

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



Academic Program Description Guide

2025-2026

the introduction

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized into course syllabi. Its primary purpose is to build and refine graduates' skills, making them qualified to meet the demands of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner program . The academic program description provides a concise summary of the program's main features and courses, indicating the skills that students are taught based on the academic program's objectives. The importance of this description lies in the fact that it represents the cornerstone for obtaining program accreditation, and it is written jointly by the teaching staff under the . supervision of the scientific committees in the academic departments

This second edition of the guide includes a description of the academic program with updated vocabulary and paragraphs. The previous guide, in light of the developments and updates of the educational system in Iraq, included a description of the academic program in its traditional form (annual, semester system) , as well as the adoption of the generalized academic program description according to the Department of Studies' letter TM 3/2906 dated 5/3/2023 , with regard to programs that adopt the Bologna Process as the basis for their work

In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses. The study aims to . ensure the smooth running of the educational process

: Concepts and terminology

Academic program description : The academic program description provides a concise summary of its vision, mission , and objectives, including a detailed description of the targeted learning outcomes .according to specific learning strategies

Course description : It provides a concise summary of the course's key features and expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities .
. It is based on the program description

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

Program Mission : A brief overview of the program's objectives and the activities necessary to achieve them, as well as outlining the program's .development paths

Program objectives : These are statements that describe what the academic program intends to achieve within a specific time period and are . measurable and observable

Program structure : All courses / study materials included in the academic program according to the approved learning system (semester, annual, Bologna track) whether you are required by (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 successfully completing the academic program. The learning outcomes for each course must be defined in a way . that achieves the program's objectives

Teaching and learning strategies : These are the strategies used by faculty members to enhance student teaching and learning; they are plans followed to achieve learning objectives . In other words, they describe all classroom and extracurricular activities aimed at achieving the program's . learning outcomes

Academic Program Description Template

University Name : Diyala University

College / Institute : College of Physical Education and Sports Science

Ministry of Higher Education and Scientific Research
Office of Supervision and Scientific Evaluation

Department of Quality Assurance and Academic Accreditation
University: University of Diyala

Faculty: Faculty of Physical Education and sport science
Department: Theoretical sciences

Date: 2-10-2025

Preparation :2-10-2025

Prof.: Mohammed Waleed
Scientific associate
Signature

Prof. Naseer Qasim
Head of theoretical sciences
Signature

The program verified

By

Quality Assurance and University Performance
Department at the Faculty Head of the office: Assistant

Prof. Riyadh Abd Alrida
Signature

Prof.: Oday Abduhusain
The dean
Signature

Program Vision .1

Remember to view the program as stated in the university's newsletter .and website

Diyala University strives for scientific leadership, excellence, and innovation in 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

Program Message .2

Remember the program's message as stated in the university's newsletter and website

Providing effective academic university education through the continuous development of academic programs in various disciplines, in light of the requirements of development plans, to serve the labor market and contribute to promoting sustainable development

Program Objectives .3

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

1. Building a distinguished educational institution that meets international standards and 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 education, learning and creativity by developing and updating scientific curricula, training and evaluation methods to keep pace with labor market requirements
3. Keeping pace with technological developments in the fields of blended e-learning and developing educational and academic programs to adapt to university students and teaching staff

Programmatic accreditation .4

Is the program accredited ? If so, by which body? No

Other external influences .5

Is there a sponsor for the program? No

Program structure .6

*comments	Percentage	Study unit	Number of courses	Program structure
essential		2	1	Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

.The notes may include whether the course is core or elective *

Program Description .7				
Credit Hours		name The report and the report Q	Course code	Year/Level
practical	theoret ical	Tests and Measurement		2025 2026
√	√			

Expected learning outcomes of the program .8	
Knowledge	
Statement of learning outcomes	Learning outcomes
<ul style="list-style-type: none"> Highlighting the student's personality in a way that helps develop it 	<ul style="list-style-type: none"> Enabling students to acquire the knowledge required to understand mathematical theories and laws. Helping students understand the relationship between the program and its study components (courses or subjects) with the awarded certificate and future .career qualifications
<ul style="list-style-type: none"> Increased self-confidence in - . the student Uncovering the student's - hidden talents 	<ul style="list-style-type: none"> Helping students understand - teaching and learning methods that will help them achieve the targeted learning outcomes in the .theoretical section
<ul style="list-style-type: none"> Highlighting teamwork among students 	<ul style="list-style-type: none"> A3- The student should be able to perform and practically apply all . individual and team games
Skills	
<ul style="list-style-type: none"> Statement of learning outcomes 	<ul style="list-style-type: none"> Learning outcomes
<ul style="list-style-type: none"> Developing students' skills in performing practical games included in the program 	<ul style="list-style-type: none"> Helping students apply what they have learned from theoretical and practical subjects inside and .outside the university setting
<ul style="list-style-type: none"> Statement of learning outcomes 	<ul style="list-style-type: none"> Learning outcomes

<ul style="list-style-type: none"> Increased communication between individuals, which contributes to building a learning community 	<ul style="list-style-type: none"> Helping students to apply their ideas and talents both inside and outside the university setting
<ul style="list-style-type: none"> Values 	
<ul style="list-style-type: none"> Statement of learning outcomes 	<ul style="list-style-type: none"> Learning outcomes
<ul style="list-style-type: none"> Learn to prioritize correctly any problem 	<ul style="list-style-type: none"> Developing cooperation, brotherhood, and a spirit of determination among students
<ul style="list-style-type: none"> Statement of learning outcomes 	<ul style="list-style-type: none"> Learning outcomes
<ul style="list-style-type: none"> Developing respect for time and deadlines in completing and executing tasks; fostering a spirit of healthy competition among work teams in pursuit of quality work, excellence, and diversity in performance 	<ul style="list-style-type: none"> Self-assessment - Leadership assessment - Valuing the efforts of scientists

Teaching and learning strategies .9

Teaching and learning strategies and methods adopted in the overall implementation of the program

- . Cooperative learning strategy
- . Learning strategy: improvisation games
- . Brainstorming is a teaching strategy
- . Panorama Education Strategy
- The teaching strategy involves planning the collaborative .concept
- . The teaching strategy is a one-minute document
- Real-time feedback learning strategy
- . The learning strategy is a series of observations
- Mind mapping teaching strategy
- Learning strategy by modeling : also known as social learning, in which the individual acquires and learns responses and new behavioral patterns within a social framework or situation through observation or attention. It is generally an illustrative method of education in which experiences, methods, and .models are employed

Evaluation Methods .10

.Implementing it in all stages of the program in general

- Written tests Oral tests - Online tests Daily tests

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

a) Objective tests to measure knowledge of facts, comprehension, application of scientific knowledge in new :situations, and recall, through the following

- True or false questions
- Multiple-choice questions
-) Interview questions •matching items).

Completion questions.

: tests concern the following matters

The ability to perform motor and skill-based sports (basketball,

.(... volleyball, handball

Sports: Understanding the scientific and practical material, rules •

. of the game and principles

. The ability to recall, connect, and interpret •

.Applying knowledge in a simple way to interpret data •

. Diagnosis and problem-solving •

: This is done through the following

- Communication 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 organizational skills -

. Possessing the skill to organize ideas -

. Avoiding and combating cheating -

Teaching staff - 11

.Faculty members

academic rank	Specialization		Special requirements/ skills (if any)	Faculty preparation	
	general	private		angel	lecturer
.Mr	Physical Education and Sports Science	Tests and Measurement		√	

Professional Development

Orientation for new faculty members

Briefly classify the process used to guide new, visiting, full-time and .part-time faculty members at the institutional and departmental levels

Professional development for faculty members

Briefly describe the plan and arrangements for the academic and professional development of faculty members, including teaching and

learning strategies, assessment of learning outcomes , professional .development, etc

Acceptance Criteria - 12

Establishing the systems related to admission to the college or institute, whether central admission or other mentioned

- The average of students in the sixth grade (preparatory, vocational) through which admission to the university stage is .made
- Acceptance by the Olympic Committee (only for athletic .(champions
- Raising the admission requirements for the College of Physical Education and Sciences to be equivalent to the admission .requirements for the Colleges of Engineering and Sciences

The most important sources of information about the -13 program

Remember briefly

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

Decisions and recommendations of the scientific committees • in physical education and sports science

- Courses in teaching methods •
- Course descriptions •
- Courses in civil society organizations •
- Conferences, seminars, workshops and panel discussions •
- Relevant state institutions •

Alumni Unit •

- Internet research on similar experiments •
- Personal experiences •

- The approved scientific sources within the curriculum for the educational stage
- The curriculum is approved by the Ministry and is .standardized for all physical education colleges in Iraq
- The rules of the Olympic Games are taught by a teacher .who specializes in the game

Equipping colleges with practical laboratories, halls and - playgrounds for the subjects taught.

Program Development Plan -14

The program aims to develop the student's academic character in line with the aspirations of the modern state. It highlights students' strengths, fostering future leadership qualities, and uncovers hidden talents to enhance their career paths and elevate the standard of education.

The latest scientific sources and research are reviewed regularly to inform the development of the curriculum. - Theoretical and practical aspects are integrated to enhance the curriculum.

Program Skills Plan															
				Learning outcomes required from the program											
Year / Level	Course	Course Name	Essential or optional	Knowledge				Skills				Values			
2025 2026		Tests and Measurement	essential	A1	2a	A3	A4	B1	B2	B3	B4	Part 1	Part 2	Part 3	Q4
				√	√	√	√	√	√	√	√	√	√	√	√

Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed

Course description template

1. Course Name: Tests and Measurement
2. Course code
3. Term/Year: Annual
4. Date this description was prepared 2/10/2025

5. Available attendance options: 2 hours per week and daily attendance	
6. Total study hours / Total number of units: 60 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please .(mention it	
Prof. Dr. Hanan Adnan Ababoub - 1 Prof. Dr. Uday Abdul Hussein generous - 2 Dr. Haider Saud - 3 Dr. Nizar Ali Jabbar (Head of the Scientific Group - 4 (Dr. Duha Abdul Jabbar Mohammed -5 Dr. Maryam Abdel Wahab -6	
8. Course objectives	
Course objectives	<ul style="list-style-type: none"> ● Helping students understand the assessment and evaluation - methods used to ensure that students achieve the targeted .learning outcomes ● Understanding the importance of tests and measurement and their relationship to guidance, diagnosis, classification, and scientific research ● Understanding the scientific principles and specifications and how to apply them to tests and measurements
9. and learning strategies	
strategy	1- Activating the learner's role in educational .situations Motivating learners to generate creative ideas -3 about a specific topic by searching for correct answers or possible solutions to the issues -4 -presented to them. 4

	<p>Ensuring students become accustomed to respecting and appreciating the opinions of others</p> <p>Ensuring students become accustomed to -5 . benefiting from the ideas of others by developing .and building upon them</p>
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Course structure (tests and assessments)

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
the first	2	Understanding what assessment tools are	A brief overview of the historical development of assessment tools in physical education	/Delivery Problem solving	Written and oral tests
the second	2	Understanding the concept of calendar	The concept of assessment in physical education – its definition – its types – its uses – its dimensions	Delive / ry Problem solving	Written and oral tests
the third	2	Understanding the concept of measurement	The concept of measurement in physical education – its definition – its characteristics – its levels – the factors affecting it	Delive / ry Problem solving	Written and oral tests
Fourth	2	Understanding the concept of measurement	The concept of testing – its definition – its types – and its relationship to assessment and measurement	Delive / ry Problem solving	Written, oral, and practical tests
Fifth	2	The importanc	The importance of tests and	-----	-----

		e of measurement	measurement in physical education		
Sixth	2	Identifyin g the tests	Tests developed by the sports coach		Written, oral, and practical tests
Sevent h	2		First month exam		Written, oral, and practical tests

Eighth	2	How to design a test	Steps for designing tests and preparing general specifications for a good test		Written and oral .tests
Ninth	2	Understa nding test managem ent	Test administration and implementation, and considerations that must be taken into account when .implementing tests	-----	-----
tenth	2	Identifyin g the test stages	Stages of organizing and managing tests and measurements in physical education		Written and oral .tests
eleventh	2	What are the scientific foundatio ns	Scientific basis of testing	Using PowerPoi nt	Written and oral .tests
twelfth	2	What is the stability coefficient	Test reliability coefficient in the split-half method	Using PowerPoi nt	Written, oral, and practical tests
thirteenth	2		Second month exam		Written, oral, and

					practical tests
fourteenth	2		I read and discussed .the reports		Written and oral .tests
fifteenth	2		I read and discussed .the reports	-----	-----
Sixteenth	2	What is regulatio ?n	Standardization, criteria, and their relationship to testing		Written and oral tests
seventeenth	2	How to calculate the standard score	Standard score and modified standard score	Using PowerPoi nt	Written and oral .tests
eighteenth	2	Body measure ments	anthropometric (body) measurements		Written and oral .tests
nineteenth	2		First month exam		Written, oral, and practical tests
twenty	2	What are the ?patterns	Body type classifications and their importance		Written and oral .tests
Twenty-one	2		Common body measurements in physical education	-----	-----
twenty two	2		Devices used in anthropometric measurements		Written, oral, and practical tests
Twenty-three	2		Classification: Its purpose, goals, and types		Written and oral .tests
Twenty-four	2		Classification methods in physical education		Tests
Twenty-five	2		Second month exam		.Oral tests
Twenty-six	2	Understa nding	skill , and psychological tests		.Oral tests

		physical and skill tests		
Twenty-seven	2		Practical application of the tests	- Oral tests
Twenty-eight	2		Practical application of the tests	-----
Twenty-nine	2		Comprehensive review of the material	-----
thirty	2		Comprehensive exam for the semester	-----

Course Evaluation-11

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and .written exams, reports, etc
The first course is 25, the second course is 25, and the final exam is .50

Learning and teaching resources .12

Required textbooks (methodology, if applicable)	Theoretical foundations of physical education tests
Main references (sources)	1- Theoretical Foundations of Physical Education Tests . Dr. Muhammad Al - Yasiri Physiology and morphology of - the athlete . Methods of measurement and evaluation . Abu Al-Ala and Muhammad Subhi
Recommended supporting books and references (scientific (.journals, reports, etc	Practical tests: physical, motor, and skill-based . Ali Salman Al-Tarifi
Electronic references, websites	https://drive.google.com/file/d/0B7LWyrvVvOnuOG1IOHVMMmtlQzg/view?resourcekey=0-gdSKarGV61b6awE5WSlrQQ

<https://drive.google.com/file/d/0B7LWyrvVvOnub09tSF9adE9hVUE/view?resourcekey=0-RnQIm8Xw9uwpSJwWnkkoA>

<https://www.sport.ta4a.us/human-sciences/tests-measurements/564-measurement-and-evaluation-sports.html>