

Ministry of Higher Education and Scientific Research  
Scientific supervision and evaluation device  
Department of Quality Assurance and Academic Accreditation  
Accreditation Department



**Academic program description guide**

**2024**

the 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 a gallows, according to the program description.

Program Vision: 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 programme.

**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



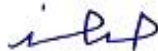
Name of the scientific assistant: Prof. Dr. Muhammad Walid Shihab

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 vision of the program

Remember to see the program as stated in the university bulletin 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 standing to reach the highest levels of quality and international accreditation

### 2- Program message

State the program's mission as stated in the university's bulletin and 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- Program objectives

General statements that describe what the program or institution intends to achieve

1. Building a distinguished educational institution within international standards that meets the requirements of the local, regional and international community in accordance with the directions of the Ministry of Higher Education and Scientific Research.

2. Creating a stimulating environment for teaching, learning and creativity by developing and updating scientific curricula and training and evaluation methods to keep pace with the requirements of the labor market.

Keeping pace with technological development in the fields of blended e-learning and developing educational and academic programs to adapt university students and teaching staff

#### 4. Program accreditation

Does the program have program accreditation? From which side? Both

#### 5- Other external influences

Is there a sponsor for the program? Both

6- Program structure				
Program structure	Number of courses	Study unit	percentage	comments*
Enterprise requirements		2	1	Basic
College requirements				
Department requirements				

summer training				
Other				

\* We can include notes on whether the course is core or elective

7- Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Fencing		2023- 2024
√	√			

8 - Expected learning outcomes of the program	
Knowledge	
Statement of learning outcomes 1	Learning outcomes 1
Highlighting the student's personality in a way that develops him	1- Enabling students to obtain the knowledge required to understand mathematical theories and laws. Helping students to know the relationship of the program and its academic elements (courses or subjects) with the awarded certificate and future job qualifications



-Increasing the student's self-confidence. -Highlighting the hidden talents of the student	2-Helping students to know the teaching and learning methods that help them achieve the targeted learning outcomes in the theoretical section
-Highlighting students' teamwork	3- That the student be able to perform and practically apply all individual and group games
<b>Skills</b>	
Statement of learning outcomes 2	Learning outcomes 2
Developing students in the skillful performance of the practical games included in the program	Helping students apply the theoretical and practical subjects they have learned inside and outside the university setting
Statement of learning outcomes 3	Learning outcomes 3
Increasing communication between individuals, which contributes to building a learning community	Helping students apply their ideas and talents inside and outside the university setting
<b>Value</b>	
Statement of learning outcomes 4	Learning outcomes 4

Learn to set the right priorities for any problem	Developing cooperation and brotherhood and developing the spirit of determination among students
Statement of learning outcomes 5	Learning outcomes 5
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	Self-evaluation - leadership evaluation - valuing the efforts of scholars

9- Teaching and learning strategies
Teaching and learning strategies and methods adopted in implementing the program in general
<ul style="list-style-type: none"> <li>• Cooperative education strategy.</li> <li>• Learning strategy improvisation games.</li> <li>• Teaching strategy brainstorming.</li> <li>• Panorama education strategy.</li> <li>• Education strategy collaborative concept planning.</li> <li>• Teaching strategy one minute paper.</li> <li>• Real-time feedback strategy education</li> <li>• Education strategy notes series.</li> </ul>

- 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 - 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
- Practical tests concern the following matters:
- The ability to perform motor and skill sports (basketball, volleyball, handball...)
- Mathematical understanding of scientific and practical material, playing laws and principles.
  - The ability to recall, link and interpret.
  - Apply knowledge in a simple way to interpret data,
  - Diagnosis and problem solving.
- It is done through the following:-
- Connection test / open questions -
- Questions that have a specific answer.
  - Which is based on motivating the student with questions that do not have a specific answer.
  - Possessing the skill in organization.
  - Possessing the skill in arranging ideas.
  - Avoid fraud and confront it.

11- Teaching profession			
Faculty members			
Preparing the teaching staff	Special requirements/	Specialization	Scientific rank

		skills (if any)			
lecturer	angel		private	general	
	√		Fencing	<b>Physical education and sports sciences</b>	<b>Professor Dr</b>

Professional development
Orienting new faculty members
Briefly classifies the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels
Professional development for members of the teaching profession
Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, assessment of learning outcomes, professional development, etc

12 - Acceptance criterion

Establishing regulations related to enrollment in the college or institute, whether central admission or others mentioned

- The average of students in the sixth year (preparatory, vocational), through which admission to the university level takes place.
- Acceptance through the Olympic Committee (only for champion athletes).

Raising the College of Physical Education and Sciences' acceptance rate equivalent to the acceptance rate of the Colleges of Engineering and Sciences

### 13- The most important sources of information about the program

Remember briefly

The curriculum approved by the Ministry of Higher Education and Scientific Research and its guidelines.

- Decisions and recommendations of scientific committees in physical education and sports sciences
- Courses in teaching methods.
- Description of courses.
- Courses in civil society organizations.
- Conferences, seminars, workshops and panel discussions.
- Relevant state institutions.
- Graduates Unit
- Internet searches for similar experiences.

• Personal experiences.

- Scientific sources approved within the curriculum for the stage in which education takes place
- The curriculum approved by the Ministry and unified for all colleges of physical education in Iraq.
- The rules of the Olympic Games taught by a specialist teacher in the game.
  - 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 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 programme	
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Value				Skills				Knowledge				Essen tial or option al?	Course Name	Cou rse Cod e	Year / level
C 4	C 3	C 2	C 1	4B	3B	2B	1B	A 4	A 3	2 A	A 1				2023 - 2024
√	√	√	√	√	√	√	√	√	√	√	√	Basic	<b>Fencin g</b>		

\*Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

### Course description form

1. Course name: Fencing
2. Course code
3.Semester/Year: Annual
4.The date this description was prepared is 16/3/2024
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. Sanaria Jabbar Mahmoud (Ph.D.) head of the scientific group



2 – Prof. Shaima Hassoun Shakur (Ph.D.)

3 – asst. Inst. Nour Essam Muhammad

### 1.Course objectives

- Helping students to know the assessment and evaluation methods used to ensure that students obtain the targeted learning outcomes

- Learn about the importance of fencing, its history, and its laws

Learn about ways to teach fencing skills

**Objective  
s of the  
study  
subject**

### 1.Teaching and learning strategies

1-Activating the learner's role in educational situations

2- Motivating learners to generate creative ideas about a specific topic, by searching for correct answers, or possible solutions to the issues presented to them.

3- That students become accustomed to respecting and appreciating the opinions of others

4- That students become accustomed to benefiting from the ideas of others, by developing and building on them

Strategy

**Strategy****1. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Re qui red Le ar nin g Ou tco me s</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
First	2		Muscle stretching and conditioning exercise.	Presentation/problem solving	Oral and written exams.
Second	2		Physical preparation exercises (flexibility exercises - agility exercises).	Presentation/problem solving	Oral and written exams.
Third	2		<i>Explaining the skill of the balled front roll (Dhama) on the ground movements mat.</i> <i>Explanation of Law 1</i>	Presentation/problem solving	Oral and written exams.
Fourth	2		Explanation of the rolling skill Explanation of Law 2	Presentation/problem solving	Oral and written exams.
Fifth	2		Explaining the skill of side rolling and the skill of front and back balancing - Explanation of Law 3	Presentation/problem solving	Oral and written exams.

Sixth	2		Exam		.
Seventh	2		Explaining the skill of back rolling on the ground floor movements	Presentation/problem solving	Oral and written exams.
Eighth	2		Explanation of Law 5 and 4		.
Ninth	2		First month (practical) exam for the first semester		
Tenth	2		Explaining the skill of side rolling on the floor mat	Presentation/problem solving	Oral and written exams
Eleventh	2		- Explanation of the balance beam skill - Explanation of Law 6	Presentation/problem solving	Oral and written exams
Twelfth	2		Explanation of the cat jump, scissor jump, and gazelle jump	Presentation/problem solving	Oral and written exams.
Thirteenth	2		Explaining the skill of standing on hands. - Explanation of the Human Wheel skill (Cart Wheel).	Presentation/problem solving	Oral and written exams
Fourteenth	2		Explaining the rotations	Presentation/problem solving	Oral and written exams
Fifteenth	2		The second month exam (theoretical + practical) for the first semester.	/	

Sixteenth	2		Explaining a complete series from bottom to top with a half turn, swing, and then a drop	Presentation/problem solving	Oral and written exams
Seventeenth	2		<i>Explanation of Laws 9 and 10).</i>	Presentation/problem solving	Oral and written exams
Eighteenth	2		Explaining the skills of attaching the floor movements to the balance beam device	Presentation/problem solving	Oral and written exams
Nineteenth	2		Explaining landing skills, jumping a star or half-roll on the balance beam.	Presentation/problem solving	Oral and written exams
Twentieth	2		Explaining the skill of rising to the lower bar, rising saddle and forward on the parallel bar at different heights.	Presentation/problem solving	Oral and written exams
Twenty-First	2		Explaining the skill of rising to the lower bar, rising saddle and forward on the parallel bar at different heights. Disguises	Presentation/problem solving,	Oral and written exams.
Twenty second	2		First month exam (theoretical), second semester		

Twenty-Third	2		First month (practical) exam for the second semester		
Twenty-Fourth			First Exam Second Term		
Twenty-Fifth	2		Description of law 15 and 16	Presentation/problem solving	Oral and written exams.
Twenty-Sixth	2		Explaining the skill of jumping openly on a nping platform device	Presentation/problem solving	Oral and written exams
Twenty-Seventh	2		Second month exam (theoretical), second semester.		
Twenty-Eight	2		The second month (practical) exam for the second semester		
Twenty-Ninth	2		A review of the kinetic chains on gymnastics equipment.	Presentation/problem solving	Oral and written exams
Thirtieth	2		Second exam- Second term	/	xamination

**2. Learning and Teaching Resources**

Required textbooks (curricular books, if any)	-
Main references (sources)	-
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	