



Ministry of higher education and scientific research
Scientific supervision and evaluation apparatus
Department of quality assurance and academic
accreditation

Academic program and course description guide

2024

Introduction:

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized in the form of study vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements 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 description of the academic program provides a brief summary of the main features of the program and its decisions, indicating the skills that are being worked on to provide students based on the objectives of the academic program. The importance of this description is manifested because it represents the cornerstone in obtaining program accreditation and is co-written by teaching staff under the supervision of scientific committees in scientific departments.

This manual, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous manual in the light of the developments and developments 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 book of the Department of studies Pm3/2906 on 3/5/2023 with respect to programs that adopt the Bologna track as the basis for their work.

In this area, we can only emphasize the importance of writing the description of academic programs and curricula to ensure the proper functioning 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 brief summary of the most important characteristics of the course and the learning outcomes expected from the student to achieve, proving whether he has made the most of the available learning opportunities. It is derived from the program description.

Program Vision: an ambitious picture of the future of the academic program to be an advanced, inspiring, motivating, realistic and applicable program.

Program message: it briefly explains the goals and activities necessary to achieve them, as well as defines the development paths of the program and its directions.

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

Curriculum structure: all courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna track), whether it is a requirement (Ministry, University, College and scientific department) with the number of academic 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 for each course in a way that achieves the objectives of the program.

Teaching and learning strategies: these are the strategies used by the faculty member to develop the teaching and learning of the student

and are plans that are followed to reach the learning goals. That is, it describes all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic program description form

University Name: University.... Kirkuk.....

Faculty/Institute: faculty....Physical education and sports science.....

Scientific Department: Department.....

Name of academic or professional program: Bachelor.....Physical education and sports science

Name of the final certificate: Bachelor.....Physical education and sports science

Academic system: annual

Date of preparation of the description:

Date of filling the file:

Signature:

Head of department name:

Weam Amer Abdullah

Date:31-3-2024

Signature:

Scientific associate name:

Hamid Muhammad Amash

Date:31-3-2024

Check the file by the:

Department of Quality Assurance and University Performance

Department of Quality Assurance and University Performance name:
Abdulqader Nawzad Ismail

Date:

Signature:

Dean

Authentication

1. Program Vision

The College of Physical Education and Sports Sciences seeks to prepare graduates in physical education and sports sciences to work in government departments and benefit from specialization in the practical and applied field.

2. Program message

Working to prepare and graduate leading scientific and leadership competencies in the field of physical education and sports sciences and to develop the balance of knowledge in the field of scientific research in the field of physical education and sports sciences to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responsiveness. to local market requirements.

3. Program objectives

Knowing and understanding handball in terms of tactics and law.-1

Preparing students who have the ability to manage handball matches. -2

4. Software accreditation

There is no

5. Other external influences

There is no

6. Program structure

| Program structure | Number of courses | Academic unit | Percentage ratio | * notes |
|-------------------------|-------------------|---------------|------------------|--------------|
| Foundation requirements | 60 | 2 | | Basic course |
| College requirements | Yes | | | |

| | | | | |
|-------------------------|--|--|--|--|
| Department requirements | | | | |
| Summer internship | | | | |
| Other | | | | |

*Comments may include whether the course is basic or optional.

| 7. Program description | | | | |
|------------------------|-------------|-------------|----------------|---|
| Year / level | Course code | Course name | Approved hours | |
| 2023-2024 third | CPE HB3 | handball | practical | 2 |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|--|
| Knowledge | |
| <p>A1- Gradually raising the physical level of students according to the specificity of the game of handball.</p> <p>-2 Explain, present and apply attack and defense and their types.</p> <p>-3 Explanation of the articles of international handball law.</p> <p>-4 Applications for attack stages and defense skills.</p> | |
| Skills | |
| <p>-1 Defense and its types (area + man-to-man + compound)</p> <p>-2 Implementing the law (arbitration)</p> | |

| | |
|--|--|
| -3Group quick attack phase (2 vs. 1) formation | |
| Values | |
| | |

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| 9. Teaching and learning strategies |
| <p>1-Daily theoretical and practical lectures.</p> <p>2- Assigning students to some duties related to the subject.</p> <p>3- Watch international and local matches via YouTube.</p> <p>4- Field viewing of competitive handball matches by players and teachers.</p> |

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| 10. Evaluation methods |
| Through the daily calendar - theoretical exams - practical exams - assignments and activities |

| 11. Teaching staff | | | | | | |
|---------------------------|--------------------|----------|--|--|-----------------------|--|
| Faculty members | | | | | | |
| Scientific rank | Specialization | | requirements/ Special skills (if any) | | teaching staff number | |
| | General | specific | | | cadre | |
| Assistant lecturer | Physical education | handball | | | cadre | |

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| Professional development |
| Mentoring new faculty members |

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| Professional development of faculty members |
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| 12. Acceptance criterion |
| Direct admission |

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| 13. The most important sources of information about the program |
| 1- Required textbooks (Kamal Arif/Handball/2009) 2-Main references (sources) methodological books 3- Recommended books and references (scientific journals, reports) 4-Electronic references/websites (Iraqi Sports Academy) |

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| 14. Program development plan |
| To enhance the student's self-confidence in practical life, strengthen his will, develop a love of participation and cooperation, and the possibility of applying what he has learned in a future life to build an educated sports community. |

| Program skills chart | | | | | | | | | | | | | | | |
|----------------------|-------------|-------------|------------------------|---|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required learning outcomes of the program | | | | | | | | | | | |
| Year/grade | Course code | Course name | Compulsory or optional | knowledge | | | | skills | | | | Values | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2023-2024 third | CPE HB3 | handball | | — | — | | | — | — | — | | — | — | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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• Please tick the boxes corresponding to the individual learning outcomes of the program being evaluated

Course description form

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|---|
| 1. Educational institution |
| Kirkuk University / College of Physical Education and Sports Sciences |
| 2.Scientific department / Center |
| Team Games Branch |
| 3.Course name / code |
| handball CPE HB3 |
| 4.Available attendance forms |
| Daily attendance records for students |
| 5.Semester /year |
| 2023-2024 |
| 6.Number of academic hours (total) |
| 60 |
| 7.Date of preparation of this description |
| 2024-3-29 |
| 8.Course objectives |
| 1-Explanation, applications and types of attacks. |

2-Explanation and applications of defense and its types

3-Playing and arbitration

4-Implementing defense and attack plans.

9.Course outputs and methods of teaching, learning and evaluation

A- Cognitive objectives

A1- Gradually raising the physical level of students according to the specificity of the game of handball.

A2-Explain, present, and apply attack and defense and their types.

A3- Explanation of the articles of international handball law.

A4-Applications for attack stages and defense skills.

B- The skills objectives of the course

B1- Defense and its types (area + man-to-man + compound)

B2- Application of the law (arbitration)

B3- Group rapid attack phase, formation (2 vs. 1)

B4-Implementing defense and attack plans.

*** Teaching and learning methods**

1-Daily theoretical and practical lectures.

2- Assigning students to some duties related to the subject.

3- Watch international and local matches via YouTube.

4- Field viewing of competitive handball matches by players and teachers.

*** Evaluation methods**

Through the daily calendar - theoretical exams - practical exams - assignments and activities

C-sentimental and valuable goals

C - Emotional and value goals

1- The theoretical materials simulate students' sense of familiarity with cognitive aspects and how to apply them practically

2- Raising the cognitive values of academic subjects and learning discipline, endurance and adaptation

3- Raising students' efficiency and teaching abilities in physical education lessons during application, learning formations, and class control

4- Raising emotional values by assuming responsibility as a scout leader, working with the team, and helping others

D-general and qualifying skills transferred (other skills related to employability and personal development)

10.Course structure

| Week | hours | Required learning outcomes | Name of the unit / subject | Learning method | Evaluation method |
|--------|-------|----------------------------|--|--|---|
| first | 2 | | Rehearsal of offensive and defensive handball skills + two teams playing with refereeing | Explanation of practical and theoretical lectures by the teacher using auxiliary tools | Daily and quarterly exams and optimal performance |
| second | 2 | | Types of handball defense - zone defense (6-0 formation) + two teams playing with refereeing | | |
| third | 2 | | Formation (5-1) + two teams play with arbitration | | |
| fourth | 2 | | Formation (4-2) + two teams play with arbitration | | |

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|----------|---|--|--|--|--|
| fifth | 2 | | Exercises to develop formations (6-0) (5-1) (4-2) + two teams play with arbitration | | |
| sixth | 2 | | Formation (3-3) + two teams play with arbitration | | |
| Seventh | 2 | | Formation (3-2-1) + two teams play with arbitration | | |
| eighth | 2 | | Exercises to develop formations (3-3) and (3-2-1) + playing two teams with refereeing | | |
| ninth | 2 | | Defensive exercises to develop all zone defense formations + two teams playing with refereeing | | |
| tenth | 2 | | Man-to-man defense with formations + two-team play with refereeing | | |
| eleventh | 2 | | Defensive exercises to develop man-to-man defense + two teams playing with refereeing | | |
| twelfth | 2 | | Combined defense + two teams playing with arbitration | | |

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|-------------|---|--|---|--|--|
| thirteenth | 2 | | Defensive exercises to develop the complex defense method + playing two teams with arbitration | | |
| Fourteenth | 2 | | Theoretical exam | | |
| fifteenth | 2 | | Practical exam | | |
| sixteenth | 2 | | Explaining the meaning of the stages of attack and their significance + playing two teams with arbitration | | |
| seventeenth | 2 | | Explanation and application of the individual rapid attack phase + two teams playing with arbitration | | |
| Eighteenth | 2 | | Explanation and application of the group rapid attack phase, formation (2 vs. 1) + two teams playing with arbitration | | |
| nineteenth | 2 | | Developing the group rapid attack phase, forming (2 vs. 1) + | | |

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|---------------|---|--|---|--|--|
| | | | playing two teams with arbitration | | |
| Twenty | 2 | | Explanation and application of the group rapid attack phase, formation (3 vs. 2) + two teams playing with arbitration | | |
| Twenty-First | 2 | | Developing the group rapid attack phase, forming (3 vs. 2) + playing two teams with arbitration | | |
| Twenty-second | 2 | | Explanation and application of the group rapid attack phase, formation (4 vs. 3) + playing two teams with arbitration | | |
| Twenty-third | 2 | | Developing the group rapid attack phase with all its formations + playing two teams with arbitration | | |
| Twenty-fourth | 2 | | Explaining and applying the attack phase from the positions (building | | |

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|----------------|---|--|---|--|--|
| | | | the attack) + playing two teams with arbitration | | |
| Twenty-fifth | 2 | | The stage of ending the attack (penetration) with formations (numerical superiority - reservation) + two teams playing with arbitration | | |
| Twenty-sixth | 2 | | Formations (changing positions - pre-agreed plans) + two teams playing with arbitration | | |
| Twenty-seventh | 2 | | Training on numerical superiority and changing positions + two teams playing with arbitration | | |
| Twenty-eighth | 2 | | Wheelchair handball rules | | |
| Twenty-ninth | 2 | | Theoretical exam | | |
| Thirtieth | 2 | | Practical exam | | |

11. Course development plan

1- Focusing on the skill performance of attack and defense in handball through competitive exercises according to the specificity of each application and areas of use in play.

2 - Practical application by students of defensive and offensive plans and exercises, in addition to the acquired legal materials, based on what they have learned and worked to develop.

3 - Playing the role of teacher and leader in group work by gaining the trust of colleagues, harmony, and adapting to the stimuli resulting from that role.