25, 2024

Signature:



Name of the branch head: Prof. Dr. Firdous Majeed Ameen

Signature



Name of the scientific assistant: Prof. Dr. Muhammad Walid Shihab

Date: Date:

Check the file by:

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance Division:
Prof. Dr. Hanan Adnan Abaoub

the date:

the signature:



The Dean Authentication

1- The scop

The Scop statement as stated in the university brochure and its 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 standing to reach the highest levels of quality and international accreditation

2- The program's mission

The program's mission statement as stated in the university brochure and its website.

Providing effective academic university education through continuous development of academic programs in many specializations in light of the requirements of development plans to serve the labor market and contribute to promoting sustainable development.

3- The program's objectives:

General phrases describing what the program or institution intends to achieve.

- 1- Establishing a distinguished educational institution meeting global standards to fulfill the needs of the local, regional, and international communities, in accordance with the directives of the Ministry of Higher Education and Scientific Research.
- 2- Creating a stimulating environment for education, learning, and innovation by continuously enhancing and updating academic curricula, training methods, and assessment techniques to align with the requirements of the job market.
- 3- Keeping pace with technological advancements in blended e-learning and developing educational and academic programs to adapt to the needs of both students and faculty members of the university.

4- Program Accreditation:

Has the program obtained programmatic accreditation? From which body? No

5- Other External Influences:

Is there a sponsoring body for the program? No.

6- Program structure

| Program component | Number of Courses | Study Unit | Percentage | Notes |
|----------------------------|-------------------|------------|------------|-------|
| Institutional Requirements | 1 | 2 | | Core |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Others | | | | |

7- Program description:

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|---------------|--------------|-----------|
| 2023-2024 | | Weightlifting | Theory | Practical |
| | | | √ | √ |

8- Expected Learning Outcomes for the Program:

| Knowledge | |
|--|--|
| 1- Learning outcomes | 1- Learning results |
| Empower students to acquire the necessary knowledge to understand mathematical theories and laws. Assist students in understanding the relationship between the program and its academic components (core courses or subjects) with the awarded degree and future professional qualifications. | Highlighting the student's personality to facilitate their development. |
| Assisting students in understanding teaching and learning methods that aid them in achieving the targeted learning outcomes in theoretical courses. | <ul style="list-style-type: none"> - Boosting students' self-confidence. - Unveiling hidden talents within students. |
| Enabling students to perform and apply practical skills in all individual and team sports. | Highlighting teamwork skills among students. |
| Skills | |
| 2- Learning outcomes | 2- Learning results |
| Assisting students in applying what they have learned from theoretical and practical courses within and beyond the academic context | Developing students' proficiency in practical gameplay skills included in the program. |
| 3- Learning outcomes | 3- Learning results |
| Assisting students in implementing their ideas and talents both within and outside the academic context. | Increasing interpersonal communication among individuals, contributing to the development of a learning community. |
| Value | |

| | |
|---|---|
| 4- Learning Outcomes | 4-- Learning Results |
| Developing cooperation and brotherhood and developing the spirit of determination among students. | Learn to set the right priorities for any problem |
| 5- Learning Outcomes | 5-- Learning Results |
| Self-evaluation - leadership evaluation - valuing the efforts of scholars | Developing respect for time and time in completing and implementing work. Developing the spirit of fair competition among work groups in pursuit of quality work, excellence and diversity in performance |

9- Teaching and learning strategies: Teaching and learning strategies and methods adopted in implementing the program in general.

- Cooperative education strategy.
- Learning strategy improvisation games.
- Teaching strategy brainstorming.
- Panorama education strategy.
- Education strategy collaborative concept planning.
- Teaching strategy one minute paper.
- Real-time feedback strategy education
- Education strategy notes series.
- Mind mapping education strategy
- Modeling learning strategy: It is known as social learning, in which the individual acquires and learns responses and new behavioral patterns within a social context or situation through observation or attention. In general, it is an illustrative method of education in which experiments are employed as well as methods and models

10- **Evaluation methods:** Implemented in all stages of the program in general.

(Written tests), (Oral tests), (Electronic tests)and (Daily tests)

The college has relied on clear, high-quality evaluation methods and tools for student learning in order to maintain the quality of the graduate and the academic reputation of the college. This is embodied in the university's regulations and the requirements for continuous evaluation of students, provided that there are several types of evaluation methods in order to ensure the quality of the quality of the graduate, which constitutes the final outcome of the educational process, and the most important methods of evaluation are:

A - **Objective tests** to measure knowledge of facts, comprehend them, apply scientific knowledge in new situations, and measure remembering, through the following:

- True and false questions.
- Multiple choice questions.
- Interview questions matching items))
- Completion questions

B- Practical tests concern the following matters:

The scientific exam for the weightlifting course for first-year students involves their ability to achieve a snatch lift equivalent to 75% of their body mass. This occurs during the first semester, along with engaging in appropriate exercises to improve physical abilities accordingly. Following this, students are trained and educated to lift up to 100% of their body mass to reach the success criteria, taking into account the training methods employed during the learning phases to enhance specific physical abilities.

It is done through the following: -

Physical training / Methods and tools equipped

C- Questions that have a specific answer.

D- Which is based on motivating the student with questions that do not have a specific answer.

E- Possessing the skill in organization.

F- Possessing the skill in arranging ideas.

G- Avoid fraud and confront it.

11- **Teaching profession:** Faculty members.

| Academic Rank | Specification | | Special Requirements / Skills (if any) | Number of faculty members | |
|---------------|--|---------------|--|---------------------------|-----------------|
| | General | Specific | | Permanent Staff | Temporary Staff |
| Prof | Physical Education and Sports Sciences | Weightlifting | | 2 | |
| Assist. Prof. | Physical Education and Sports Sciences | Weightlifting | | 1 | |
| Lecturer | Physical Education and Sports Sciences | Weightlifting | | 2 | |
| Assist. Lec. | Physical Education and Sports Sciences | Weightlifting | | 3 | |

12- **Admission Criteria:** Establishing regulations related to enrollment in the college or institute, whether centralized admission or other methods mentioned.

- Students' grades in the sixth grade (preparatory, vocational) are used for admission to university.
- Admission through the Olympic Committee (only for sports champions).
- Raising the admission grade for the College of Physical Education and Sports Sciences to be equivalent to the admission grades for engineering and science colleges.

13- **The most important sources of information about the program:**

- The accredited curriculum by the Ministry of Higher Education and Scientific Research and its guiding documents.
- Courses and recommendations from scientific committees in Physical Education and Sports Sciences.
- Training courses in teaching methods.
- Course descriptions.
- Courses in civil society organizations.
- Conferences, seminars, workshops, and discussion groups.
- Relevant governmental institutions.
- Alumni unit.
- Research on the internet for similar experiences.
- Personal experiences.

14- **Program development plan:**

The program works to develop the student's academic personality in a manner commensurate with the ambitions of the modern state. Highlighting

the strengths of students in a way that allows them to form a leadership personality in the future. - Extracting the student's hidden talents to develop his field of work and raise the level of education. Modern scientific sources and the latest scientific research are periodically reviewed through which the prescribed curriculum is developed. The theoretical and practical material is combined to develop the curriculum.

| Program skills chart | | | | | | | | | | | | | | | |
|----------------------|----------------------------|----------------|-----------------------------------|---|--------|--------|--------|--------|----|----|----|------------|----|----|----|
| | | | | Learning outcomes required from the program | | | | | | | | | | | |
| Year/ level | Co urs e cod e | Course name | Essen tial or option al? | Knowledge | | | | Skills | | | | Evaluation | | | |
| | | | | A 1 | 2 A | A 3 | A 4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2023- 2024 | | weightlifting | Essn. | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

15- Course description form

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|--|
| 1. Course name: Weightlifting |
| |
| 2. Course Code: |
| |
| 3. Semester/Year: Annual |
| |
| 4. The date this description was prepared is March 25, 2024 |

| | |
|--|---|
| | |
| 5. Available forms of attendance: 2 hours per week and daily attendance | |
| | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 60 units | |
| | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| 1- Prof. Dr. Nibras Ali Lateef Head of the Academic Group 2- Prof. Dr. Safaa A. Ismaeel 3- Assis. Prof. Dr. Haider soud 4- Lecturer Dr. Waleed Atallah 5- Lecturer Dr. Saifeldeen Wathiq 6- Assist. Lec. Ahmed Nafea 7- Assist. Lec. Ahmed Akram 8- Assist. Lec. Hasaneen salih Ghadhban | |
| 8. Syllabus objectives | |
| Course objectives | <ul style="list-style-type: none"> • Assisting students in understanding the assessment and evaluation methods used to ensure that students achieve the targeted learning outcomes. • Understanding the importance of learning weightlifting and its relationship with fitness, health, and motor skills through guidance, diagnosis, classification, and scientific research. • Identifying the basic stages of the snatch and clean and jerk in scientific education and how to apply them through performance for student learners. |
| 9. Teaching and learning strategies | |
| The strategy | 1- Activating the role of the learner in practical and theoretical educational situations. 2- Motivating learners to learn correctly through repetition and practice, as well as through seeking correct answers to all posed |

| | |
|--|--|
| | <p>questions or possible solutions to the inquiries presented to them in the rules of the game.</p> <p>3- Students becoming accustomed to respecting and valuing the opinions of others.</p> <p>4- Students becoming accustomed to benefiting from the ideas of others by developing and building upon them.</p> |
|--|--|

| 10- Course Structure | | | | | |
|-----------------------------|--------------|---|----------------------|---------------------------|--------------------------|
| Week | Hours | Learning Outcomes | Unit/Topic | Teaching Method | Assessment Method |
| 1 | 2 hours | Introduction to Weightlifting | Weightlifting Sport | Lecture / Problem-solving | Written / Oral Tests |
| 2 | 2 hours | Understanding the History of Weightlifting | History of the Sport | Lecture / Problem-solving | Written / Oral Tests |
| 3 | 2 hours | Performing the Snatch Skill (Primary Movements) | Snatch Lift | Practical Training | Oral / Practical Tests |
| 4 | 2 hours | Learning the Motor Sequence of the Snatch | Snatch Lift | Practical Training | Oral / Practical Tests |
| 5 | 2 hours | Learning the Motor Sequence of the Snatch | Snatch Lift | Practical Training | Oral / Practical Tests |
| 6 | 2 hours | Learning the Motor Sequence of the Snatch | Snatch Lift | Practical Training | Oral / Practical Tests |
| 7 | 2 hours | Learning the Motor Sequence of the Snatch | Snatch Lift | Practical Training | Oral / Practical Tests |

| | | | | | |
|-----------|---------|--|------------------------------------|---------------------------|----------------------------------|
| 8 | 2 hours | Learning the Grips Used in Weightlifting | Types of Grips | Using PowerPoint | Oral / Written Tests |
| 9 | 2 hours | Understanding Legal Mistakes | Types of Mistakes in Weightlifting | Using PowerPoint | Oral / Written Tests |
| 10 | 2 hours | Understanding Technical Mistakes | Types of Mistakes in Weightlifting | Discussion Method | Written / Oral Tests |
| 11 | 2 hours | Learning Assistance Exercises in the Snatch | Types of Assistance Exercises | Lecture / Problem-solving | Written / Oral / Practical Tests |
| 12 | 2 hours | Learning Assistance Exercises in the Snatch | Types of Assistance Exercises | Lecture / Problem-solving | Written / Oral / Practical Tests |
| 13 | 2 hours | Performing the Snatch in Detail | Snatch Lift | Lecture / Problem-solving | Practical / Oral Tests |
| 14 | 2 hours | Practical Exam for Snatch | Snatch Lift | Exam | Practical Test |
| 15 | 2 hours | Theoretical Exam for Snatch | Snatch Lift | Exam | Written Test |
| 16 | 2 hours | Understanding the Theoretical Aspect of Clean and Jerk | Clean and Jerk | Problem-solving Method | Oral Test |
| 17 | 2 hours | Understanding the First Part of Clean and Jerk (The Clean) | Clean and Jerk | Using PowerPoint | Oral Test |
| 18 | 2 hours | Learning the Motor Sequence of Clean and Jerk | Clean and Jerk | Practical Training | Practical / Oral Tests |
| 19 | 2 hours | Learning the Motor Sequence of Clean and Jerk | Clean and Jerk | Practical Training | Oral / Practical Tests |

| | | | | | |
|-----------|---------|---|-------------------------------|------------------------|------------------------|
| 20 | 2 hours | Learning the Motor Sequence of Clean and Jerk | Clean and Jerk | Practical Training | Oral / Practical Tests |
| 21 | 2 hours | Learning the Motor Sequence of Clean and Jerk | Clean and Jerk | Practical Training | Oral / Practical Tests |
| 22 | 2 hours | Learning the Motor Sequence of Clean and Jerk | Clean and Jerk | Practical Training | Oral / Practical Tests |
| 23 | 2 hours | Learning Technical Mistakes in Clean and Jerk | Clean and Jerk | Problem-solving Method | Practical / Oral Tests |
| 24 | 2 hours | Learning Legal Mistakes in Clean and Jerk | Clean and Jerk | Problem-solving Method | Practical Test |
| 25 | 2 hours | Learning Assistance Exercises in Clean and Jerk | Types of Assistance Exercises | Practical Training | Practical / Oral Tests |
| 26 | 2 hours | Learning Assistance Exercises in Clean and Jerk | Types of Assistance Exercises | Practical Training | Practical / Oral Tests |
| 27 | 2 hours | Learning Assistance Exercises in Clean and Jerk | Types of Assistance Exercises | Practical Training | Practical / Oral Tests |
| 28 | 2 hours | Practical Exam for Clean and Jerk | Clean and Jerk | Exam | Practical Test |
| 29 | 2 hours | Theoretical Exam for Clean and Jerk | Clean and Jerk | Exam | Written Test |
| 30 | 2 hours | Final Practical Exam | Weightlifting | Exam | Practical Test |

11- Course Evaluation

The grade distribution out of 100 is based on various tasks assigned to the students, such as daily preparation, daily and monthly exams, practical assessments, written assignments, reports, etc. The breakdown is as follows:

First Course: 25

Second Course: 25

Final Exam: 50

12- Sources of Learning and teaching

| | |
|---|---|
| Required Textbooks: | "Theoretical and Practical Foundations of Weightlifting" (A textbook for students of Physical Education and Sports Science) 1990 Authors: Sabah Abdallah Abdullah Mansour Jameel Al-Anbaki Sadeq Faraj Dhiyab |
| Main References: | "International Laws and Regulations for Weightlifting" 2005 by Jameel Hanna |
| Recommended Supplementary Books and References: | "Weightlifting Sport" by Ahmed Abdullah Shahada, 2013 |

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