

**Republic of Iraq
The ministry of higher
Education & scientific Research**



Academic program description form

University name: University of Anbar

College/Institute: College of Arts

Scientific Department: Department ofSociology

Name of the academic or professional program: Postgraduate studies, Master's and Diploma

Name of the final degree: Master's and Diploma

Description preparation date: 31\3\2024

Date of filling the file: 31\3\2024



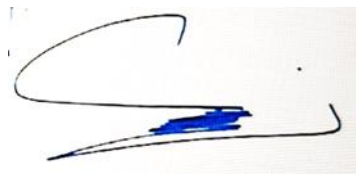


the signature

Name of scientific assistant: omar

Sadoon Aed

the date: 31\3\2024



the signature :

Name of department head: dr. Nabil

Jasim Mohammed

the date: 31\3\2024

Check the file before


Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance

Division: dr. Salah Adnan Mijbel

the date: 31\3\2024

the signature :



Authentication of the Dean

1. Program vision

The College of Arts seeks to prepare graduates in the field of Sociology 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 Sociology and to develop the balance of knowledge in the field of scientific research in the field of Sociology in order 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 responding to the requirements of the local market

3. Program objectives

- ١ Preparing distinguished graduates in the various fields of natural and human Sociology and qualifying them scientifically and professionally.
- ٢ Providing graduates with applied practical skills in the branches of Sociology to meet the needs of the labor market. According to scientific developments taking place in various geographical fields.
- ٣ Preparing graduates to participate effectively in building society and conducting scientific research related to the branches of Sociology, societal issues and its basic problems, and in a way that provides evaluation and solutions to those problems.
- ٤ Graduate students will be eligible to complete postgraduate studies in accordance with the established instructions

| |
|--------------------------------------|
| 4. Programmatic accreditation |
| Nothing |

| |
|-------------------------------------|
| 5. Other external influences |
| Nothing |

| 6. Program structure | | | | |
|-----------------------------|-------------------|-------------------|--------------------------|--------------------------------|
| comments* | Percentage | Study unit | Number of courses | Program structure |
| Basic course | | 45 | 45 | Enterprise requirements |
| | | | Yes | College requirements |
| | | | Yes | Department requirements |
| | | | nothing | summer training |
| | | | | Other |

.Notes may include whether the course is core or elective *

| Program description .Y | | | | |
|-------------------------------|---|--|------------------------------|-------------------|
| Credit hours | | Name of the course or course | Course or course code | Year/level |
| | 3 | Introduction to Peace Studies | | Diploma |
| | 3 | organizational development | | Diploma |
| | 2 | "Sociology of violence | | Diploma |
| | 2 | Culture of peace | | Diploma |
| | 2 | Intellectual security | | Diploma |
| | 1 | Head way | | Diploma |
| | 2 | application studies of Peace and conflict | | Diploma |

| | | | | |
|--|---|---|--|-----------------|
| | 2 | Methods of Research in Peace | | Diploma |
| | 2 | "cultural diversity | | Diploma |
| | 2 | "social security | | Diploma |
| | 2 | Human Rights and International Law | | Diploma |
| | 2 | Concept and theories of Conflict | | Diploma |
| | 2 | Social Theories | | Master's |
| | 2 | Medical Sociology | | Master's |
| | 2 | Social Problems | | Master's |
| | 2 | Plitical Sociology | | Master's |
| | 2 | EducatioNAL Sociology | | Master's |
| | 2 | social change | | Master's |
| | 1 | Headway Plus | | Master's |
| | 2 | Methods of social Research | | Master's |
| | 2 | Social Development | | Master's |
| | 2 | Contempory Social Issues | | Master's |
| | 2 | Social Gender | | Master's |
| | 2 | Criminal Sociology | | Master's |
| | 2 | Social Statistics | | Master's |

| 8. Expected learning outcomes of the program | |
|---|---|
| Knowledge | |
| | <p>A- Knowledge</p> <p>A1- The student will have the ability to know and understand the principles, theories and basics in the field of geographical studies</p> <p>A2- The student will have the ability to understand modern and advanced scientific topics .in the disciplines of natural and human Sociology</p> <p>.A3- The student will be able to understand modern scientific research methods</p> <p>A4- The student will be able to evaluate and monitor the problems facing society in a manner consistent with the nature of geographical studies</p> |

| Skills | |
|--------|---|
| | .B1 - Monthly and quarterly written examinations .B2 - Quick exams (Quizzes) .B3- Writing scientific reports B4- Using blackboards |
| | |
| Value | |
| | Developing students' abilities to share ideas |
| | |

| Teaching and learning strategies . ٩ | |
|--------------------------------------|--|
| | .Daily theoretical lectures - ١ |
| | .Practical lectures - ٢ |
| | Laboratories and field visits - ٣ |
| | Use means of explanation - ٤ |
| | .Graduation projects for fourth-year students and their discussion - ٥ |

| 10. Evaluation methods | |
|------------------------|---|
| 1- | The received homework assignments are corrected, as well as the scientific reports submitted by the students are evaluated. |
| 2- | Permanent tests for students throughout the semester. |

11. The teaching staff

Faculty members

| Preparing the teaching staff | | Special requirements/skills (if any) | | Specialization | | Scientific rank |
|------------------------------|-----------|--------------------------------------|--|-------------------------|-----------|--------------------------------------|
| the permanent | personnel | | | Private | general | |
| permanent | | | | A social work | Sociology | Mr. Dr. Nabil Jassim Mohammed |
| permanent | | | | Social thought | Sociology | Mr. Dr. Juma Ibrahim Hussein |
| permanent | | | | A social work | Sociology | Mr. Dr. Moaz Ahmed Hassan |
| permanent | | | | Social Anthro | Sociology | Mr. Dr. Supporter of exiled Muhammad |
| permanent | | | | Political sociology | Sociology | Prof. Dr. Rabah Majeed Muhammad |
| permanent | | | | Social Anthro | Sociology | Muhammad Ali supported |
| permanent | | | | A social work | Sociology | Nouri Saadoun Abdullah |
| permanent | | | | Contemporary philosophy | Sociology | Wafaa Kazem Ali |
| permanent | | | | Social Anthro | Sociology | Saleh Shabib Muhammad |

Professional development

Orienting new faculty members

Professional development for faculty members

12. Acceptance criterion

The most important sources of information about the program .۱۳

14. Program development plan

-\Using new concepts in the field of Sociology and using electronic devices to present information and issues

Introducing modern foreign sources, learning about the latest scientific products, and keeping pace with scientific and technical development in the world.

| Program skills chart | | | | | | | | | | | | | | | |
|---|----|----|----|--------|----|----|----|-----------|----|----|----|---------------------------|--|-------------------------------|------------|
| Learning outcomes required from the programme | | | | | | | | | | | | Essential or ?optional | Course Name | Course Code | Year/level |
| القيم | | | | Skills | | | | Knowledge | | | | | | | |
| 4C | 3C | 2C | 1C | 4B | 3B | 2B | 1B | 4A | 3A | A2 | 1A | | | | |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Introduction to Peace Studies | Higher preparatory diploma | |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | organizational development | | |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | "Sociology of violence | Higher preparatory diploma | |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Culture of peace | | |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Intellectual security | Higher preparatory diploma | |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Head way | | |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | application studies of Peace and conflict | Higher preparatory diploma | |

| | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|-----------|------------------------------------|--|-----------------------------|
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Methods of Research in Peace | | Higher preparatory diploma |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | | | Higher preparatory diploma |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | "cultural diversity | | Higher preparatory diploma |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | "social security | | Higher preparatory diploma |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Human Rights and International Law | | Higher preparatory diploma |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Social Theories | | Preparatory Master's degree |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Medical Sociology | | Preparatory Master's degree |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Social Problems | | Preparatory Master's degree |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Plitical Sociology | | Preparatory Master's degree |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | EducationNAL Sociology | | Preparatory Master's degree |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | social change | | Preparatory Master's degree |
| | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Essential | Headway Plus | | Preparatory Master's degree |

| | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|-----------|----------------------------|--|-----------------------------|
| | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Essential | Methods of social Research | | Preparatory Master's degree |
| | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Essential | Social Development | | Preparatory Master's degree |
| | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Essential | Contemporary Social Issues | | Preparatory Master's degree |
| | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Essential | Social Gender | | Preparatory Master's degree |
| | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Essential | Criminal Sociology | | Preparatory Master's degree |
| | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Essential | Social Statistics | | Preparatory Master's degree |
| | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |

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

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|---|------------------------------------|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Programme Title | Science of social problems |
| 4. Title of Final Award | Master's |
| 5. Modes of Attendance offered | First course |
| 6. Accreditation | Study plan for the master's degree |
| 7. Other external influences | Laws and guidelines |
| 8. Date of production/revision of this specification | 1/9/2023 |
| 9. Aims of the Programme | |
| 1- Developing and developing the student's scientific and professional skills | |
| 2- Providing male and female students with scientific knowledge. | |
| 3- Preparing them to join the fields of social work | |
| 4- Make them aware of social responsibility. | |
| 5- Consolidating the values of citizenship and belonging. | |

6- Studying social problems according to a specialized sectoral study with contemporary scientific backgrounds, aiming to prepare master's students for university studies and provide them with scientific backgrounds related to the principles of social problems science.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A- Cognitive objectives

A1- Acquiring knowledge and skills at a higher level in state institutions.

A2- How to present and defend ideas.

A3- Determine the causes and motives and make conclusions based on scientific facts.

A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze.

A5- Enabling students to obtain knowledge of the requirements of social problems science.

A6- Encouraging male and female students to focus on the cognitive, behavioral and psychological aspects.

B. Subject-specific skills

B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.

B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.

B3 - Providing students with skills that enable them to use laws to solve social problems.

Teaching and Learning Methods

- 1- Adopting the method of giving lectures and linking the topics to social reality.
- 2- Teaching students the basic concepts of social problems science and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.
- 3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena and social problems.
- 4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

C. Thinking Skills

- B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.
- B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.
- B3 - Providing students with skills that enable them to use laws to solve social problems.

Teaching and Learning Methods

- 1- Adopting the method of giving lectures and linking the topics to social reality.
- 2- Teaching students the basic concepts of social problems science and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.
- 3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena and social problems.
- 4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Encouraging students to be creative and innovative and create a spirit of competition, perseverance and participation.

D2- Teaching students the skills of preparing theoretical and field research, presenting problems, studying them, and finding solutions.

D3- Giving them knowledge of the importance of developing personal and general abilities and talents through exposure to other sciences.

D4- Teaching them how to link theoretical scientific outputs with empirical research in community institutions.

Teaching and Learning Methods

1- Continuous guidance and counseling for students during the presentation of scientific material and its presentation through modern technical means.

2- Writing important notes on the scientific material and how to apply it on the ground.

3- Encouraging them to be creative and create a spirit of competition and initiative in discussion, participation and cooperation.

4- Developing students' personal talents, such as sports, art, drawing, poetry...etc.

Assessment Methods

1- Students' interaction with the professor.

2- Written and oral exam.

3- Interaction and discussion.

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|-----------------------|------------------------|---------------|---|
| Master's | | Social problems | | Bachelor Degree Requires (x) credits |
| | | | | |
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12. Personal Development Planning

Planning is done on scientific foundations by adopting the vocabulary that was determined in advance and dividing it according to the specified hours per week, which includes 15 weeks. This requires the university professor to collect and communicate the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, and encourage and motivate students to achieve the highest grades in order to complete the study. Setting future goals to engage in and work in the labor market and state institutions, and addressing problems that threaten the social structure.

13. Admission criteria .

According to the central admission controls specified by the Ministry and the University, the standard followed is the student's grade point average and his desire to choose the college and academic department that meets his desires and orientations.

14. Key sources of information about the programme

- 1- Methodical books and help books.
- 2- The Internet.
- 3- Previous studies.
- 4- Human development reports.
- 5- Reports of non-governmental organizations.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|-----------------|----------------|--------------------|------------------------------------|--------------------------------|----|----|----|----------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Master's | First | Social problems | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|--|
| 1. Teaching Institution | College of Arts / Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Science of social problems |
| 4. Programme(s) to which it contributes | Master's |
| 5. Modes of Attendance offered | weekly |
| 6. Semester/Year | First course / 2023-2024 |
| 7. Number of hours tuition (total) | 30 |
| 8. Date of production/revision of this specification | 1/9/2023 |
| 9. Aims of the Course | |
| | It aims to introduce the social dimensions of various social and societal problems and their levels of threat to society and how to arrive at development strategies aimed at rebuilding society without any problems or threats, and to introduce indicators and statistics of social problems, and international experiences in methods of treatment, training, rehabilitation and construction. |
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10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1- Providing master's students with the most important knowledge in the subject of social problems science.

A2- Providing students with theoretical and applied knowledge about the concepts and methods of social problems science.

A3- Enabling students to obtain information and knowledge of the principles of social problem science.

A4- Enabling students to obtain scientific knowledge through community institutions.

A5- Empowering students with knowledge and methodology of thinking, analysis and comparison.

A6- Familiarity with the ideas and contributions of Arab thinkers and scholars and their writings on the science of social problems.

B. Subject-specific skills

B1 - Teaching students to develop and develop creative and innovative thinking skills in social fields.

B2 - Providing students with the skills of writing reports and theoretical and field research.

B3 - Providing students with skills for the first interview and the rest of the interviews with beneficiaries.

B4- Providing students with the skills of speaking, interacting, asking questions, and scientific discussion in the lecture.

Teaching and Learning Methods

1- Adopting the brainstorming method.

2- Classroom, extracurricular and analytical duties.

3- Evaluating daily and weekly reports.

4- Daily exams.

Assessment methods

- 1- Daily and monthly exams.
- 2- Interaction with the professor and students.
- 3- Discussions and asking questions.
- 4- Daily interventions.
- 5- Preparing scientific material continuously

C. Thinking Skills

- C1- Enhancing students' confidence in their abilities, themselves, and their scientific specializations.
- C2- The desire to work in the primary and secondary institutions of society.
- C3- Strengthening and consolidating teamwork and teamwork.
- C4- Instilling values and principles among students in order to emphasize sincerity, dedication and social responsibility.

Teaching and Learning Methods

- 1- Continuous guidance and counseling for students.
- 2- Education and consolidation of public values.
- 3- Encouraging creativity and innovation and ways of dealing with respondents, the general public, and decision makers.

Assessment methods

- 1- Participate in presenting the material.
- 2- Participate in asking questions.
- 3- Participate in preparing reports.
- 4- Interaction with the professor and students.
- 5- Daily and monthly exams.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Encouraging students to be creative and innovative and create a spirit of competition, initiative and self-denial.

D2- Encouraging them to work collaboratively or collectively to solve community problems.

D3- Continuous encouragement and motivation for students to participate actively in society.

D4- Motivating students to feel social responsibility.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-------|----------------------|---|-----------------|-------------------|
| 1 | 2 | Scientific knowledge | What is social problem science: a conceptual and historical framework | Lectures | Test + Activity |
| 2 | 2 | Scientific knowledge | Patterns of social problems and their starting points | Lectures | Test + Activity |
| 3 | 2 | Scientific knowledge | New visions of naming direction (conservative - radical) | Lectures | Test + Activity |
| 4 | 2 | Scientific knowledge | Societal problems: a comprehensive overview of the causes and repercussions | Lectures | Test + Activity |
| 5 | 2 | Scientific knowledge | The problem of poverty and unemployment | Lectures | Test + Activity |
| 6 | 2 | Scientific knowledge | Environmental pollution problem | Lectures | Test + Activity |
| 7 | 2 | Scientific | The problem of drug | Lectures | Test + Activity |

| | | | | | |
|----|---|----------------------|----------------------------------|----------|-----------------|
| | | knowledge spread | | | |
| 8 | 2 | Scientific knowledge | The problem of gender inequality | Lectures | Test + Activity |
| 9 | 2 | Scientific knowledge | Diseases and epidemics | Lectures | Test + Activity |
| 10 | 2 | Scientific knowledge | Globalization | Lectures | Test + Activity |
| 11 | 2 | Scientific knowledge | Migration and displacement | Lectures | Test + Activity |
| 12 | 2 | Scientific knowledge | Youth and childhood problems | Lectures | Test + Activity |
| 13 | 2 | Scientific knowledge | Social disintegration | Lectures | Test + Activity |
| 14 | 2 | Scientific knowledge | Social violence | Lectures | Test + Activity |
| 15 | 2 | Scientific knowledge | Electronic blackmail | Lectures | Test + Activity |
| | | | | | |

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

Science of Social Problems - Dr. Maen Khalil Omar

Special requirements (include for example workshops, periodicals, IT software, websites)

- 1- Social Problems: Dalal Malhas and Amr Moussa
- 2- Social problems and contemporary societal issues: Nawal Al-Mesiri and Ali Asaad
- 3- Social problems: Dr. Muhammad Al-Gohary

Community-based facilities (include for example, guest Lectures , internship , field studies)

13. Admissions

Pre-requisites

1- Adding and updating the vocabulary and topics of the development occurring in the course at a rate not exceeding 20% in each academic year in order to keep pace with contemporary societal changes.

1- Suggestions for developing and updating the social problems science curriculum to suit social complexities.

2- Linking study topics to the reality of the actual field through continuous field visits to primary and secondary institutions within the general and precise field of specialization.

Minimum number of students

3

Maximum number of students

9

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

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| | |
|---|------------------------------|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Programme Title | Sociology of gender |
| 4. Title of Final Award | Master's |
| 5. Modes of Attendance offered | Second course |
| 6. Accreditation | Master's degree in sociology |
| 7. Other external influences | Laws and guidelines |
| 8. Date of production/revision of this specification | 1/2/2024 |
| 9. Aims of the Programme | |
| 1- Developing and developing the student's scientific and professional skills | |
| 2- Providing male and female students with scientific knowledge. | |
| 3- Preparing them to join the fields of social work | |
| 4- Make them aware of social responsibility. | |
| 5- Consolidating the values of citizenship and belonging. | |

6- Studying social problems according to a specialized sectoral study with contemporary scientific backgrounds, aiming to prepare master's students for university studies and provide them with scientific backgrounds related to the principles of gender sociology.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

D. Knowledge and Understanding

A- Cognitive objectives

A1- Acquiring knowledge and skills at a higher level in state institutions.

A2- How to present and defend ideas.

A3- Determine the causes and motives and make conclusions based on scientific facts.

A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze.

A5- Enabling students to obtain knowledge of the requirements of social problems science.

A6- Encouraging male and female students to focus on the cognitive, behavioral and psychological aspects.

B. Subject-specific skills

B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.

B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.

B3 - Providing students with skills that enable them to use laws to solve social problems.

Teaching and Learning Methods

- 1- Adopting the method of giving lectures and linking the topics to social reality.
- 2- Teaching students the basic concepts of the subject Sociology of Gender and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.
- 3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena and the sociology of gender.
- 4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

C. Thinking Skills

- B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.
- B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.
- B3 - Providing students with skills that enable them to use laws to solve social problems.

Teaching and Learning Methods

- 1- Adopting the method of giving lectures and linking the topics to social reality.
- 2- Teaching students the basic concepts of social problems science and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.
- 3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena and social problems.
- 4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Encouraging students to be creative and innovative and create a spirit of competition, perseverance and participation.

D2- Teaching students the skills of preparing theoretical and field research, presenting problems, studying them, and finding solutions.

D3- Giving them knowledge of the importance of developing personal and general abilities and talents through exposure to other sciences.

D4- Teaching them how to link theoretical scientific outputs with empirical research in community institutions.

Teaching and Learning Methods

1- Continuous guidance and counseling for students during the presentation of scientific material and its presentation through modern technical means.

2- Writing important notes on the scientific material and how to apply it on the ground.

3- Encouraging them to be creative and create a spirit of competition and initiative in discussion, participation and cooperation.

4- Developing students' personal talents, such as sports, art, drawing, poetry...etc.

Assessment Methods

1- Students' interaction with the professor.

2- Written and oral exam.

3- Interaction and discussion.

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|-----------------------|------------------------|---------------|---|
| Master's | | Sociology of gender | | Bachelor Degree Requires (x) credits |
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12. Personal Development Planning

Planning is done on scientific foundations by adopting the vocabulary that was determined in advance and dividing it according to the specified hours per week, which includes 15 weeks. This requires the university professor to collect and communicate the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, and encourage and motivate students to achieve the highest grades in order to complete the study. Setting future goals to engage in and work in the labor market and state institutions, and addressing problems that threaten the social structure.

13. Admission criteria .

According to the central admission controls specified by the Ministry and the University, the standard followed is the student's grade point average and his desire to choose the college and academic department that meets his desires and orientations.

14. Key sources of information about the programme

- 1- Methodical books and help books.
- 2- The Internet.
- 3- Previous studies.
- 4- Human development reports.
- 5- Reports of non-governmental organizations.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------|-------------|---------------------|------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Master's | First | Sociology of gender | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|--|
| 1. Teaching Institution | College of Arts / Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Sociology of gender |
| 4. Programme(s) to which it contributes | Master's |
| 5. Modes of Attendance offered | weekly |
| 6. Semester/Year | Second course / 2023-2024 |
| 7. Number of hours tuition (total) | 30 |
| 8. Date of production/revision of this specification | 1/2/2024 |
| 9. Aims of the Course | <p>It aims to introduce the social dimensions of the subject of Sociology of Gender, the problems resulting from the marginalization of women and the levels of their threat to society, and how to arrive at development strategies aimed at rebuilding society without any problems or threats, and to introduce indicators and statistics related to the sociology of gender, and international experiences in methods of treatment, training, rehabilitation and construction.</p> |

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10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1- Providing master's students with the most important knowledge in the subject of gender sociology.

A2- Providing students with theoretical and applied knowledge about the concepts and methods of gender sociology.

A3- Enabling students to obtain information and knowledge of the principles of gender sociology.

A4- Enabling students to obtain scientific knowledge through community institutions.

A5- Empowering students with knowledge and methodology of thinking, analysis and comparison.

A6- Familiarity with the ideas and contributions of Arab thinkers and scholars and their writings on the sociology of gender.

E. Subject-specific skills

B1 - Teaching students to develop and develop creative and innovative thinking skills in social fields.

B2 - Providing students with the skills of writing reports and theoretical and field research.

B3 - Providing students with skills for the first interview and the rest of the interviews with beneficiaries.

B4- Providing students with the skills of speaking, interacting, asking questions, and scientific discussion in the lecture.

Teaching and Learning Methods

1- Adopting the brainstorming method.

2- Classroom, extracurricular and analytical duties.

3- Evaluating daily and weekly reports.

4- Daily exams.

Assessment methods

- 1- Daily and monthly exams.
- 2- Interaction with the professor and students.
- 3- Discussions and asking questions.
- 4- Daily interventions.
- 5- Preparing scientific material continuously

F. Thinking Skills

- C1- Enhancing students' confidence in their abilities, themselves, and their scientific specializations.
- C2- The desire to work in the primary and secondary institutions of society.
- C3- Strengthening and consolidating teamwork and teamwork.
- C4- Instilling values and principles among students in order to emphasize sincerity, dedication and social responsibility.

Teaching and Learning Methods

- 1- Continuous guidance and counseling for students.
- 2- Education and consolidation of public values.
- 3- Encouraging creativity and innovation and ways of dealing with respondents, the general public, and decision makers.

Assessment methods

- 1- Participate in presenting the material.
- 2- Participate in asking questions.
- 3- Participate in preparing reports.
- 4- Interaction with the professor and students.
- 5- Daily and monthly exams.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Encouraging students to be creative and innovative and create a spirit of competition, initiative and self-denial.

D2- Encouraging them to work collaboratively or collectively to solve community problems.

D3- Continuous encouragement and motivation for students to participate actively in society.

D4- Motivating students to feel social responsibility.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-------|----------------------|---|-----------------|-------------------|
| 1 | 2 | Scientific knowledge | Conceptual framework for the sociology of gender | Lectures | Test + Activity |
| 2 | 2 | Scientific knowledge | Theoretical frameworks explaining the sociology of gender | Lectures | Test + Activity |
| 3 | 2 | Scientific knowledge | Feminism and feminist movements | Lectures | Test + Activity |
| 4 | 2 | Scientific knowledge | The three waves of feminism | Lectures | Test + Activity |
| 5 | 2 | Scientific knowledge | Factors shaping roles based on masculine culture | Lectures | Test + Activity |
| 6 | 2 | Scientific knowledge | CEDAW Document: Critical Readings | Lectures | Test + Activity |
| 7 | 2 | Scientific knowledge | Sociology of gender in international conferences | Lectures | Test + Activity |
| 8 | 2 | Scientific knowledge | Sociology of gender from the point of view | Lectures | Test + Activity |

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|----|---|----------------------|--|----------|-----------------|
| | | | of scholars | | |
| 9 | 2 | Scientific knowledge | Social understanding of gender-based violence | Lectures | Test + Activity |
| 10 | 2 | Scientific knowledge | Socialization and gender | Lectures | Test + Activity |
| 11 | 2 | Scientific knowledge | Globalization and gender | Lectures | Test + Activity |
| 12 | 2 | Scientific knowledge | Development and gender | Lectures | Test + Activity |
| 13 | 2 | Scientific knowledge | Integrating women into development | Lectures | Test + Activity |
| 14 | 2 | Scientific knowledge | Religion and the sociology of gender | Lectures | Test + Activity |
| 15 | 2 | Scientific knowledge | Strategies for improving the status of women in Arab societies | Lectures | Test + Activity |
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| 12. Infrastructure | |
| Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER | Sociology of Gender - Dr. Maen Khalil Omar |
| Special requirements (include for example workshops, periodicals, IT software, websites) | 1- The enslavement of women: John Stuart Mill 2- Violence against women in the health sector: Amal Salem Al-Awawda 3- Gender and social and cultural dimensions: Ismat Muhammad Hoso |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | Iraqi human development reports |

13. Admissions

Pre-requisites

1- Adding and updating the vocabulary and topics of the development occurring in the course at a rate not exceeding 20% in each academic year in order to keep pace with contemporary societal changes.

1- Suggestions for developing and updating the gender sociology curriculum to suit social complexities.

2- Linking study topics to the reality of the actual field through continuous field visits to primary and secondary institutions within the general and precise field of specialization.

Minimum number of students

3

Maximum number of students

9

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|---|--|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Programme Title | Social security |
| 4. Title of Final Award | Diploma equivalent to Master's |
| 5. Modes of Attendance offered | Second course |
| 6. Accreditation | Study plan for the Diploma equivalent to Master's degree |
| 7. Other external influences | Laws and guidelines |
| 8. Date of production/revision of this specification | 1/2/2024 |
| 9. Aims of the Programme | |
| 1- Developing and developing the student's scientific and professional skills | |
| 2- Providing male and female students with scientific knowledge. | |
| 3- Preparing them to join the fields of social work | |
| 4- Make them aware of social responsibility. | |

5- Consolidating the values of citizenship and belonging.

6- Studying social problems according to a specialized sectoral study with contemporary scientific backgrounds, aiming to prepare diploma students for university studies and provide them with scientific backgrounds related to the principles of social problems science.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

G. Knowledge and Understanding

A- Cognitive objectives

A1- Acquiring knowledge and skills at a higher level in state institutions.

A2- How to present and defend ideas.

A3- Determine the causes and motives and make conclusions based on scientific facts.

A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze.

A5- Enabling students to obtain knowledge of the requirements of social problems science.

A6- Encouraging male and female students to focus on the cognitive, behavioral and psychological aspects.

B. Subject-specific skills

B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.

B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.

B3 - Providing students with skills that enable them to use laws to solve social problems.

Teaching and Learning Methods

- 1- Adopting the method of giving lectures and linking the topics to social reality.
- 2- Teaching students the basic concepts of the subject of social security science and its relationship with the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.
- 3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena, conflicts and conflicts.
- 4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance) in crisis management.

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

C. Thinking Skills

- B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.
- B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.
- B3 - Providing students with skills that enable them to use laws to solve social problems.

Teaching and Learning Methods

- 1- Adopting the method of giving lectures and linking the topics to social reality.
- 2- Teaching students the basic concepts of social problems science and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.
- 3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena and social problems.
- 4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Encouraging students to be creative and innovative and create a spirit of competition, perseverance and participation.

D2- Teaching students the skills of preparing theoretical and field research, presenting problems, studying them, and finding solutions.

D3- Giving them knowledge of the importance of developing personal and general abilities and talents through exposure to other sciences.

D4- Teaching them how to link theoretical scientific outputs with empirical research in community institutions.

Teaching and Learning Methods

1- Continuous guidance and counseling for students during the presentation of scientific material and its presentation through modern technical means.

2- Writing important notes on the scientific material and how to apply it on the ground.

3- Encouraging them to be creative and create a spirit of competition and initiative in discussion, participation and cooperation.

4- Developing students' personal talents, such as sports, art, drawing, poetry...etc.

Assessment Methods

1- Students' interaction with the professor.

2- Written and oral exam.

3- Interaction and discussion.

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|--------------------------------|-----------------------|------------------------|---------------|--|
| Diploma equivalent to Master's | | Social security | | Bachelor Degree Requires (x) credits |
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12. Personal Development Planning

Planning is done on scientific foundations by adopting the vocabulary that was determined in advance and dividing it according to the specified hours per week, which includes 15 weeks. This requires the university professor to collect and communicate the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, and encourage and motivate students to achieve the highest grades in order to complete the study. Setting future goals to engage in and work in the labor market and state institutions, and addressing problems that threaten the social structure.

13. Admission criteria .

According to the central admission controls specified by the Ministry and the University, the standard followed is the student's grade point average and his desire to choose the college and academic department that meets his desires and orientations.

14. Key sources of information about the programme

- 1- Methodical books and help books.
- 2- The Internet.
- 3- Previous studies.
- 4- Human development reports.
- 5- Reports of non-governmental organizations.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------------------------|-------------|-----------------|------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Diploma equivalent to Master's | Second | Social security | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|---|
| 1. Teaching Institution | College of Arts / Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Social security |
| 4. Programme(s) to which it contributes | Diploma equivalent to Master's |
| 5. Modes of Attendance offered | weekly |
| 6. Semester/Year | Second course / 2023-2024 |
| 7. Number of hours tuition (total) | 30 |
| 8. Date of production/revision of this specification | 1/2/2024 |
| 9. Aims of the Course | <p>It aims to introduce the social dimensions of various social and societal problems and their levels of threat to society and how to arrive at development strategies aimed at rebuilding society without any problems or threats, and to introduce indicators and statistics of social problems, and international experiences in methods of treatment, training, rehabilitation and construction.</p> <p>Introducing students to applied studies of crisis management</p> |

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| Introducing students to the methods of transitional justice |
| Identify the most important elements of social security |
| Identify the most important threats to social security |
| Identify the most important theories explaining social security |
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10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1- Providing diploma students with the most important knowledge in the subject of social security science.

A2- Providing students with theoretical and applied knowledge about social security concepts and approaches.

A3- Enabling students to obtain information and knowledge of the principles of social security science.

A4- Enabling students to obtain scientific knowledge through community institutions.

A5- Empowering students with knowledge and methodology of thinking, analysis and comparison.

A6- Familiarity with the ideas and contributions of Arab thinkers and scholars and their writings about the science of social security.

H. Subject-specific skills

B1 - Teaching students to develop and develop creative and innovative thinking skills in social fields.

B2 - Providing students with the skills of writing reports and theoretical and field research.

B3 - Providing students with skills for the first interview and the rest of the interviews with beneficiaries.

B4- Providing students with the skills of speaking, interacting, asking questions, and scientific discussion in the lecture.

Teaching and Learning Methods

1- Adopting the brainstorming method.

2- Classroom, extracurricular and analytical duties.

3- Evaluating daily and weekly reports.

4- Daily exams.

Assessment methods

- 1- Daily and monthly exams.
- 2- Interaction with the professor and students.
- 3- Discussions and asking questions.
- 4- Daily interventions.
- 5- Preparing scientific material continuously

I. Thinking Skills

- C1- Enhancing students' confidence in their abilities, themselves, and their scientific specializations.
- C2- The desire to work in the primary and secondary institutions of society.
- C3- Strengthening and consolidating teamwork and teamwork.
- C4- Instilling values and principles among students in order to emphasize sincerity, dedication and social responsibility.

Teaching and Learning Methods

- 1- Continuous guidance and counseling for students.
- 2- Education and consolidation of public values.
- 3- Encouraging creativity and innovation and ways of dealing with respondents, the general public, and decision makers.

Assessment methods

- 1- Participate in presenting the material.
- 2- Participate in asking questions.
- 3- Participate in preparing reports.
- 4- Interaction with the professor and students.
- 5- Daily and monthly exams.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Encouraging students to be creative and innovative and create a spirit of competition, initiative and self-denial.

D2- Encouraging them to work collaboratively or collectively to solve community problems.

D3- Continuous encouragement and motivation for students to participate actively in society.

D4- Motivating students to feel social responsibility.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-------|----------------------|--|-----------------|-------------------|
| 1 | 2 | Scientific knowledge | Conceptual framework of social security and related concepts | Lectures | Test + Activity |
| 2 | 2 | Scientific knowledge | Pillars and components of social security | Lectures | Test + Activity |
| 3 | 2 | Scientific knowledge | Social theories explaining social security | Lectures | Test + Activity |
| 4 | 2 | Scientific knowledge | Social security in the eyes of scholars | Lectures | Test + Activity |
| 5 | 2 | Scientific knowledge | Threats to social security | Lectures | Test + Activity |
| 6 | 2 | Scientific knowledge | Culture of peace and social security | Lectures | Test + Activity |
| 7 | 2 | Scientific knowledge | The importance of social security | Lectures | Test + Activity |
| 8 | 2 | Scientific knowledge | Crisis Management | Lectures | Test + Activity |

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|----|---|----------------------|---|----------|-----------------|
| 9 | 2 | Scientific knowledge | Applied experiences for crisis management | Lectures | Test + Activity |
| 10 | 2 | Scientific knowledge | Social security and social responsibility | Lectures | Test + Activity |
| 11 | 2 | Scientific knowledge | The role of institutions in achieving social security | Lectures | Test + Activity |
| 12 | 2 | Scientific knowledge | Cultural diversity and community security | Lectures | Test + Activity |
| 13 | 2 | Scientific knowledge | Social policy and human security | Lectures | Test + Activity |
| 14 | 2 | Scientific knowledge | Social security and development | Lectures | Test + Activity |
| 15 | 2 | Scientific knowledge | Social security and globalization | Lectures | Test + Activity |
| | | | | | |

| 12. Infrastructure | |
|--|---|
| Required reading: <ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER | Social and economic security: Sarah El-Beltagy |
| Special requirements (include for example workshops, periodicals, IT software, websites) | 1- Transitional justice in Arab contexts: Heidi Ali Al-Tayeb 2- Conflict Management and Dispute Resolution: Sami Ibrahim Al-Khazandar 3- Traditional justice and reconciliation after violent conflicts, learning from African experiences: Luke Housse and Mark Salter |

| | |
|---|--|
| Community-based facilities (include for example, guest Lectures , internship , field studies) | <p>1- Transitional justice experiences in Latin America: collective author</p> <p>2- Tribal conflict and genocide: Al-Bashir Al-Bonuhi</p> |
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|----------------------------|--|
| 13. Admissions | |
| Pre-requisites | <p>1- Adding and updating the vocabulary and topics of the development occurring in the course at a rate not exceeding 20% in each academic year in order to keep pace with contemporary societal changes.</p> <p>1- Suggestions for developing and updating the social security science curriculum to suit social complexities.</p> <p>2- Linking study topics to the reality of the actual field through continuous field visits to primary and secondary institutions within the general and precise field of specialization.</p> |
| Minimum number of students | 3 |
| Maximum number of students | 9 |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|---|---|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Programme Title | Social change vocabulary |
| 4. Title of Final Award | Higher Diploma in peace building |
| 5. Modes of Attendance offered | second course courses) |
| 6. Accreditation | Higher Diploma 's degree study |
| 7. Other external influences | Laws and directives |
| 8. Date of production/revision of this specification | 1/2/2024 |
| 9. Aims of the Programme | |
| Developing and developing the student's scientific and professional skills | |
| 2- Providing male and female students with scientific knowledge. | |
| 3- Preparing them to join the labor market | |
| 4- Make them aware of social responsibility. | |
| 5- Consolidating the values of citizenship and belonging. | |

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
A1. Gaining knowledge and skills at a higher level in the areas of peace building.

A2- How to present and defend ideas.

A3- Determine the causes and motives and make conclusions based on scientific facts.

A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze.

A5- Enabling students to obtain knowledge of the requirements of peace building problems.

A6- Encouraging male and female students to focus on the cognitive, behavioral and psychological aspects.

Subject-specific skills

B.

B2. Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.

B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.

B3 - Providing students with skills that enable them to use theories of peace building to diagnose and address social problems

B3.

Teaching and Learning Methods

Adopting the method of giving lectures and linking the topics to social reality.

2- Teaching students the basic concepts of social change and its relationship to other sciences.

3- Teaching students to adopt theories in analyzing and interpreting social phenomena and social problems.

4- Teaching students to adopt the steps of the scientific method in interpreting phenomena

Assessment methods

1- Daily and monthly tests or exams.

2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.

3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

C. Thinking Skills

C1. Skills in using thinking and objective analysis of situations, problems and phenomena.

C2- Organizing data to solve and address the problems of the individual, the group, and society.

C3- Review topics related to the scientific subject.

C4- Enhancing the student's self-confidence, abilities, and specialization, and increasing the desire to work in the fields of specialization.

A5- Accept the scientific material with great desire without complaining, being annoyed or bored

Teaching and Learning Methods

Continuous guidance and counseling for students during the presentation of scientific material and its presentation through modern technical means.

2- Writing important notes on the scientific material and how to apply it on the ground.

3- Encouraging them to be creative and create a spirit of competition and initiative in discussion, participation and cooperation.

4- Developing students' personal talents, such as sports, art, drawing, poetry...etc

Assessment methods

1- Students' interaction with the professor.

2- Written and oral exam.

3- Interaction and discussion.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. D1- Encouraging students to be creative and innovative and create a spirit of competition, perseverance and participation.

D2- Teaching students the skills of preparing theoretical and field research, presenting problems, studying them, and finding solutions.

D3- Giving them knowledge of the importance of developing personal and general abilities and talents through exposure to other sciences.

D4- Teaching them how to link theoretical scientific outputs with empirical research in the fields of peace building.

Teaching and Learning Methods

1- Training, cultural and educational courses.

2- Internal and external seminars.

3- Field visits to primary and secondary institutions in the community.

4- Visits to scientific and public libraries.

Assessment Methods

1- Discussion and interaction.

2- Oral and written exam.

3- Continuing to work.

4- Attention, understanding, and questions.

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|----------------|-----------------------|---------------------------------------|---------------|--|
| Higher Diploma | | Applied studies in peace and conflict | 2 | Bachelor Degree Requires (x) credits |
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12. Personal Development Planning

Planning is done on scientific foundations by adopting the vocabulary that was determined in advance and dividing it according to the specified hours per week, which includes 15 weeks. This requires the university professor to collect and communicate the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, and encourage and motivate students to achieve the highest grades in order to complete the study. And setting future goals to engage in and work in the labor market and state institutions.

13. Admission criteria .

According to the central admission controls specified by the Ministry and the University, the standard followed is the student's grade point average and his desire to choose the college and academic department that meets his desires and orientations.

14. Key sources of information about the programme

1- Methodical books and help books.

2- The Internet.

3- Previous studies.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|----------------|-------------|----------------|------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Higher Diploma | | peace building | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|--|
| 1. Teaching Institution | College of Arts / Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Applied studies in peace and conflict |
| 4. Programme(s) to which it contributes | Higher Diploma |
| 5. Modes of Attendance offered | weekly |
| 6. Semester/Year | second course / 2023-2024 |
| 7. Number of hours tuition (total) | 30 |
| 8. Date of production/revision of this specification | 1/2/2023 |
| 9. Aims of the Course | |
| | Identify the conceptual and theoretical framework of the subject of social change |
| | Using social theories to explain social reality |
| | Revealing the nature of new social variables |
| | Identify the most prominent social problems facing social institutions |
| | Benefiting from studying change in identifying the most prominent challenges facing our society |
| | Identify the conceptual and theoretical framework of the subject of social change |

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10· Learning Outcomes, Teaching ,Learning and Assessment Methode

peace
building

B. Subject-specific skills

B1. B1 - Teaching students to develop and develop creative and innovative thinking skills in social change.

B2 - Providing students with the skills of writing reports and theoretical and field research.

B3 - Providing students with analysis and interpretation skills.

B4- Providing students with the skills of speaking, interacting, asking questions, and scientific discussion in the lecture.

Teaching and Learning Methods

1- Adopting the brainstorming method.

2- Classroom, extracurricular and analytical duties.

3- Evaluating daily and weekly reports.

4- Daily exams.

Assessment methods

1- Daily and monthly exams.

2- Interaction with the professor and students.

3- Discussions and asking questions.

4- Daily interventions.

5- Preparing scientific material continuously.

C. Thinking Skills

C1. C1- Enhancing students' confidence in their abilities, themselves, and their scientific specializations.

C2- The desire to work in the primary and secondary institutions of society.

C3- Strengthening and consolidating teamwork and teamwork.

C4- Instilling values and principles among students in order to emphasize sincerity, dedication and social responsibility.

Teaching and Learning Methods

1- Continuous guidance and counseling for students.

2- Education and consolidation of public values.

3- Encouraging creativity and innovation and ways of dealing with respondents, the general public, and decision makers.

Assessment methods

1- Participate in presenting the material.

2- Participate in asking questions.

3- Participate in preparing reports.

4- Interaction with the professor and students.

5- Daily and monthly exams.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. D1- Encouraging students to be creative and innovative and create a spirit of competition, initiative and self-denial.

D2- Encouraging them to work collaboratively or collectively to solve community problems.

D3- Continuous encouragement and motivation for students to participate actively in society.

D4- Motivating students to feel social responsibility.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------------|-------|--|---|--------------------------|--------------------------|
| the first | 2 | A general understanding of the subject of peace building and the required educational outcomes | Conceptual framework for peacebuilding | Lecture, test + activity | Lecture, test + activity |
| the second | 2 | A general understanding of the subject of peace building and the required educational outcomes | Conceptual overlap between peacebuilding and other concepts | Lecture, test + activity | Lecture, test + activity |
| the third | 2 | A general understanding of the subject of | Theoretical approaches to explaining peacebuilding | Lecture, test + activity | Lecture, test + activity |

| | | | | | |
|-------------------|---|--|--|--------------------------|--------------------------|
| | | peace building and the required educational outcomes | | | |
| the fourth | 2 | A general understanding of the subject of peace building and the required educational outcomes | Obstacles to peacebuilding | Lecture, test + activity | Lecture, test + activity |
| Fifth | 2 | A general understanding of the subject of peace building and the required educational outcomes | Pillars of peacebuilding | Lecture, test + activity | Lecture, test + activity |
| VI | 2 | A general understanding of the subject of peace building and the required educational outcomes | Models of peacebuilding processes in some countries | Lecture, test + activity | Lecture, test + activity |
| Seventh | 2 | A general understanding of the subject of | Societal factors that led to the emergence of the concept of peacebuilding | Lecture, test + activity | Lecture, test + activity |
| VIII | 2 | A general understanding of the subject of peace building and the required educational outcomes | Threats to social and societal peace in light of contemporary societal changes. | Lecture, test + activity | Lecture, test + activity |

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|-------------------|---|--|---|--------------------------|--------------------------|
| Ninth | 2 | A general understanding of the subject of peace building and the required educational outcomes | Pillars of social peace | Lecture, test + activity | Lecture, test + activity |
| The tenth | 2 | A general understanding of the subject of peace building and the required educational outcomes | Peaceful coexistence and a culture of peace | Lecture, test + activity | Lecture, test + activity |
| eleventh | 2 | A general understanding of the subject of peace building and the required educational outcomes | Promoting societal peace in diverse and pluralistic societies. | Lecture, test + activity | Lecture, test + activity |
| twelveth | 2 | A general understanding of the subject of peace building and the required educational outcomes | International experiences in peace and conflict | Lecture, test + activity | Lecture, test + activity |
| Thirteenth | 2 | A general understanding of the subject of peace building and the required educational outcomes | Rwanda experience | Lecture, test + activity | Lecture, test + activity |

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|------------|---|--|--|--------------------------|--------------------------|
| fourteenth | 2 | A general understanding of the subject of peace building and the required educational outcomes | Kosovo experience | Lecture, test + activity | Lecture, test + activity |
| Fifteenth | 2 | A general understanding of the subject of peace building and the required educational outcomes | The experience of Bosnia and Herzegovina | Lecture, test + activity | Lecture, test + activity |

| 12. Infrastructure | |
|--|--|
| Required reading: <ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER | Introduction to Peace Studies and Conflict Resolution/ Dr. Amra Khairy Abdullah Peacebuilding reports |
| Special requirements (include for example workshops, periodicals, IT software, websites) | |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | |

| 13. Admissions | |
|----------------------------|--|
| Pre-requisites | |
| Minimum number of students | |

Maximum number of students

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|---|-------------------------------------|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Programme Title | Social change vocabulary |
| 4. Title of Final Award | Master's degree in Sociology |
| 5. Modes of Attendance offered | First course courses) |
| 6. Accreditation | Master's degree study |
| 7. Other external influences | Laws and directives |
| 8. Date of production/revision of this specification | 1/9/2023 |
| 9. Aims of the Programme | |
| Developing and developing the student's scientific and professional skills | |
| 2- Providing male and female students with scientific knowledge. | |
| 3- Preparing them to join the labor market | |
| 4- Make them aware of social responsibility. | |
| 5- Consolidating the values of citizenship and belonging. | |

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
A1. Gaining knowledge and skills at a higher level in the areas of social change.

A2- How to present and defend ideas.

A3- Determine the causes and motives and make conclusions based on scientific facts.

A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze.

A5- Enabling students to obtain knowledge of the requirements of social change problems.

A6- Encouraging male and female students to focus on the cognitive, behavioral and psychological aspects.

Subject-specific skills

B.

B2. Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.

B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.

B3 - Providing students with skills that enable them to use theories of change to diagnose and address social problems

B3.

Teaching and Learning Methods

Adopting the method of giving lectures and linking the topics to social reality.

2- Teaching students the basic concepts of social change and its relationship to other sciences.

3- Teaching students to adopt theories in analyzing and interpreting social phenomena and social problems.

4- Teaching students to adopt the steps of the scientific method in interpreting phenomena

Assessment methods

1- Daily and monthly tests or exams.

2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.

3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

C. Thinking Skills

C1. Skills in using thinking and objective analysis of situations, problems and phenomena.

C2- Organizing data to solve and address the problems of the individual, the group, and society.

C3- Review topics related to the scientific subject.

C4- Enhancing the student's self-confidence, abilities, and specialization, and increasing the desire to work in the fields of specialization.

A5- Accept the scientific material with great desire without complaining, being annoyed or bored

Teaching and Learning Methods

Continuous guidance and counseling for students during the presentation of scientific material and its presentation through modern technical means.

2- Writing important notes on the scientific material and how to apply it on the ground.

3- Encouraging them to be creative and create a spirit of competition and initiative in discussion, participation and cooperation.

4- Developing students' personal talents, such as sports, art, drawing, poetry...etc

Assessment methods

1- Students' interaction with the professor.

2- Written and oral exam.

3- Interaction and discussion.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. D1- Encouraging students to be creative and innovative and create a spirit of competition, perseverance and participation.

D2- Teaching students the skills of preparing theoretical and field research, presenting problems, studying them, and finding solutions.

D3- Giving them knowledge of the importance of developing personal and general abilities and talents through exposure to other sciences.

D4- Teaching them how to link theoretical scientific outputs with empirical research in the fields of social change.

Teaching and Learning Methods

1- Training, cultural and educational courses.

2- Internal and external seminars.

3- Field visits to primary and secondary institutions in the community.

4- Visits to scientific and public libraries.

Assessment Methods

1- Discussion and interaction.

2- Oral and written exam.

3- Continuing to work.

4- Attention, understanding, and questions.

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|-----------------------|------------------------|---------------|---|
| Masters | | Social change | 2 | Bachelor Degree Requires (x) credits |
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12. Personal Development Planning

Planning is done on scientific foundations by adopting the vocabulary that was determined in advance and dividing it according to the specified hours per week, which includes 15 weeks. This requires the university professor to collect and communicate the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, and encourage and motivate students to achieve the highest grades in order to complete the study. And setting future goals to engage in and work in the labor market and state institutions.

13. Admission criteria .

According to the central admission controls specified by the Ministry and the University, the standard followed is the student's grade point average and his desire to choose the college and academic department that meets his desires and orientations.

14. Key sources of information about the programme

1- Methodical books and help books.

2- The Internet.

3- Previous studies.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------|-------------|---------------|------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| master | | Social change | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|--|
| 1. Teaching Institution | College of Arts / Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Social change |
| 4. Programme(s) to which it contributes | master |
| 5. Modes of Attendance offered | weekly |
| 6. Semester/Year | First course / 2023-2024 |
| 7. Number of hours tuition (total) | 30 |
| 8. Date of production/revision of this specification | 9/1/2023 |
| 9. Aims of the Course | |
| | Identify the conceptual and theoretical framework of the subject of social change |
| | Using social theories to explain social reality |
| | Revealing the nature of new social variables |
| | Identify the most prominent social problems facing social institutions |
| | Benefiting from studying change in identifying the most prominent challenges facing our society |
| | Identify the conceptual and theoretical framework of the subject of social change |
| | |



10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

B- A1. A1- Providing master's students with the most important knowledge in the subject of social change.

A2- Providing students with theoretical and applied knowledge about the concepts and principles of change

A3- Enabling students to obtain information and knowledge of the principles and theories of change.

A4- Enabling students to obtain scientific knowledge of new societal variables.

A5- Empowering students with knowledge and methodology of thinking, analysis and comparison.

A6- Familiarity with the ideas and contributions of Arab thinkers and scholars and their writings on areas of change.

B. Subject-specific skills

B1. B1 - Teaching students to develop and develop creative and innovative thinking skills in social change.

B2 - Providing students with the skills of writing reports and theoretical and field research.

B3 - Providing students with analysis and interpretation skills.

B4- Providing students with the skills of speaking, interacting, asking questions, and scientific discussion in the lecture.

Teaching and Learning Methods

- 1- Adopting the brainstorming method.
- 2- Classroom, extracurricular and analytical duties.
- 3- Evaluating daily and weekly reports.
- 4- Daily exams.

Assessment methods

- 1- Daily and monthly exams.
- 2- Interaction with the professor and students.
- 3- Discussions and asking questions.
- 4- Daily interventions.
- 5- Preparing scientific material continuously.

C. Thinking Skills

- C1. C1- Enhancing students' confidence in their abilities, themselves, and their scientific specializations.
- C2- The desire to work in the primary and secondary institutions of society.
- C3- Strengthening and consolidating teamwork and teamwork.
- C4- Instilling values and principles among students in order to emphasize sincerity, dedication and social responsibility.

Teaching and Learning Methods

- 1- Continuous guidance and counseling for students.
- 2- Education and consolidation of public values.
- 3- Encouraging creativity and innovation and ways of dealing with respondents, the general public, and decision makers.

Assessment methods

- 1- Participate in presenting the material.
- 2- Participate in asking questions.
- 3- Participate in preparing reports.
- 4- Interaction with the professor and students.
- 5- Daily and monthly exams.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. D1- Encouraging students to be creative and innovative and create a spirit of competition, initiative and self-denial.

D2- Encouraging them to work collaboratively or collectively to solve community problems.

D3- Continuous encouragement and motivation for students to participate actively in society.

D4- Motivating students to feel social responsibility.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------------|-------|---|---|--------------------------|--------------------------|
| the first | 2 | A general understanding of the subject of social change and the required educational outcomes | The historical roots of social change | Lecture, test + activity | Lecture, test + activity |
| the second | 2 | A general understanding of the subject of social change and the required educational outcomes | The nature of the science of change and its characteristics | Lecture, test + activity | Lecture, test + activity |
| the third | 2 | A general understanding of the subject of | Goals of social change | Lecture, test + activity | Lecture, test + activity |

| | | | | | |
|-------------------|---|---|----------------------------------|---------------------------------|---------------------------------|
| | | social change and the required educational outcomes | | | |
| the fourth | 2 | A general understanding of the subject of social change and the required educational outcomes | Problems of social change | Lecture, test + activity | Lecture, test + activity |
| Fifth | 2 | A general understanding of the subject of social change and the required educational outcomes | Theories of social change | Lecture, test + activity | Lecture, test + activity |
| VI | 2 | A general understanding of the subject of social change and the required educational outcomes | Linear theories | Lecture, test + activity | Lecture, test + activity |
| Seventh | 2 | A general understanding of the subject of social change and the required educational outcomes | Linear theories | Lecture, test + activity | Lecture, test + activity |
| VIII | 2 | A general understanding of the subject of | Circular theories | Lecture, test + activity | Lecture, test + activity |

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|-------------------|---|---|---|---------------------------------|---------------------------------|
| | | social change and the required educational outcomes | | | |
| Ninth | 2 | A general understanding of the subject of social change and the required educational outcomes | Circular theories | Lecture, test + activity | Lecture, test + activity |
| The tenth | 2 | A general understanding of the subject of social change and the required educational outcomes | Factors of social change | Lecture, test + activity | Lecture, test + activity |
| eleventh | 2 | A general understanding of the subject of social change and the required educational outcomes | Effects resulting from social change | Lecture, test + activity | Lecture, test + activity |
| twelveth | 2 | A general understanding of the subject of social change and the required educational outcomes | Globalization and social change | Lecture, test + activity | Lecture, test + activity |
| Thirteenth | 2 | A general understanding of the subject of | Youth problems in light of change | Lecture, test + activity | Lecture, test + activity |

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|------------|---|---|-------------------------------------|--------------------------|--------------------------|
| | | social change and the required educational outcomes | | | |
| fourteenth | 2 | A general understanding of the subject of social change and the required educational outcomes | Family problems in light of change | Lecture, test + activity | Lecture, test + activity |
| Fifteenth | 2 | A general understanding of the subject of social change and the required educational outcomes | Women's problems in light of change | Lecture, test + activity | Lecture, test + activity |

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

Social Change / by Dr. Maan Khalil Al-Omar

Arabs and Globalization Symposium/Center for Arab Unity Studies

Special requirements (include for example workshops, periodicals, IT software, websites)

Community-based facilities (include for example, guest Lectures , internship , field studies)

13. Admissions

| | |
|----------------------------|--|
| Pre-requisites | |
| Minimum number of students | |
| Maximum number of students | |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|---|--------------------------------------|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Programme Title | Social development vocabulary |
| 4. Title of Final Award | Master's degree in Sociology |
| 5. Modes of Attendance offered | second course courses) |
| 6. Accreditation | Master's degree study |
| 7. Other external influences | Laws and directives |
| 8. Date of production/revision of this specification | 1/2/2024 |
| 9. Aims of the Programme | |
| Developing and developing the student's scientific and professional skills | |
| 2- Providing male and female students with scientific knowledge. | |
| 3- Preparing them to join the labor market | |
| 4- Make them aware of social responsibility. | |
| 5- Consolidating the values of citizenship and belonging. | |

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
A1. Gaining knowledge and skills at a higher level in the areas of social development.

A2- How to present and defend ideas.

A3- Determine the causes and motives and make conclusions based on scientific facts.

A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze.

A5- Enabling students to obtain knowledge of the requirements of social change problems.

A6- Encouraging male and female students to focus on the cognitive, behavioral and psychological aspects.

Subject-specific skills

B.

B2. Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.

B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.

B3 - Providing students with skills that enable them to use theories of change to diagnose and address social problems

B3.

Teaching and Learning Methods

Adopting the method of giving lectures and linking the topics to social reality.

2- Teaching students the basic concepts of social change and its relationship to other sciences.

3- Teaching students to adopt theories in analyzing and interpreting social phenomena and social problems.

4- Teaching students to adopt the steps of the scientific method in interpreting phenomena

Assessment methods

1- Daily and monthly tests or exams.

2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.

3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

C. Thinking Skills

C1. Skills in using thinking and objective analysis of situations, problems and phenomena.

C2- Organizing data to solve and address the problems of the individual, the group, and society.

C3- Review topics related to the scientific subject.

C4- Enhancing the student's self-confidence, abilities, and specialization, and increasing the desire to work in the fields of specialization.

A5- Accept the scientific material with great desire without complaining, being annoyed or bored

Teaching and Learning Methods

Continuous guidance and counseling for students during the presentation of scientific material and its presentation through modern technical means.

2- Writing important notes on the scientific material and how to apply it on the ground.

3- Encouraging them to be creative and create a spirit of competition and initiative in discussion, participation and cooperation.

4- Developing students' personal talents, such as sports, art, drawing, poetry...etc

Assessment methods

1- Students' interaction with the professor.

2- Written and oral exam.

3- Interaction and discussion.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. D1- Encouraging students to be creative and innovative and create a spirit of competition, perseverance and participation.

D2- Teaching students the skills of preparing theoretical and field research, presenting problems, studying them, and finding solutions.

D3- Giving them knowledge of the importance of developing personal and general abilities and talents through exposure to other sciences.

D4- Teaching them how to link theoretical scientific outputs with empirical research in the fields of social development.

Teaching and Learning Methods

1- Training, cultural and educational courses.

2- Internal and external seminars.

3- Field visits to primary and secondary institutions in the community.

4- Visits to scientific and public libraries.

Assessment Methods

1- Discussion and interaction.

2- Oral and written exam.

3- Continuing to work.

4- Attention, understanding, and questions.

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|-----------------------|------------------------|---------------|---|
| Masters | | Development | 2 | Bachelor Degree Requires (x) credits |
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12. Personal Development Planning

Planning is done on scientific foundations by adopting the vocabulary that was determined in advance and dividing it according to the specified hours per week, which includes 15 weeks. This requires the university professor to collect and communicate the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, and encourage and motivate students to achieve the highest grades in order to complete the study. And setting future goals to engage in and work in the labor market and state institutions.

13. Admission criteria .

According to the central admission controls specified by the Ministry and the University, the standard followed is the student's grade point average and his desire to choose the college and academic department that meets his desires and orientations.

14. Key sources of information about the programme

1- Methodical books and help books.

2- The Internet.

3- Previous studies.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------|-------------|--------------------|------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| master | | Social development | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|---|
| 1. Teaching Institution | College of Arts / Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Social development |
| 4. Programme(s) to which it contributes | master |
| 5. Modes of Attendance offered | weekly |
| 6. Semester/Year | second course / 2023-2024 |
| 7. Number of hours tuition (total) | 30 |
| 8. Date of production/revision of this specification | 1/2/2024 |
| 9. Aims of the Course | |
| Identify the conceptual and theoretical framework of the subject of social development | |
| Using social theories to explain social reality | |
| Revealing the nature of new social variables | |
| Identify the most prominent social problems facing social institutions | |
| Benefiting from studying change in identifying the most prominent challenges facing our society | |
| Identify the conceptual and theoretical framework of the subject of social | |

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| development |
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10- Learning Outcomes, Teaching ,Learning and Assessment Methode

C- Knowledge and Understanding

D- A1. A1- Providing master's students with the most important knowledge in the subject of social change.

A2- Providing students with theoretical and applied knowledge about the concepts and principles of change

A3- Enabling students to obtain information and knowledge of the principles and theories of change.

A4- Enabling students to obtain scientific knowledge of new societal variables.

A5- Empowering students with knowledge and methodology of thinking, analysis and comparison.

A6- Familiarity with the ideas and contributions of Arab thinkers and scholars and their writings on areas of development.

B. Subject-specific skills

B1. B1 - Teaching students to develop and develop creative and innovative thinking skills in social development.

B2 - Providing students with the skills of writing reports and theoretical and field research.

B3 - Providing students with analysis and interpretation skills.

B4- Providing students with the skills of speaking, interacting, asking questions, and scientific discussion in the lecture.

Teaching and Learning Methods

- 1- Adopting the brainstorming method.
- 2- Classroom, extracurricular and analytical duties.
- 3- Evaluating daily and weekly reports.
- 4- Daily exams.

Assessment methods

- 1- Daily and monthly exams.
- 2- Interaction with the professor and students.
- 3- Discussions and asking questions.
- 4- Daily interventions.
- 5- Preparing scientific material continuously.

C. Thinking Skills

- C1. C1- Enhancing students' confidence in their abilities, themselves, and their scientific specializations.
- C2- The desire to work in the primary and secondary institutions of society.
- C3- Strengthening and consolidating teamwork and teamwork.
- C4- Instilling values and principles among students in order to emphasize sincerity, dedication and social responsibility.

Teaching and Learning Methods

- 1- Continuous guidance and counseling for students.
- 2- Education and consolidation of public values.
- 3- Encouraging creativity and innovation and ways of dealing with respondents, the general public, and decision makers.

Assessment methods

- 1- Participate in presenting the material.
- 2- Participate in asking questions.
- 3- Participate in preparing reports.
- 4- Interaction with the professor and students.
- 5- Daily and monthly exams.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. D1- Encouraging students to be creative and innovative and create a spirit of competition, initiative and self-denial.

D2- Encouraging them to work collaboratively or collectively to solve community problems.

D3- Continuous encouragement and motivation for students to participate actively in society.

D4- Motivating students to feel social responsibility.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------------|-------|--|---|--------------------------|--------------------------|
| the first | 2 | A general understanding of the subject of social development and the required educational outcomes | Development concepts | Lecture, test + activity | Lecture, test + activity |
| the second | 2 | A general understanding of the subject of social development and the required educational outcomes | Underdevelopment and development | Lecture, test + activity | Lecture, test + activity |
| the third | 2 | A general understanding of the subject of | Growth and development | Lecture, test + activity | Lecture, test + activity |

| | | | | | |
|------------|---|--|--|--------------------------|--------------------------|
| | | social development and the required educational outcomes | | | |
| the fourth | 2 | A general understanding of the subject of social development and the required educational outcomes | Social development goals | Lecture, test + activity | Lecture, test + activity |
| Fifth | 2 | A general understanding of the subject of social development and the required educational outcomes | Philosophy of social development | Lecture, test + activity | Lecture, test + activity |
| VI | 2 | A general understanding of the subject of social development and the required educational outcomes | Rules of social development | Lecture, test + activity | Lecture, test + activity |
| Seventh | 2 | A general understanding of the subject of social development and the required educational outcomes | Social development models | Lecture, test + activity | Lecture, test + activity |
| VIII | 2 | A general understanding of the subject of | Foundations and requirements of development | Lecture, test + activity | Lecture, test + activity |

| | | | | | |
|-------------------|---|--|----------------------------------|--------------------------|--------------------------|
| | | social development and the required educational outcomes | | | |
| Ninth | 2 | A general understanding of the subject of social development and the required educational outcomes | Development elements | Lecture, test + activity | Lecture, test + activity |
| The tenth | 2 | A general understanding of the subject of social development and the required educational outcomes | Development sectors | Lecture, test + activity | Lecture, test + activity |
| eleventh | 2 | A general understanding of the subject of social development and the required educational outcomes | Planning steps and stages | Lecture, test + activity | Lecture, test + activity |
| twelveth | 2 | A general understanding of the subject of social development and the required educational outcomes | Development theories | Lecture, test + activity | Lecture, test + activity |
| Thirteenth | 2 | A general understanding of the subject of | Modernization theories | Lecture, test + activity | Lecture, test + activity |

| | | | | | |
|------------|---|--|--------------------------------|--------------------------|--------------------------|
| | | social development and the required educational outcomes | | | |
| fourteenth | 2 | A general understanding of the subject of social development and the required educational outcomes | Dependency theories | Lecture, test + activity | Lecture, test + activity |
| Fifteenth | 2 | A general understanding of the subject of social development and the required educational outcomes | Development experiences | Lecture, test + activity | Lecture, test + activity |

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

1- Social development, ideal and reality, Dr. Talaat Al-Sarouji

Human development reports

Special requirements (include for example workshops, periodicals, IT software, websites)

Community-based facilities (include for example, guest Lectures , internship , field studies)

13. Admissions

| | |
|----------------------------|--|
| Pre-requisites | |
| Minimum number of students | |
| Maximum number of students | |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|------------------|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Sociology |
| 3. Programme Title | Master |
| 4. Title of Final Award | Master |
| 5. Modes of Attendance offered | courses |
| 6. Accreditation | Master |
| 7. Other external influences | Nothing |
| 8. Date of production/revision of this specification | ٨-٦-2024 |
| 9. Aims of the Programme --- Building knowledge foundations with a social dimension for the student in building peace in society and his feedback for the sociology department | |
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10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and UnderstandingA1.

- Cognitive objectives

A1- Acquiring knowledge and skills at a higher level in state institutions.

A2- Determine the causes and motives through the results.

A3- Understanding facts and ideas and the ability to organize.

A4- Comparison, interpretation and analysis.

A5- Making conclusions based on scientific facts.

A6- Adopting the scientific method

.

B. Subject-specific skillsB1.

Keeping pace with social and societal B2developments

Communicate with everything new or useful and adapt it

.

B3- The ability to understand the most B3important solutions and treatments and apply them practically.

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Teaching and Learning Methods

Explaining the scientific material to students in detail.

2- Students' participation in understanding diversity and its relationship to culture

3- Discussion and dialogue about vocabulary related to the topic

Assessment methods

1- Midterm exam

2- Activity

3- Paper exam

final exam

C. Thinking

C1- Acquiring knowledge and skills of educational value

C2- Building knowledge foundations with a social dimension for the student in the Sociology Department

C3- Empowering the personality of the social researcher scientifically and culturally.

C4- Enabling students to obtain knowledge of the requirements of peacebuilding and cultural diversity

Teaching and Learning Methods

- Adopting the method of giving lectures and linking the topics to social reality

2- Teaching students the basic concepts of the subject of cultural diversity science and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.

3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in cultural diversity.

4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

4- Midterm exam

5- Activity

6- Paper exam

final exam

D - General and qualifying transferable skills (other skills related to employability and personal development).

D1- The ability to interact with references and sources

D2- Provoking brainstorming

D3- Empowering the personality of the social researcher scientifically.

D4- Teaching students the basic concepts of the subject of cultural diversity and its relationship to the rest of the sciences according to the interdisciplinary approach and interdisciplinary studies.

Teaching and Learning Methods

Adopting the method of delivering lectures and linking the topics to social reality

2- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in cultural diversity.

3- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment Methods

Midterm exam

Activity

Paper exam

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|-----------------------|-------------------------------------|---------------|---|
| Masters | | Human thought and political society | 2 | Bachelor Degree Requires (x) credits |
| Masters | | Ibn Khaldun's opinions | 2 | |
| Masters | | Karl Marx's opinions | 2 | |
| Masters | | Hegel's opinions | 2 | |
| Masters | | Machiavelli's opinions | 2 | |
| Masters | | Traditional Marxist theory | 2 | |
| Masters | | Modern Marxism | 2 | |
| Masters | | Multifunctional | 2 | |

| | | | | |
|---------|--|---|---|--|
| | | theory | | |
| Masters | | The state in Arab thought | 2 | |
| Masters | | The state and Western parliaments | 2 | |
| Masters | | The Arab experience of the Western parliament | 2 | |
| Masters | | The concept of globalization | 2 | |
| Masters | | Political globalization | 2 | |
| Masters | | Cultural and civilizational globalization | 2 | |
| Masters | | Positives and negatives of globalization | 2 | |

12. Personal Development Planning

Political sociology subject includes, for example, guest lectures, professional training, and field studies

13. Admission criteria .

Admission standard (establishing regulations related to admission to the college or institute)

14. Key sources of information about the programme

Political sociology

The book of political sociology.... Dr. Sadiq Al-Aswad.

Introduction to political sociology.... Dr. Hassan Muhammad Al-Hassan

Professor of the subject... Research in the field of political sociology.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|-----------------|----------------|-----------------|------------------------------------|--------------------------------|----|----|----|----------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| | | | | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|---|-------------------------|
| 1. Teaching Institution | Department of Sociology |
| 2. University Department/Centre | |
| 3. Course title/code | |
| 4. Programme(s) to which it contributes | The second course |
| 5. Modes of Attendance offered | 45 |
| 6. Semester/Year | 1-2024 |
| 7. Number of hours tuition (total) | Department of Sociology |
| 8. Date of production/revision of this specification | |
| 9. Aims of the Course | |
| Course objectives: | |
| Gaining knowledge and skills at a higher level in state institutions. | |
| Determine the causes and motives and make conclusions based on scientific facts | |
| Understanding facts and ideas and the ability to organize, compare, interpret and analyze | |
| . Enabling students to obtain knowledge of the requirements of cultural diversity | |

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- . - A1- Acquiring knowledge and skills at a higher level in state institutions.
- A2- Determine the causes and motives through the results.
- A3- Understanding facts and ideas and the ability to organize.
- A4- Comparison, interpretation and analysis.
- A5- Making conclusions based on scientific facts.
- A6- Adopting the scientific method.

B. Subject-specific skillsB1.

- B2.
- B3.

Teaching and Learning Methods

- 4- Adopting the method of giving lectures and linking the topics to social reality
- .
- 5- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in Political sociology
- 6- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 7- Midterm exam
- 8- Activity
- 9- Paper exam
- final exam

C. Thinking Skills.

- . C1. Adopting the method of giving lectures and linking the topics to social reality
- .
- C2- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in medical sociology.
- C3- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)
- .

Teaching and Learning Methods

- Adopting the method of giving lectures and linking the topics to social reality
- .
- 5- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in Political sociology.
- 6- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

Midterm exam

Activity

Paper exam

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

- The ability to interact with references and sources

D2- Provoking brainstorming

D3- Empowering the personality of the social researcher scientifically.

D4- Teaching students the basic concepts of the subject of cultural diversity and its relationship to the rest of the sciences according to the interdisciplinary approach and interdisciplinary studies.

| 11. Course Structure | | | | | |
|----------------------|-------|------|---|-----------------|-------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| ١ | ٣ | | Human thought and political society | Masters | Exam + activity |
| ٢ | ٣ | | Ibn Khaldun's opinions | Masters | Exam + activity |
| ٣ | 3 | | Karl Marx's opinions | Masters | Exam + activity |
| ٤ | 3 | | Hegel's opinions | Masters | Exam + activity |
| ٥ | 3 | | Machiavelli's opinions | Masters | Exam + activity |
| ٦ | 3 | | Traditional Marxist theory | Masters | Exam + activity |
| ٧ | 3 | | Modern Marxism | Masters | Exam + activity |
| ٨ | 3 | | Multifunctional theory | Masters | Exam + activity |
| ٩ | 3 | | The state in Arab thought | Masters | Exam + activity |
| ١٠ | 3 | | The state and Western parliaments | Masters | Exam + activity |
| ١١ | 3 | | The Arab experience of the Western parliament | Masters | Exam + activity |
| ١٢ | 3 | | The concept of globalization | Masters | Exam + activity |
| ١٣ | 3 | | Political globalization | Masters | Exam + activity |

| | | | | | |
|----|---|--|---|---------|-----------------|
| ١٤ | 3 | | Cultural and civilizational globalization | Masters | Exam + activity |
| ١٥ | 3 | | Positives and negatives of globalization | Masters | |

| 12. Infrastructure | |
|---|---|
| Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER | Political sociology |
| Special requirements (include for example workshops, periodicals, IT software, websites) | The book of political sociology.... Dr. Sadiq Al-Aswad. |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | Introduction to political sociology.... Dr. Hassan Muhammad Al-Hassan |

| 13. Admissions | |
|----------------------------|---|
| Pre-requisites | Enabling students to obtain knowledge of the requirements of medical sociology |
| Minimum number of students | medical sociology (including, for example, guest lectures, professional training, and field studies) |
| Maximum number of students | 13 political sociology (including, for example, guest lectures, professional training, and field studies) |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|--|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Sociology |
| 3. Programme Title | Diploma equivalent to Master's |
| 4. Title of Final Award | Diploma equivalent to Master's |
| 5. Modes of Attendance offered | courses |
| 6. Accreditation | Diploma equivalent to Master's (Peacebuilding Studies) |
| 7. Other external influences | Nothing |
| 8. Date of production/revision of this specification | ٦-٨-2024 |
| 9. Aims of the Programme --- Building knowledge foundations with a social dimension for the student in building peace in society and his feedback for the sociology department | |
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10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and UnderstandingA1.

- Cognitive objectives

A1- Acquiring knowledge and skills at a higher level in state institutions.

A2- Determine the causes and motives through the results.

A3- Understanding facts and ideas and the ability to organize.

A4- Comparison, interpretation and analysis.

A5- Making conclusions based on scientific facts.

A6- Adopting the scientific method

.

B. Subject-specific skillsB1.

Keeping pace with social and societal B2developments

Communicate with everything new or useful and adapt it

.

B3- The ability to understand the most B3important solutions and treatments and apply them practically.

.

Teaching and Learning Methods

Explaining the scientific material to students in detail.

2- Students' participation in understanding diversity and its relationship to culture

3- Discussion and dialogue about vocabulary related to the topic

Assessment methods

1- Midterm exam

2- Activity

3- Paper exam

final exam

C. Thinking

C1- Acquiring knowledge and skills of educational value

C2- Building knowledge foundations with a social dimension for the student in the Sociology Department

C3- Empowering the personality of the social researcher scientifically and culturally.

C4- Enabling students to obtain knowledge of the requirements of peacebuilding and cultural diversity

Teaching and Learning Methods

- Adopting the method of giving lectures and linking the topics to social reality

2- Teaching students the basic concepts of the subject of cultural diversity science and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.

3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in cultural diversity.

4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

4- Midterm exam

5- Activity

6- Paper exam

final exam

D - General and qualifying transferable skills (other skills related to employability and personal development).

D1- The ability to interact with references and sources

D2- Provoking brainstorming

D3- Empowering the personality of the social researcher scientifically.

D4- Teaching students the basic concepts of the subject of cultural diversity and its relationship to the rest of the sciences according to the interdisciplinary approach and interdisciplinary studies.

Teaching and Learning Methods

Adopting the method of delivering lectures and linking the topics to social reality

2- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in cultural diversity.

3- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment Methods

Midterm exam

Activity

Paper exam

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|-----------------------|---|---------------|---|
| Masters | | concept of social violence | 3 | Bachelor Degree Requires (x) credits |
| | | Explanatory theories of violence | | |
| | | Functional constructivist theory | | |
| | | Social Learning Theory | | |
| | | Psychological theory | | |
| | | The theory of deprivation and frustration | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | International laws to address violence against women | | |
| | | Violence in Iraq | | |
| | | Causes and types of violence | | |
| | | Verbal violence | | |
| | | Physical violence | | |
| | | Violence Remedies | | |
| | | Efforts to confront violence | | |
| | | Consolidating the concepts of peace | | |
| | | Community Culture | | |

12. Personal Development Planning

Material of violence includes, for example, guest lectures, professional training, and field studies

13. Admission criteria .

Admission standard (establishing regulations related to admission to the college or institute)

14. Key sources of information about the programme

Sociology of violenceEdmond Blanc
Lectures in the sociology of violence / Imad Eddin Ibrahim.
Violence against women/Haifa Abu Ghazaleh

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|-----------------|----------------|-----------------|------------------------------------|--------------------------------|----|----|----|----------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|---|-------------------------|
| 1. Teaching Institution | Department of Sociology |
| 2. University Department/Centre | |
| 3. Course title/code | |
| 4. Programme(s) to which it contributes | The second course |
| 5. Modes of Attendance offered | 45 |
| 6. Semester/Year | 8-6-2024 |
| 7. Number of hours tuition (total) | Department of Sociology |
| 8. Date of production/revision of this specification | |
| 9. Aims of the Course | |
| Course objectives: | |
| Gaining knowledge and skills at a higher level in state institutions. | |
| Determine the causes and motives and make conclusions based on scientific facts | |
| Understanding facts and ideas and the ability to organize, compare, interpret and analyze | |
| . Enabling students to obtain knowledge of the requirements of cultural diversity | |

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- . - A1- Acquiring knowledge and skills at a higher level in state institutions.
- A2- Determine the causes and motives through the results.
- A3- Understanding facts and ideas and the ability to organize.
- A4- Comparison, interpretation and analysis.
- A5- Making conclusions based on scientific facts.
- A6- Adopting the scientific method.

B. Subject-specific skillsB1.

- B2.
- B3.

Teaching and Learning Methods

- 4- Adopting the method of giving lectures and linking the topics to social reality
- .
- 5- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in cultural diversity.
- 6- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 7- Midterm exam
- 8- Activity
- 9- Paper exam
- final exam

C. Thinking Skills.

- . C1. Adopting the method of giving lectures and linking the topics to social reality
- .
- C2- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in medical sociology.
- C3- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)
- .

Teaching and Learning Methods

- Adopting the method of giving lectures and linking the topics to social reality
- .
- 5- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in cultural diversity.
- 6- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

Midterm exam

Activity

Paper exam

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

- The ability to interact with references and sources

D2- Provoking brainstorming

D3- Empowering the personality of the social researcher scientifically.

D4- Teaching students the basic concepts of the subject of cultural diversity and its relationship to the rest of the sciences according to the interdisciplinary approach and interdisciplinary studies.

| 11. Course Structure | | | | | |
|----------------------|-------|------|--|-----------------|-------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| ١ | ٣ | | concept of social violence | Masters | Exam + activity |
| ٢ | ٣ | | Explanatory theories of violence | | Exam + activity |
| ٣ | | | Functional constructivist theory | | Exam + activity |
| ٤ | | | Social Learning Theory | | Exam + activity |
| ٥ | | | Psychological theory | | Exam + activity |
| ٦ | | | The theory of deprivation and frustration | | Exam + activity |
| ٧ | | | International laws to address violence against women | | Exam + activity |
| ٨ | | | Violence in Iraq | | Exam + activity |
| ٩ | | | Causes and types of violence | | Exam + activity |
| ١٠ | | | Verbal violence | | Exam + activity |
| ١١ | | | Physical violence | | Exam + activity |
| ١٢ | | | Violence Remedies | | Exam + activity |

| | | | | | |
|----|--|--|-------------------------------------|--|-----------------|
| ١٣ | | | Efforts to confront violence | | Exam + activity |
| ١٤ | | | Consolidating the concepts of peace | | Exam + activity |
| ١٥ | | | Community Culture | | |

12. Infrastructure

| | |
|---|--|
| Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER | Society and violenceby Edmond Blanc |
| Special requirements (include for example workshops, periodicals, IT software, websites) | A reading of the concept of political violence For the author ... Emad Eddin Ibrahim |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | Sociology of Violence Reports Electronic References Virtual Library ,Scientific Researcher ,Accredited Libraries and Continuing Education Center Sites |

13. Admissions

| | |
|----------------------------|--|
| Pre-requisites | Enabling students to obtain knowledge of the requirements of medical sociology |
| Minimum number of students | medical sociology (including, for example, guest lectures, professional training, and field studies) |
| Maximum number of students | 13 Cultural diversity (including, for example, guest lectures, professional training, and field studies) |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|--|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Sociology |
| 3. Programme Title | Diploma equivalent to Master's |
| 4. Title of Final Award | Diploma equivalent to Master's |
| 5. Modes of Attendance offered | courses |
| 6. Accreditation | Diploma equivalent to Master's (Peacebuilding Studies) |
| 7. Other external influences | Nothing |
| 8. Date of production/revision of this specification | 8-6-2024 |
| 9. Aims of the Programme --- Building knowledge foundations with a social dimension for the student in building peace in society and his feedback for the sociology department | |
| | |
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10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and UnderstandingA1.

- Cognitive objectives

A1- Acquiring knowledge and skills at a higher level in state institutions.

A2- Determine the causes and motives through the results.

A3- Understanding facts and ideas and the ability to organize.

A4- Comparison, interpretation and analysis.

A5- Making conclusions based on scientific facts.

A6- Adopting the scientific method

.

B. Subject-specific skillsB1.

Keeping pace with social and societal B2developments

Communicate with everything new or useful and adapt it

.

B3- The ability to understand the most B3important solutions and treatments and apply them practically.

.

Teaching and Learning Methods

Explaining the scientific material to students in detail.

2- Students' participation in understanding diversity and its relationship to culture

3- Discussion and dialogue about vocabulary related to the topic

Assessment methods

1- Midterm exam

2- Activity

3- Paper exam

final exam

C. Thinking

C1- Acquiring knowledge and skills of educational value

C2- Building knowledge foundations with a social dimension for the student in the Sociology Department

C3- Empowering the personality of the social researcher scientifically and culturally.

C4- Enabling students to obtain knowledge of the requirements of peacebuilding and cultural diversity

Teaching and Learning Methods

- Adopting the method of giving lectures and linking the topics to social reality

2- Teaching students the basic concepts of the subject of cultural diversity science and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.

3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in cultural diversity.

4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

4- Midterm exam

5- Activity

6- Paper exam

final exam

D - General and qualifying transferable skills (other skills related to employability and personal development).

D1- The ability to interact with references and sources

D2- Provoking brainstorming

D3- Empowering the personality of the social researcher scientifically.

D4- Teaching students the basic concepts of the subject of cultural diversity and its relationship to the rest of the sciences according to the interdisciplinary approach and interdisciplinary studies.

Teaching and Learning Methods

Adopting the method of delivering lectures and linking the topics to social reality

2- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in cultural diversity.

3- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment Methods

Midterm exam

Activity

Paper exam

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|--------------------------------|-----------------------|-----------------------------------|---------------|---|
| Diploma equivalent to Master's | | An idea about social conflict | 3 | Bachelor Degree Requires (x) credits |
| Diploma equivalent to Master's | | The concept of conflict | | |
| Diploma equivalent to Master's | | Differences and conflicts | | |
| Diploma equivalent to Master's | | Conflict according to Ibn Khaldun | | |
| Diploma equivalent to Master's | | Conflict according to Marx | | |

| | | | | |
|--------------------------------|--|--|--|--|
| Diploma equivalent to Master's | | Conflict according Darndoff | | |
| Diploma equivalent to Master's | | The conflict of generations in Mannheim | | |
| Diploma equivalent to Master's | | Social conflict factors | | |
| Diploma equivalent to Master's | | Political tyranny | | |
| Diploma equivalent to Master's | | Failure to achieve social justice | | |
| Diploma equivalent to Master's | | Poor community integration | | |
| Diploma equivalent to Master's | | Mechanism for consolidating peaceful coexistence | | |
| Diploma equivalent to Master's | | Respect cultural diversity | | |
| Diploma equivalent to Master's | | Consolidating democracy | | |
| | | | | |

12. Personal Development Planning

Conflict concepts subject includes, for example, guest lectures, professional training, and field studies

13. Admission criteria .

Admission standard (establishing regulations related to admission to the college or institute)

14. Key sources of information about the programme

Conflict concepts...

Social theories/conflict.... Dr. Mahmoud Al-Gawahry.

Concepts of conflict..... Dr. Ihsan Muhammad Al-Hassan

Coexistence is our choice... by Faisal Abdel Rahman.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|-----------------|----------------|-----------------|------------------------------------|--------------------------------|----|----|----|----------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| | | | | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|---|-------------------------|
| 1. Teaching Institution | Department of Sociology |
| 2. University Department/Centre | |
| 3. Course title/code | |
| 4. Programme(s) to which it contributes | The second course |
| 5. Modes of Attendance offered | 45 |
| 6. Semester/Year | 8-6-2024 |
| 7. Number of hours tuition (total) | Department of Sociology |
| 8. Date of production/revision of this Specification | |
| 9. Aims of the Course | |
| Course objectives: | |
| Gaining knowledge and skills at a higher level in state institutions. | |
| Determine the causes and motives and make conclusions based on scientific facts | |
| Understanding facts and ideas and the ability to organize, compare, interpret and analyze | |
| . Enabling students to obtain knowledge of the requirements of cultural diversity | |

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- . - A1- Acquiring knowledge and skills at a higher level in state institutions.
- A2- Determine the causes and motives through the results.
- A3- Understanding facts and ideas and the ability to organize.
- A4- Comparison, interpretation and analysis.
- A5- Making conclusions based on scientific facts.
- A6- Adopting the scientific method.

B. Subject-specific skillsB1.

- B2.
- B3.

Teaching and Learning Methods

- 4- Adopting the method of giving lectures and linking the topics to social reality
- .
- 5- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in Conflict concepts.
- 6- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 7- Midterm exam
- 8- Activity
- 9- Paper exam
- final exam

C. Thinking Skills.

- .
- C1. Adopting the method of giving lectures and linking the topics to social reality
- .
- C2- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in medical sociology.
- C3- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)
- .

Teaching and Learning Methods

- Adopting the method of giving lectures and linking the topics to social reality
- .
- 5- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in Conflict concepts.
- 6- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

Midterm exam

Activity

Paper exam

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

- The ability to interact with references and sources

D2- Provoking brainstorming

D3- Empowering the personality of the social researcher scientifically.

D4- Teaching students the basic concepts of the subject of cultural diversity and its relationship to the rest of the sciences according to the interdisciplinary approach and interdisciplinary studies.

| 11. Course Structure | | | | | |
|----------------------|-------|------|--|-----------------|-------------------|
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| ١ | ٣ | | An idea about social conflict | Masters | Exam + activity |
| ٢ | ٣ | | The concept of conflict | | Exam + activity |
| ٣ | 3 | | Differences and conflicts | | Exam + activity |
| ٤ | 3 | | Conflict according to Ibn Khaldun | | Exam + activity |
| ٥ | 3 | | Conflict according to Marx | | Exam + activity |
| ٦ | 3 | | Conflict according Darndoff | | Exam + activity |
| ٧ | 3 | | The conflict of generations in Mannheim | | Exam + activity |
| ٨ | 3 | | Social conflict factors | | Exam + activity |
| ٩ | 3 | | Political tyranny | | Exam + activity |
| ١٠ | 3 | | Failure to achieve social justice | | Exam + activity |
| ١١ | 3 | | Poor community integration | | Exam + activity |
| ١٢ | 3 | | Mechanism for consolidating peaceful coexistence | | Exam + activity |

| | | | | | |
|----|---|--|-------------------------------|--|-----------------|
| ١٣ | 3 | | Respect cultural diversity | | Exam + activity |
| ١٤ | 3 | | Consolidating democracy | | Exam + activity |
| ١٥ | 3 | | An idea about social conflict | | |

12. Infrastructure

| | |
|---|---|
| Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER | Conflict concepts |
| Special requirements (include for example workshops, periodicals, IT software, websites) | Social theories/conflict.... Dr. Mahmoud Al-Gawahry. |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | Concepts of conflict..... Dr. Ihsan Muhammad Al-Hassan |

13. Admissions

| | |
|----------------------------|--|
| Pre-requisites | Enabling students to obtain knowledge of the requirements of medical sociology |
| Minimum number of students | medical sociology (including, for example, guest lectures, professional training, and field studies) |
| Maximum number of students | Conflict concepts ¹³ (including, for example, guest lectures, professional training, and field studies) |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|---|
| 1. Teaching Institution | University of Anbar |
| 2. University Department/Centre | Sociology |
| 3. Programme Title | Diploma equivalent to Masters |
| 4. Title of Final Award | Diploma equivalent to Master's / peace building |
| 5. Modes of Attendance offered | Courses (subject taught in the first semester) |
| 6. Accreditation | Study plan for the higher diploma stage |
| 7. Other external influences | Laws and Guidelines |
| 8. Date of production/revision of this specification | 15-9-2023 |
| 9. Aims of the Programme | |
| 1-Preparing specialists in Peace and development studies who are somewhat professional and have academic qualifications. | |
| 2-Providing social and humanitarian services in their specialty. | |
| -٣How to deal with development | |
| 4-Know how to deal with development and development. | |
| 5-Knowledge of theories specific to the field of Development and how to employ them in the field of Development. | |

1-Preparing specialists in Development studies who are somewhat professional and have academic qualifications.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

- A. Knowledge and Understanding
- B. A2- Perception in Development studies and conflict resolution A1- A1- Methods of understanding and analyzing conflict
- C. A3- Knowing the most important methods of analyzing Development and the facts of Hiba
- D. A4- Knowing how and the role of negotiation and communication in conflict resolution

B. Subject-specific skills
B1. 1- Teaching students the skills of listening, paying attention and focusing on the professors' presentations.
B2- Providing students with the skills of initiative, participation and cooperation in presenting the scientific material.
B3- Providing students with skills that enable them to use laws to solve problems leading to crime.

Teaching and Learning Methods

- 1- Adopting the lecture method and linking topics to social reality.
- 2- Teaching students the basic concepts of criminal sociology.
- 3- Teaching students to adopt the environmental approach in analyzing and interpreting the causes leading to crime.

Assessment methods

- C. Thinking Skills
C1.
C2.
C3.
C4.

Teaching and Learning Methods

Assessment methods

1- Daily and monthly tests and exams

2- Students' participation in presenting the scientific material and asking questions and having them answered by the professor

3- Through daily, weekly and monthly reports and preparing theoretical and field research during the academic course

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. General skills in Development studies

B2- Preparing reports on their study of basic curricula in conflict resolution

B3- Diagnostic and guidance skills in this field

B4- The ability to interact through presenting the material

A2- A vision in Development studies and conflict resolution A1- A1- Methods of understanding and analyzing conflict

A3- Knowing the most important methods of analyzing Development and the facts of Hiba

A4- Knowing how and the role of negotiation and communication in conflict resolution

A5-

D2.

D3.

D4.

Teaching and Learning Methods

General skills in Development studies

B2- Preparing reports on their study of basic curricula in conflict resolution

B3- Diagnostic and guidance skills in this field

B4- The ability to interact through presenting the material

Assessment Methods

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|--------------------------------|-----------------------|----------------------------|---------------|------------------------|
| Diploma equivalent to Master's | | Organizational development | | |
| | | | | |

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12. Personal Development Planning

Planning is done on scientific bases by adopting the vocabulary that was previously determined and divided according to the specified hours per week, which includes 15 weeks. This requires the university professor to acquire and deliver the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, encourage and motivate students to achieve the highest grades in order to complete their studies and set future goals for engaging in the labor market and state institutions and working in them, and addressing the problems that threaten the social structure.

13. Admission criteria .

According to the central admission controls specified by the ministry and the university, the standard followed is the student's GPA and his desire to choose the college and scientific department that meets his desires and orientations.

14. Key sources of information about the programme

- 1- Internet.
- 2- Previous studies.
- 3- Human development reports.
- 4- Reports of non-governmental organizations.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------------------------|-------------|----------------------------|------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Diploma equivalent to Master's | | Organizational development | | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|------------------------------------|
| 1. Teaching Institution | Anbar University - College of Arts |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Organizational development |
| 4. Programme(s) to which it contributes | Weekly |
| 5. Modes of Attendance offered | \ |
| 6. Semester/Year | 30 |
| 7. Number of hours tuition (total) | 15-9-2023 |
| 8. Date of production/revision of this Specification | Anbar University - College of Arts |
| 9. Aims of the Course | |
| 1- Developing the student's scientific and professional skills | |
| 2- Providing students with scientific knowledge | |
| 3- Making them feel socially responsible | |
| 4- Making students understand how to design scientific research | |
| 5- Knowing the scientific methods and approaches to research | |
| 6- Identifying the research ability in writing a scientific research | |
| 1- Developing the student's scientific and professional skills | |
| | |

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

- A- Knowledge and Understanding
- B- A1- A2-1- Providing diploma students with the most important knowledge in the subject of social research methods
- C- 2- Providing students with theoretical and applied knowledge about research concepts and methods
- D- 3- Enabling students to obtain information and knowledge of the principles of scientific research methods
- E- 4- Enabling students to obtain scientific knowledge
Community institutions

B. Subject-specific skillsB1.
B2.
B3.

Teaching and Learning Methods

- B1 - General skills in peace studies
- B2 - Preparing reports on their study of basic curricula in conflict resolution
- B3 - Diagnosis and guidance skills in this field
- B4 - The ability to interact through presenting the material

Assessment methods

C. Thinking SkillsC1.
C2.
C3.
C4.

Teaching and Learning Methods

Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1.

D2.

D3.

D4.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|----------|-------|------|---|-----------------------------------|--|
| First | 2 | | What is development? | Presentation and discussion style | Presentation, discussion and brainstorming |
| Second | 2 | | Organizational culture | Presentation and discussion style | Presentation, discussion and brainstorming |
| Third | 2 | | Ways to organize society | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fourth | 2 | | Organizational development goals | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fifth | 2 | | Development models | Presentation and discussion style | Presentation, discussion and brainstorming |
| Sixth | 2 | | Cognitive organizational development - family | Presentation and discussion style | Presentation, discussion and brainstorming |
| Seventh | 2 | | Psychological and emotional organizational structure - the family | Presentation and discussion style | Presentation, discussion and brainstorming |
| Eighth | 2 | | Performance development and organization | Presentation and discussion style | Presentation, discussion and brainstorming |
| Ninth | 2 | | Organization and moral and humanitarian development | Presentation and discussion style | Presentation, discussion and brainstorming |
| Tenth | 2 | | Innovative and creative development | Presentation and discussion style | Presentation, discussion and brainstorming |
| Eleventh | 2 | | The organizational development vision for the family | Presentation and discussion style | Presentation, discussion and brainstorming |

| | | | | | |
|------------|---|--|--|-----------------------------------|--|
| Twelfth | 2 | | Social professional behavior within institutions | Presentation and discussion style | Presentation, discussion and brainstorming |
| Thirteenth | 2 | | The Marxist conception of organization | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fourteenth | 2 | | Social organization according to Max Weber | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fifteenth | 2 | | What comes after bureaucracy? | Presentation and discussion style | Presentation, discussion and brainstorming |

12. Infrastructure

| | |
|--|--|
| Required reading: <ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER | Qais Al-Nouri - The family is a development project Ihsan Muhammad Al-Hassan - community organization Miteb Manaf - Technosocial foundations of planning |
|--|--|

Special requirements (include for example workshops, periodicals, IT software, websites)

Community-based facilities (include for example, guest Lectures , internship , field studies)

13. Admissions

Pre-requisites

Minimum number of students

Maximum number of students

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|---|---|
| 1. Teaching Institution | University of Anbar |
| 2. University Department/Centre | Sociology |
| 3. Programme Title | Masters |
| 4. Title of Final Award | Masters |
| 5. Modes of Attendance offered | Courses (subject taught in the second semester) |
| 6. Accreditation | Study plan for the Masters stage |
| 7. Other external influences | Laws and Guidelines |
| 8. Date of production/revision of this specification | 15-1-2024 |
| 9. Aims of the Programme | |
| 1- Developing student skills in the field of scientific research. | |
| 2- Providing male and female students with scientific knowledge.. | |
| -٣ Preparing them to join the fields of social work. | |
| 4-. Making them feel responsible in the social research process | |
| | |



10. Learning Outcomes, Teaching, Learning and Assessment Methods

E. Understanding and applying scientific methods and scientific research tools in the field of field and theoretical research

B. Subject-specific skills
B1. 1- Teaching students the skills of listening, paying attention and focusing on the professors' presentations.
B2- Providing students with the skills of initiative, participation and cooperation in presenting the scientific material.

Teaching and Learning Methods

1- Adopting the lecture method and linking topics to social reality.

2- Teaching students the basic concepts of Research Methodology.

Assessment methods

C. Thinking Skills
C1.
C2.
C3.
C4.

Teaching and Learning Methods

Assessment methods

1- Daily and monthly tests and exams

2- Students' participation in presenting the scientific material and asking questions and having them answered by the professor

3- Through daily, weekly and monthly reports and preparing theoretical and field research during the academic course

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. General skills in Theories studies

B2- Preparing reports on their study of basic curricula in conflict resolution

B3- Diagnostic and guidance skills in this field

A5-

D2.

D3.

D4.

Teaching and Learning Methods

B2- Preparing reports on their study of basic curricula

B3- Diagnostic and guidance skills in this field

B4- The ability to interact through presenting the material

Assessment Methods

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|-----------------------|------------------------|---------------|------------------------|
| Masters | | Research Methodology | | Masters |
| | | | | |
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12. Personal Development Planning

Planning is done on scientific bases by adopting the vocabulary that was previously determined and divided according to the specified hours per week, which includes 15 weeks. This requires the university professor to acquire and deliver the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, encourage and motivate students to achieve the highest grades in order to complete their studies and set future goals for engaging in the labor market and state institutions and working in them, and addressing the problems that threaten the social structure.

13. Admission criteria .

According to the central admission controls specified by the ministry and the university, the standard followed is the student's GPA and his desire to choose the college and scientific department that meets his desires and orientations.

14. Key sources of information about the programme

- 1- Internet.
- 2- Previous studies.
- 3- Human development reports.
- 4- Reports of non-governmental organizations.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------|-------------|----------------------|------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Masters | | Research Methodology | | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|------------------------------------|
| 1. Teaching Institution | Anbar University - College of Arts |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Research Methodology |
| 4. Programme(s) to which it contributes | Weekly |
| 5. Modes of Attendance offered | |
| 6. Semester/Year | 30 |
| 7. Number of hours tuition (total) | 15-1-2024 |
| 8. Date of production/revision of this Specification | Anbar University - College of Arts |
| 9. Aims of the Course | |
| 1- Developing the student's scientific and professional skills | |
| 2- Providing students with scientific knowledge | |
| 3- Making them feel socially responsible | |
| 4- Making students understand how to design scientific research | |
| 5- Knowing the scientific methods and approaches to research | |
| 6- Identifying the research ability in writing a scientific research | |
| 1- Developing the student's scientific and professional skills | |
| | |

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

F- Knowledge and Understanding

G- A1- A2-1- Providing Master's students with the most important knowledge in the subject of social research methods

H- 2- Providing students with theoretical and applied knowledge about research concepts and methods

I- 3- Enabling students to obtain information and knowledge of the principles of scientific research methods

J- 4- Enabling students to obtain scientific knowledge
Community institutions

B. Subject-specific skillsB1.

B2.

B3.

Teaching and Learning Methods

Assessment methods

C. Thinking SkillsC1.
C2.
C3.
C4.

Teaching and Learning Methods

Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|---------|-------|------|--|-----------------------------------|--|
| First | ۳ | | The basics of scientific research and the requirements of objectivity | Presentation and discussion style | Presentation, discussion and brainstorming |
| Second | ۳ | | Choosing the research topic and research problem | Presentation and discussion style | Presentation, discussion and brainstorming |
| Third | ۳ | | Concepts and variables | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fourth | ۳ | | Hypotheses and previous studies | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fifth | ۳ | | The relationship of theory to research | Presentation and discussion style | Presentation, discussion and brainstorming |
| Sixth | ۳ | | Scientific research methods (historical method - social survey) | Presentation and discussion style | Presentation, discussion and brainstorming |
| Seventh | ۳ | | Scientific research methods (comparative - case study - experimental) | Presentation and discussion style | Presentation, discussion and brainstorming |
| Eighth | ۳ | | Types of studies (exploratory, exploratory, descriptive, experimental) | Presentation and discussion style | Presentation, discussion and brainstorming |
| Ninth | ۳ | | Data collection methods (observation - interview) | Presentation and discussion style | Presentation, discussion and brainstorming |
| Tenth | ۳ | | Data collection methods (questionnaire) | Presentation and discussion style | Presentation, discussion and |

| | | | | | |
|------------|---|--|--|-----------------------------------|--|
| | | | | | brainstorming |
| Eleventh | ٣ | | Sample and research areas | Presentation and discussion style | Presentation, discussion and brainstorming |
| Twelfth | ٣ | | Analyze and interpret data | Presentation and discussion style | Presentation, discussion and brainstorming |
| Thirteenth | ٣ | | Findings and recommendations, presenting plans for research, and documenting final sources | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fourteenth | ٣ | | How to choose the appropriate journal within the scientific research specialty and the permissible and impermissible citations | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fifteenth | ٣ | | How to use programs for listing electronic sources in writing research, how to write research, and obtain sources on paper and electronically, while using the guide to writing dissertations and dissertations for humanities majors at Anbar University. | Presentation and discussion style | Presentation, discussion and brainstorming |

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

Dr. Ihsan Muhammad Al-Hassan and Dr. Abdel Moneim Al-Hassani - Social research methods

Dr. Muhammad Shafiq - Scientific research

Group of authors - scientific research methodology and techniques in the social sciences

| | |
|---|--|
| Special requirements (include for example workshops, periodicals, IT software, websites) | |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | |

| | |
|----------------------------|--|
| 13. Admissions | |
| Pre-requisites | |
| Minimum number of students | |
| Maximum number of students | |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|---|
| 1. Teaching Institution | University of Anbar |
| 2. University Department/Centre | Sociology |
| 3. Programme Title | Masters |
| 4. Title of Final Award | Masters / Sociology |
| 5. Modes of Attendance offered | Courses (subject taught in the second semester) |
| 6. Accreditation | Masters / Sociology |
| 7. Other external influences | |
| 8. Date of production/revision of this specification | 1/9/2023 |
| 9. Aims of the Programme | |
| 1- Developing the student's scientific and professional skills in the field of educational sociology | |
| 2- Providing students with scientific knowledge related to the aspects of educational education | |
| 3- Making them feel socially responsible towards the educational process | |
| 4- Making students understand how to design field research in educational sociology | |
| 5- Knowing the scientific methods and approaches in educational behavior | |



10. Learning Outcomes, Teaching, Learning and Assessment Methods

- F. Knowledge and Understanding
- G. A1- Gaining knowledge and skills at a higher level in the educational institution from school and above
- H. A2- The method of presenting educational ideas and concepts
- I. A3- Getting acquainted with the theories related to educational sociology
- J. A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze
- K. A5- Enabling students to obtain knowledge of the requirements for conducting scientific research in the field of education

B. Subject-specific skillsB1.

B1- Teaching students the skills of listening, paying attention and focusing on the educational topic's presentations. B2 - Providing students with the skills of initiative, participation and cooperation in presenting the scientific material. B3 - Providing students with skills that enable them to use laws in scientific research.

Teaching and Learning Methods

- 1- Adopting the lecture method and linking topics to the social and educational reality.
- 2- Discussions within the lecture.
- 3- Presenting and analyzing modern educational sociology research and books.

Assessment methods

- 1- Daily and monthly tests and exams
- 2- Participation of students in presenting the scientific material and asking and answering questions.
- 3- Through daily, weekly and monthly reports and preparing theoretical and field research during the academic course

C. Thinking Skills

A1- Skills of using objective thinking and analysis for social research

A2- Organizing data to solve and address problems specific to the individual, group, society and school

A3- Reviewing topics related to the scientific educational material

Teaching and Learning Methods

Assessment methods

1 - Lecture

2- Daily, weekly and monthly tests

3- Writing research papers and reports on the educational aspect

4- Field visits to educational institutions in the community

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. General skills in peace studies

B2- Preparing reports on their study of basic curricula in conflict resolution

B3- Diagnostic and guidance skills in this field

B4- The ability to interact through presenting the material

A2- A vision in peace studies and conflict resolution A1- A1- Methods of understanding and analyzing conflict

A3- Knowing the most important methods of analyzing peace and the facts of Hiba

A4- Knowing how and the role of negotiation and communication in conflict resolution

A5- Analyzing and designing peaceful interventions to settle conflicts

D2.

D3.

D4.

Teaching and Learning Methods

General skills in peace studies

B2- Preparing reports on their study of basic curricula in conflict resolution

B3- Diagnostic and guidance skills in this field

B4- The ability to interact through presenting the material

Assessment Methods

1- Lecture

2- Daily, weekly and monthly tests

3- Writing research papers and reports on the educational aspect

4- Field visits to educational institutions in the community

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|-----------------------|------------------------|---------------|------------------------|
| Master's | | Educational Sociology | | Master's |
| | | | | |
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12. Personal Development Planning

Planning is done on scientific bases by adopting the vocabulary that was previously determined and divided according to the specified hours per week, which includes 15 weeks. This requires the university professor to acquire and deliver the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, encourage and motivate students to achieve the highest grades in order to complete their studies and set future goals for engaging in the labor market and state institutions and working in them, and addressing the problems that threaten the social structure.

13. Admission criteria .

According to the central admission controls specified by the ministry and the university, the standard followed is the student's GPA and his desire to choose the college and scientific department that meets his desires and orientations.

14. Key sources of information about the programme

- 1- Books approved by the professor
- 2- Previous studies.
- 3- Human development reports.
- 4- Official bulletins

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|-----------------|----------------|--------------------------|------------------------------------|--------------------------------|----|----|----|----------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Master's | | Educational Sociology | | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|------------------------------------|
| 1. Teaching Institution | Anbar University - College of Arts |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Educational Sociology |
| 4. Programme(s) to which it contributes | Weekly |
| 5. Modes of Attendance offered | \ |
| 6. Semester/Year | 30 |
| 7. Number of hours tuition (total) | 1-9-٢٠٢٣ |
| 8. Date of production/revision of this Specification | Anbar University - College of Arts |
| 9. Aims of the Course | |
| 1- Identify the most important concepts of educational sociology | |
| 2- Educational theories | |
| 3- How to design and write research, theses and doctoral dissertations in the field of educational sociology | |
| 4- Identify developments in the educational field | |
| | |

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

K- Knowledge and Understanding

1- Providing master's students with the most important knowledge in the subject of educational sociology

2- Providing students with theoretical and applied knowledge about the concepts and methods of educational research

3- Enabling students to obtain modern information in the field of education

4- Enabling students to obtain scientific knowledge of educational institutions in the local and global community

B. Subject-specific skills
B1.
B2.
B3.

Teaching and Learning Methods

B1 - General skills in peace studies

B2 - Preparing reports on their study of basic curricula in conflict resolution

B3 - Diagnosis and guidance skills in this field

B4 - The ability to interact through presenting the material

Assessment methods

C. Thinking Skills
C1.
C2.
C3.
C4.

Teaching and Learning Methods

Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1.

D2.

D3.

D4.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|---------|-------|--|--|-----------------------------------|--|
| First | 3 | General understanding of educational sociology | Definition of Educational sociology | Presentation and discussion style | Presentation, discussion and brainstorming |
| Second | 3 | General understanding of educational sociology | Sociology textures of Educational Sociology | Presentation and discussion style | Presentation, discussion and brainstorming |
| Third | 3 | General understanding of educational sociology | fields of educational sociology | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fourth | 3 | General understanding of educational sociology | Interests in Educational sociology | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fifth | 3 | General understanding of educational sociology | The most important thinkers in Educational sociology | Presentation and discussion style | Presentation, discussion and brainstorming |
| Sixth | 3 | General understanding of educational sociology | The relationship of Educational sociology to other science | Presentation and discussion style | Presentation, discussion and brainstorming |
| Seventh | 3 | General understanding of educational sociology | Socialization | Presentation and discussion style | Presentation, discussion and brainstorming |
| Eighth | 3 | General understanding of educational sociology | Socialization theories | Presentation and discussion style | Presentation, discussion and brainstorming |
| Ninth | 3 | General understanding of educational sociology | Function and characteristics of Socialization | Presentation and discussion style | Presentation, discussion and brainstorming |

| | | | | | |
|------------|---|--|------------------------------------|-----------------------------------|--|
| Tenth | ٣ | General understanding of educational sociology | Socialization institutions | Presentation and discussion style | Presentation, discussion and brainstorming |
| Eleventh | ٣ | General understanding of educational sociology | Educational culture | Presentation and discussion style | Presentation, discussion and brainstorming |
| Twelfth | ٣ | General understanding of educational sociology | education and cultural change | Presentation and discussion style | Presentation, discussion and brainstorming |
| Thirteenth | ٣ | General understanding of educational sociology | education and social change | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fourteenth | ٣ | General understanding of educational sociology | Education and family | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fifteenth | ٣ | General understanding of educational sociology | Educational mechanisms and methods | Presentation and discussion style | Presentation, discussion and brainstorming |

12. Infrastructure

| | |
|---|--|
| Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER | Educational Sociology, Dr. Ibrahim Nasser, Amman, Jordan |
| Special requirements (include for example workshops, periodicals, IT software, websites) | Contemporary Educational Sociology, Dr. Ahmed Ali Al-Hajj Muhammad |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | Educational Sociology, Dr. Moataz Al-Sabouni |

13. Admissions

| | |
|----------------------------|--|
| Pre-requisites | |
| Minimum number of students | |

| | |
|----------------------------|--|
| Maximum number of students | |
|----------------------------|--|

TEMPLATE FOR PROGRAMME SPECIFICATION

| |
|---|
| HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW |
|---|

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|---|---------------------------------|
| 1. Teaching Institution | University of Anbar |
| 2. University Department/Centre | College Of Arts |
| 3. Programme Title | Headway Academic Skills Level 2 |
| 4. Title of Final Award | M.A in Sociology |
| 5. Modes of Attendance offered | Courses/ semesters |
| 6. Accreditation | 15 weeks |
| 7. Other external influences | non |
| 8. Date of production/revision of this specification | 28 th May, 2024 |
| 9. Aims of the Programme | |
| The course aims at training the M.A. candidates to adopt approaches to increase vocabulary. | |
| Develop strategies to improve reading skills | |
| Develop strategies to improve coherent writing skills | |
| Improve listening skills | |

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. To be able to comprehend a text.
- A2. To remember vocabulary and use them in real context.
- A3. To understand relations in a given text.
- A4. Choosing the appropriate vocabulary.
- A5. To be able to select relevant topic.
- A6. To be able to recognize information.

B. Subject-specific skills

- B1. To be able to solve a given problem.
- B2. To be able to compose a written text.
- B3. To be able to evaluate information

Teaching and Learning Methods

The modern lecture, audio-visual aids, and smart-devices are used in teaching. Problem solving strategy, and group team are also used in arranging and teaching inside the classroom.

Assessment Methods

- 1- Oral assessment.
- 2- Summative and formative assessment.
- 3- Paper or project.

C. Thinking Skills (Affective Skills)

- C1. To be able to develop a belief or attaches a value.
- C2. To be able to gain the ability to present information in meaningful manner.
- C3. To be able to attach value with knowledge.
- C4. To be able to respond to active attention.

Teaching and Learning Methods

The audio-visual aids, problem solving strategy, peers tutoring, and group team are used in arranging and teaching inside the classroom.

Assessment methods

Paper assignment and project.

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1. Students be able to construct, combine, solve language problems.
- D2. Students be able to perform actions without help.
- D3. Students be able to learn by watching and copying.
- D4. Students be able to explain actions to peers.

Teaching and Learning Methods

Teaching and learning methods requires practice, and is measured in terms of: speed, precision, distance, procedures, or techniques in execution.

Assessment Methods

Assessment of the psychomotor domain requires to:
 Grade the activity without the use of a paper and pencil test.
 Perform and observe to determine mastery of the skill.
 measure learner's accuracy or speed (reaction time).

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|-----------------------|---------------------------------|---------------|---|
| M.A | | Headway Academic Skill: Level 2 | 15 | Master Degree Requires (x) credits |
| | | | | |

13. Personal Development Planning

The learners can develop their language skills via:

- 1- Exposing to intensive listening materials.
- 2- Composing group work.
- 3- Ask peers for feedback.
- 4- Practicing online activities.

14. Admission criteria .

The admission criteria are included within the Ph.D enrolment program.

15. Key sources of information about the programme

Headway Academic Skills student's book: Level 2

Headway Academic Skills student's Activity book: Level 2

Headway Academic Skills Teacher's guide book: Level 2

By: Sarah Philpot, Lesley Curnick, Emma Pathare, Gary Pathare & Richard Harrison.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------|-------------|--------------|---------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Master | | | Headway Academic Skills Level 2 | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| | | | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|---------------------------------|
| 1. Teaching Institution | Governmental |
| 2. University Department/Centre | University of Anbar |
| 3. Course title/code | Headway Academic Skills Level 3 |
| 4. Programme(s) to which it contributes | M.A in Sociology |
| 5. Modes of Attendance offered | Formal: In present |
| 6. Semester/Year | Semester |
| 7. Number of hours tuition (total) | 15 |
| 8. Date of production/revision of this specification | 28 th May, 2024 |
| 9. Aims of the Course | |
| The course aims at training the M.A candidates to adopt approaches to increase vocabulary. | |
| Develop strategies to improve reading skills | |
| Develop strategies to improve coherent writing skills | |
| Improve listening skills | |

10· Learning Outcomes, Teaching, Learning and Assessment Method

A. Knowledge and Understanding

- A1. To be able to comprehend a text.
- A2. To remember vocabulary and use them in real context.
- A3. To understand relations in a given text.
- A4. Choosing the appropriate vocabulary.
- A5. To be able to select relevant topic.
- A6. To be able to recognize information.

B. Subject-specific skills

- B1. To be able to solve a given problem.
- B2. To be able to compose a written text.
- B3. To be able to evaluate information

Teaching and Learning Methods

Teaching and learning methods requires practice, and is measured in terms of: speed, precision, distance, procedures, or techniques in execution.

Assessment methods

- ❖ Oral assessment.
- ❖ Summative and formative assessment.
- ❖ Paper or project.

C. Thinking Skills (Affective Skills)

- C1. To be able to develop a belief or attaches a value.
- C2. To be able to gain the ability to present information in meaningful manner.
- C3. To be able to attach value with knowledge.
- C4. To be able to respond to active attention.

Teaching and Learning Methods

The audio-visual aids, problem solving strategy, peers tutoring, and group team are used in arranging and teaching inside the classroom.

Assessment methods

Paper assignment and project.

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1. Students be able to construct, combine, solve language problems.
- D2. Students be able to perform actions without help.
- D3. Students be able to learn by watching and copying.
- D4. Students be able to explain actions to peers.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-------|------|--|--------------------------------------|-------------------------------------|
| 1 | 2 | | Introduction to the course | Modern Lecture and audio-visual aids | Oral assessment. |
| 2 | 2 | | International Student. | Modern Lecture and audio-visual aids | Summative and formative assessment. |
| 3 | 2 | | Where in the World. | Modern Lecture and audio-visual aids | Paper or project. |
| 4 | 2 | | Review Units 1 and 2. | Modern Lecture and audio-visual aids | Oral assessment. |
| 5 | 2 | | Newspaper Articles | Modern Lecture and audio-visual aids | Summative and formative assessment. |
| 6 | 2 | | Modern Technology | Modern Lecture and audio-visual aids | Paper or project. |
| 7 | 2 | | Review Units 3 and 4. | Modern Lecture and audio-visual aids | Oral assessment. |
| 8 | 2 | | Mid-Term Exam | Modern Lecture and audio-visual aids | Summative and formative assessment. |
| 9 | 2 | | Conference and Visits. | Modern Lecture and audio-visual aids | Paper or project. |
| 10 | 2 | | Science and our World | Modern Lecture and audio-visual aids | Oral assessment. |
| 11 | 2 | | Review Units 5 and 6 | Modern Lecture and audio-visual aids | Summative and formative assessment. |
| 12 | 2 | | People past and present | Modern Lecture and audio-visual aids | Paper or project. |
| 13 | 2 | | The world of IT. | Modern Lecture and audio-visual aids | Oral assessment. |
| 14 | 2 | | Inventions, discoveries and processes. | Modern Lecture and audio-visual aids | Summative and formative assessment. |
| 15 | 2 | | Travel and Tourism. | Modern Lecture and audio-visual aids | Paper or project. |

| | |
|---|---|
| 12. Infrastructure | |
| Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER | Reading activities. Reading skills exercises. Reading text. |
| Special requirements (include for example workshops, periodicals, IT software, websites) | The learners required to practice the attached CDs with the student's book and the activity book. |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | The learners visit the central University library and attend on-line lectures. |

| | |
|----------------------------|---|
| 13. Admissions | |
| Pre-requisites | Headway Academic skills: Beginner, pre-intermediate, Intermediate, and upper intermediate textbooks levels. |
| Minimum number of students | 8 |
| Maximum number of students | 15 |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|---|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Programme Title | Peacebuilding studies |
| 4. Title of Final Award | Diploma equivalent to Master's |
| 5. Modes of Attendance offered | Courses (subject taught in the first course) |
| 6. Accreditation | Study plan for the Diploma equivalent to Master's degree |
| 7. Other external influences | Laws and guidelines |
| 8. Date of production/revision of this specification | 1/9/2023 |
| 9. Aims of the Programme | |
| | 1- Developing and developing the student's scientific and professional skills |
| | 2- Providing male and female students with scientific knowledge. |
| | 3- Preparing them to join the fields of social work |
| | 4- Make them aware of social responsibility. |
| | 5- Consolidating the values of citizenship and belonging. |

6- Studying social problems according to a specialized sectoral study with contemporary scientific backgrounds, aiming to prepare diploma students for university studies and provide them with scientific backgrounds related to the principles of social problems science.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

J. Knowledge and Understanding

A- Cognitive objectives

A1- Acquiring knowledge and skills at a higher level in state institutions.

A2- How to present and defend ideas.

A3- Determine the causes and motives and make conclusions based on scientific facts.

A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze.

A5- Enabling students to obtain knowledge of peace studies requirements.

A6- Encouraging male and female students to focus on the cognitive, behavioral and psychological aspects.

B. Subject-specific skills

B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.

B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.

B3 - Providing students with skills that enable them to use laws to resolve disputes.

Teaching and Learning Methods

1- Adopting the method of giving lectures and linking the topics to social reality.

2- Teaching students the basic concepts of the subject of social security science and its relationship with the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.

3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena, conflicts and conflicts.

4- Teaching students to adopt the three steps of the scientific method (study,

diagnosis, treatment or assistance) in crisis management.

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

C. Thinking Skills

- B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.
- B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.
- B3 - Providing students with skills that enable them to use laws to solve social problems.

Teaching and Learning Methods

- 1- Adopting the method of giving lectures and linking the topics to social reality.
- 2- Teaching students the basic concepts of social problems science and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.
- 3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena and social problems.
- 4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Encouraging students to be creative and innovative and create a spirit of competition, perseverance and participation.

D2- Teaching students the skills of preparing theoretical and field research, presenting problems, studying them, and finding solutions.

D3- Giving them knowledge of the importance of developing personal and general abilities and talents through exposure to other sciences.

D4- Teaching them how to link theoretical scientific outputs with empirical research in community institutions.

Teaching and Learning Methods

1- Continuous guidance and counseling for students during the presentation of scientific material and its presentation through modern technical means.

2- Writing important notes on the scientific material and how to apply it on the ground.

3- Encouraging them to be creative and create a spirit of competition and initiative in discussion, participation and cooperation.

4- Developing students' personal talents, such as sports, art, drawing, poetry...etc.

Assessment Methods

1- Students' interaction with the professor.

2- Written and oral exam.

3- Interaction and discussion.

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|--------------------------------|-----------------------|------------------------|---------------|--|
| Diploma equivalent to Master's | | Peacebuilding studies | | Bachelor Degree Requires (x) credits |
| | | | | |
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12. Personal Development Planning

Planning is done on scientific foundations by adopting the vocabulary that was determined in advance and dividing it according to the specified hours per week, which includes 15 weeks. This requires the university professor to collect and communicate the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, and encourage and motivate students to achieve the highest grades in order to complete the study. Setting future goals to engage in and work in the labor market and state institutions, and addressing societal challenges.

13. Admission criteria .

According to the central admission controls specified by the Ministry and the University, the standard followed is the student's grade point average and his desire to choose the college and academic department that meets his desires and orientations.

14. Key sources of information about the programme

- 1- Methodical books and help books.
- 2- The Internet.
- 3- Previous studies.
- 4- Human development reports.
- 5- Reports of non-governmental organizations.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------------------------|-------------|-----------------------|------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Diploma equivalent to Master's | Second | Peacebuilding studies | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|---|
| 1. Teaching Institution | College of Arts / Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Peacebuilding studies |
| 4. Programme(s) to which it contributes | Diploma equivalent to Master's |
| 5. Modes of Attendance offered | weekly |
| 6. Semester/Year | First course / 2023 |
| 7. Number of hours tuition (total) | 30 |
| 8. Date of production/revision of this specification | 1/9/2023 |
| 9. Aims of the Course | |
| | It aims to transform the course of conflict and spread peace-building ideas in a world filled with violence in order to achieve a long-term vision of just peace. |
| | Introducing students to applied studies of crisis management |
| | Introducing students to the methods of transitional justice |
| | Identify the most important values of peacebuilding |
| | Learn about communication skills for peacebuilding |
| | |
| | |

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1- Providing diploma students with the most important knowledge of peacebuilding.

A2- Providing students with theoretical and applied knowledge about peacebuilding concepts and methods.

A3- Enabling students to obtain information and knowledge of the principles of peacebuilding.

A4- Enabling students to obtain knowledge in local environments.

A5- Empowering students with knowledge and methodology of thinking and analysis.

A6- Familiarity with peacebuilding ideas and contributions.

K. Subject-specific skills

B1 - Teaching students to develop and develop creative and innovative thinking skills in social fields.

B2 - Providing students with the skills of writing reports and theoretical and field research.

B3 - Providing students with the skills of the first interview and the rest of the interviews with the conflicting parties.

B4- Providing students with the skills of speaking, interacting, asking questions, and scientific discussion in the lecture.

Teaching and Learning Methods

1- Adopting the brainstorming method.

2- Classroom, extracurricular and analytical duties.

3- Evaluating daily and weekly reports.

4- Daily exams.

Assessment methods

1- Daily and monthly exams.

2- Interaction with the professor and students.

3- Discussions and asking questions.

4- Daily interventions.

5- Preparing scientific material continuously

L. Thinking Skills

C1- Enhancing students' confidence in their abilities, themselves, and their scientific specializations.

C2- The desire to work in the primary and secondary institutions of society.

C3- Strengthening and consolidating teamwork and teamwork.

C4- Instilling values and principles among students in order to emphasize sincerity, dedication and social responsibility.

Teaching and Learning Methods

1- Continuous guidance and counseling for students.

2- Education and consolidation of public values.

3- Encouraging creativity and innovation and ways of dealing with respondents, the general public, and decision makers.

Assessment methods

1- Participate in presenting the material.

2- Participate in asking questions.

3- Participate in preparing reports.

4- Interaction with the professor and students.

5- Daily and monthly exams.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Encouraging students to be creative and innovative and create a spirit of competition, initiative and self-denial.

D2- Encouraging them to work collaboratively or collectively to solve community problems.

D3- Continuous encouragement and motivation for students to participate actively in society.

D4- Motivating students to feel social responsibility.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-------|---------------|---|-----------------|-------------------|
| 1 | 2 | Peacebuilding | Definition of peacebuilding | Lectures | Test + Activity |
| 2 | 2 | Peacebuilding | Peacebuilding values | Lectures | Test + Activity |
| 3 | 2 | Peacebuilding | Communication skills for peacebuilding | Lectures | Test + Activity |
| 4 | 2 | Peacebuilding | Analysis of peacebuilding | Lectures | Test + Activity |
| 5 | 2 | Peacebuilding | Overview of the peacebuilding process | Lectures | Test + Activity |
| 6 | 2 | Peacebuilding | Wage the conflict peacefully | Lectures | Test + Activity |
| 7 | 2 | Peacebuilding | Reducing direct violence | Lectures | Test + Activity |
| 8 | 2 | Peacebuilding | Transforming relationships | Lectures | Test + Activity |
| 9 | 2 | Peacebuilding | Capacity building | Lectures | Test + Activity |
| 10 | 2 | Peacebuilding | Strategic planning for peacebuilding | Lectures | Test + Activity |
| 11 | 2 | Peacebuilding | Needs assessment | Lectures | Test + Activity |
| 12 | 2 | Peacebuilding | Cultural diversity and community security | Lectures | Test + Activity |
| 13 | 2 | Peacebuilding | Social policy and human security | Lectures | Test + Activity |
| 14 | 2 | Peacebuilding | Social security and | Lectures | Test + Activity |

| | | | | | |
|----|---|---------------|-----------------------------------|----------|-----------------|
| | | | development | | |
| 15 | 2 | Peacebuilding | Social security and globalization | Lectures | Test + Activity |
| | | | | | |

12. Infrastructure

| | |
|---|--|
| Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER | Peacebuilding Strategies: Lisa Shear Strategic Negotiation Managing Negotiations in Crises: Jane Seminar Docherty, translated by Hoda Bahij |
| Special requirements (include for example workshops, periodicals, IT software, websites) | Electronic references Websites of the Virtual Library, Scientific Researcher, Accredited Libraries, and Continuing Education Center |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | |

13. Admissions

| | |
|----------------------------|---|
| Pre-requisites | |
| Minimum number of students | 3 |
| Maximum number of students | 9 |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|---|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Programme Title | Human rights |
| 4. Title of Final Award | Diploma equivalent to Master's |
| 5. Modes of Attendance offered | Second course |
| 6. Accreditation | Study plan for the Diploma equivalent to Master's degree |
| 7. Other external influences | Laws and guidelines |
| 8. Date of production/revision of this specification | 1/2/2024 |
| 9. Aims of the Programme | |
| | 1- Developing and developing the student's scientific and professional skills |
| | 2- Providing male and female students with scientific knowledge. |
| | 3- Preparing them to join the fields of social work |
| | 4- Make them aware of social responsibility. |

5- Consolidating the values of citizenship and belonging.

6- Studying social problems according to a specialized sectoral study with contemporary scientific backgrounds, aiming to prepare diploma students for university studies and provide them with scientific backgrounds related to the principles of social problems science.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

M. Knowledge and Understanding

A- Cognitive objectives

A1- Acquiring knowledge and skills at a higher level in state institutions.

A2- How to present and defend ideas.

A3- Determine the causes and motives and make conclusions based on scientific facts.

A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze.

A5- Enabling students to obtain knowledge of human rights requirements.

A6- Encouraging male and female students to focus on the cognitive, behavioral and psychological aspects.

B. Subject-specific skills

B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.

B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.

B3 - Providing students with skills that enable them to use the laws to obtain their rights.

Teaching and Learning Methods

- 1- Adopting the method of giving lectures and linking the topics to social reality.
- 2- Teaching students the basic concepts of the subject of social security science and its relationship with the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.
- 3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena, conflicts and conflicts.
- 4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance) in crisis management.

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

C. Thinking Skills

- B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.
- B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.
- B3 - Providing students with skills that enable them to use laws to solve social problems.

Teaching and Learning Methods

- 1- Adopting the method of giving lectures and linking the topics to social reality.
- 2- Teaching students the basic concepts of social problems science and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.
- 3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena and social problems.
- 4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Encouraging students to be creative and innovative and create a spirit of competition, perseverance and participation.

D2- Teaching students the skills of preparing theoretical and field research, presenting problems, studying them, and finding solutions.

D3- Giving them knowledge of the importance of developing personal and general abilities and talents through exposure to other sciences.

D4- Teaching them how to link theoretical scientific outputs with empirical research in community institutions.

Teaching and Learning Methods

1- Continuous guidance and counseling for students during the presentation of scientific material and its presentation through modern technical means.

2- Writing important notes on the scientific material and how to apply it on the ground.

3- Encouraging them to be creative and create a spirit of competition and initiative in discussion, participation and cooperation.

4- Developing students' personal talents, such as sports, art, drawing, poetry...etc.

Assessment Methods

1- Students' interaction with the professor.

2- Written and oral exam.

3- Interaction and discussion.

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|--------------------------------|-----------------------|------------------------|---------------|--|
| Diploma equivalent to Master's | | Human rights | | Bachelor Degree Requires (x) credits |
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12. Personal Development Planning

Planning is done on scientific foundations by adopting the vocabulary that was determined in advance and dividing it according to the specified hours per week, which includes 15 weeks. This requires the university professor to collect and communicate the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, and encourage and motivate students to achieve the highest grades in order to complete the study. And addressing human rights issues.

13. Admission criteria .

According to the central admission controls specified by the Ministry and the University, the standard followed is the student's grade point average and his desire to choose the college and academic department that meets his desires and orientations.

14. Key sources of information about the programme

- 1- Methodical books and help books.
- 2- The Internet.
- 3- Previous studies.
- 4- Human development reports.
- 5- Reports of non-governmental organizations.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------------------------------|----------------|-----------------|------------------------------------|--------------------------------|----|----|----|----------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Diploma equivalent to Master's | Second | Human rights | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|---|
| 1. Teaching Institution | College of Arts / Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Human rights |
| 4. Programme(s) to which it contributes | Diploma equivalent to Master's |
| 5. Modes of Attendance offered | weekly |
| 6. Semester/Year | Second course / 2023-2024 |
| 7. Number of hours tuition (total) | 30 |
| 8. Date of production/revision of this specification | 1/2/2024 |
| 9. Aims of the Course | |
| | |
| | It aims to learn about human rights and international and legal legislation related to human rights |
| | Introducing students to human rights legislation |
| | Introducing students to social justice and equality |
| | Identify the most important civilizations that dealt with human rights |
| | Learn about human rights in doctrines, schools, and political theories |

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1- Providing diploma students with the most important knowledge of human rights.

A2- Providing students with theoretical and applied knowledge about human rights concepts and methods.

A3- Enabling students to obtain information and knowledge of human rights principles.

A4- Enabling students to obtain scientific knowledge about institutions concerned with human rights.

A5- Empowering students with knowledge and methodology of thinking, analysis and comparison.

N. Subject-specific skills

B1 - Teaching students to develop and develop creative and innovative thinking skills in social fields.

B2 - Providing students with the skills of writing reports and theoretical and field research.

B3 - Providing students with skills for the first interview and the rest of the interviews with beneficiaries.

B4- Providing students with the skills of speaking, interacting, asking questions, and scientific discussion in the lecture.

Teaching and Learning Methods

1- Adopting the brainstorming method.

2- Classroom, extracurricular and analytical duties.

3- Evaluating daily and weekly reports.

4- Daily exams.

Assessment methods

- 1- Daily and monthly exams.
- 2- Interaction with the professor and students.
- 3- Discussions and asking questions.
- 4- Daily interventions.
- 5- Preparing scientific material continuously

O. Thinking Skills

- C1- Enhancing students' confidence in their abilities, themselves, and their scientific specializations.
- C2- The desire to work in the primary and secondary institutions of society.
- C3- Strengthening and consolidating teamwork and teamwork.
- C4- Instilling values and principles among students in order to emphasize sincerity, dedication and social responsibility.

Teaching and Learning Methods

- 1- Continuous guidance and counseling for students.
- 2- Education and consolidation of public values.
- 3- Encouraging creativity and innovation and ways of dealing with respondents, the general public, and decision makers.

Assessment methods

- 1- Participate in presenting the material.
- 2- Participate in asking questions.
- 3- Participate in preparing reports.
- 4- Interaction with the professor and students.
- 5- Daily and monthly exams.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Encouraging students to be creative and innovative and create a spirit of competition, initiative and self-denial.

D2- Encouraging them to work collaboratively or collectively to solve community problems.

D3- Continuous encouragement and motivation for students to participate actively in society.

D4- Motivating students to feel social responsibility.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-------|--------------|---|-----------------|-------------------|
| 1 | 2 | Human rights | Human rights in ancient civilizations | Lectures | Test + Activity |
| 2 | 2 | Human rights | Human rights in heavenly laws | Lectures | Test + Activity |
| 3 | 2 | Human rights | Human rights in the Middle Ages | Lectures | Test + Activity |
| 4 | 2 | Human rights | Human rights in sects and schools | Lectures | Test + Activity |
| 5 | 2 | Human rights | Human rights are based on social contract theories | Lectures | Test + Activity |
| 6 | 2 | Human rights | Western revolutions and human rights, human rights | Lectures | Test + Activity |
| 7 | 2 | Human rights | Human rights and their types | Lectures | Test + Activity |
| 8 | 2 | Human rights | Eastern revolutions, human rights | Lectures | Test + Activity |
| 9 | 2 | Human rights | Individual and collective human rights | Lectures | Test + Activity |
| 10 | 2 | Human rights | Economic, social and cultural human rights | Lectures | Test + Activity |
| 11 | 2 | Human rights | Modern human rights | Lectures | Test + Activity |
| 12 | 2 | Human rights | The relationship between human rights and public freedoms | Lectures | Test + Activity |
| 13 | 2 | Human rights | Human rights in the Universal Declaration | Lectures | Test + Activity |

| | | | | | |
|----|---|--------------|--|----------|-----------------|
| 14 | 2 | Human rights | Human rights in Arab constitutions | Lectures | Test + Activity |
| 15 | 2 | Human rights | International, regional and national recognition of human rights | Lectures | Test + Activity |
| | | | | | |

12. Infrastructure

| | |
|---|--|
| Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER | Human Rights Hafez Alwan Hammadi Al-Dulaimi |
| Special requirements (include for example workshops, periodicals, IT software, websites) | Electronic references Websites of the Virtual Library, Scientific Researcher, Accredited Libraries, and Continuing Education Center |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | |

13. Admissions

| | |
|----------------------------|--|
| Pre-requisites | |
| Minimum number of students | |
| Maximum number of students | |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|---|------------------------------|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Sociology Master's |
| 3. Programme Title | Master's |
| 4. Title of Final Award | courses |
| 5. Modes of Attendance offered | Master's degree in Sociology |
| 6. Accreditation | Master's degree in Sociology |
| 7. Other external influences | Nothing |
| 8. Date of production/revision of this specification | 3-9-2023 |
| 9. Aims of the Programme --- Objectives of the academic program. Building knowledge foundations with a social dimension for students in the Sociology Department. | |
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10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and UnderstandingA1.

- Cognitive objectives

A1- Acquiring knowledge and skills at a higher level in state institutions.

A2- Determine the causes and motives through the results.

A3- Understanding facts and ideas and the ability to organize.

A4- Comparison, interpretation and analysis.

A5- Making conclusions based on scientific facts.

A6- Adopting the scientific method

.

B. Subject-specific skillsB1.

Keeping pace with social and societal B2developments

Communicate with everything new or useful and adapt it

.

B3- The ability to understand the most B3important solutions and treatments and apply them practically.

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Teaching and Learning Methods

Explaining the scientific material to students in detail.

Participation of students in understanding medical sociology and its relationship to medicine

Discussion and dialogue about vocabulary related to the topic

Assessment methods

1- Midterm exam

2- Activity

3- Paper exam

final exam

C. Thinking Skills. C1- Acquiring knowledge and skills of educational value
C2- Building knowledge foundations with a social dimension for the student in the Sociology Department
C3- Empowering the personality of the social researcher scientifically and culturally.
C4- Enabling students to obtain knowledge of the requirements of medical sociology.

Teaching and Learning Methods

- 1- Adopting the method of giving lectures and linking the topics to social reality
- 2- Teaching students the basic concepts of medical sociology and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.
- 3- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in medical sociology.
- 4- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment methods

- 4- Midterm exam
- 5- Activity
- 6- Paper exam
- final exam

D. General and Transferable Skills (other skills relevant to employability and personal development)

- . 1- The ability to interact with references and sources
- D2- Provoking brainstorming
- D3- Empowering the personality of the social researcher scientifically.
- D4- Teaching students the basic concepts of medical sociology and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.

Teaching and Learning Methods

Adopting the method of giving lectures and linking the topics to social reality

- . 2- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in medical sociology.
- 3- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

Assessment Methods

Midterm exam
Activity
Paper exam

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|-----------------------|---|---------------|---|
| Masters | | Concepts and definition of medical sociology | 3 | Bachelor Degree Requires (x) credits |
| | | The emergence of medical sociology | | |
| | | Branches of medical sociology | | |
| | | Measuring the levels or degrees of health in society and their indicators | | |
| | | Public health - disease - concept of disease - types of diseases | | |
| | | Theory of culture, personality, and human pathology | | |

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|--|--|--|--|--|
| | | The health institution as a social organization | | |
| | | Health institution - definition of the health and medical institution, parts of the health and medical institution | | |
| | | Definition of the medical institution - characteristics of the medical institution | | |
| | | The relationship between the health institution and social service | | |
| | | Medical equipment | | |
| | | . The health institution and the local community | | |
| | | The theory of the open medical and health system | | |
| | | Preventive and curative roles of the health institution | | |
| | | Doctors and the professional performance of the health service | | |

12. Personal Development Planning

Medical sociology (including, for example, guest lectures, professional training and field studies)

13. Admission criteria .

Admission standard (establishing regulations related to admission to the college or institute)

14. Key sources of information about the programme

Medical sociology.....

- Written by Qadri Sheikh Ali

Sawsan George Sammour - Mary Zayed Haddad - First Edition 2011 - Arab Society Library for Publishing and Distribution - Jordan - Amman.

Studies in medical sociology, Prof. Dr. Muhammad Ali Muhammad - Sanaa Hassanein Al-Khouly - Ali Abdel Razzaq Chalabi - Samia Muhammad Jaber

The human medical and health environment is an analytical study from the perspective of culture and society

Dr. Jawdat Hassanalf Al-Saadi - Baghdad 2010

Medical sociology reports

Electronic references

Websites of the Virtual Library, Scientific Researcher, Accredited Libraries, and Continuing Education Center

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|-----------------|----------------|-----------------|------------------------------------|--------------------------------|----|----|----|----------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| | | | | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|---|-----------------------|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Sociology Master's |
| 3. Course title/code | Master's |
| 4. Programme(s) to which it contributes | courses |
| 5. Modes of Attendance offered | The first course |
| 6. Semester/Year | 45 |
| 7. Number of hours tuition (total) | 3-9-2023 |
| 8. Date of production/revision of this specification | |
| 9. Aims of the Course | |
| Course objectives: | |
| Gaining knowledge and skills at a higher level in state institutions. | |
| Determine the causes and motives and make conclusions based on scientific facts | |
| Understanding facts and ideas and the ability to organize, compare, interpret and analyze | |
| . Enabling students to obtain knowledge of the requirements of medical sociology | |
| Course objectives: | |
| Gaining knowledge and skills at a higher level in state institutions. | |

Determine the causes and motives and make conclusions based on scientific facts

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- . - A1- Acquiring knowledge and skills at a higher level in state institutions.
- A2- Determine the causes and motives through the results.
- A3- Understanding facts and ideas and the ability to organize.
- A4- Comparison, interpretation and analysis.
- A5- Making conclusions based on scientific facts.
- A6- Adopting the scientific method.

B. Subject-specific skillsB1.

- B2.
- B3.

Teaching and Learning Methods

Course-specific skills objectives.

- A1- - Keeping pace with social and societal developments
- B2- Communicate with everything new or useful and adapt it
- C3 - The ability to understand the most important solutions and treatments and apply them practically.

Assessment methods

Adopting the method of giving lectures and linking the topics to social reality

- .
- 5- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in medical sociology.
- 6- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)

C. Thinking Skills.

- .
- C1. Adopting the method of giving lectures and linking the topics to social reality
- .
- C2- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in medical sociology.
- C3- Teaching students to adopt the three steps of the scientific method (study, diagnosis, treatment or assistance)
- .

Teaching and Learning Methods

Adopting the method of giving lectures and linking the topics to social reality

- .
- 8- Teaching students to adopt the interdisciplinary approach in analyzing and interpreting social phenomena in medical sociology.
- 9- Teaching students to adopt the three steps of the scientific method (study,

diagnosis, treatment or assistance)

Assessment methods

Midterm exam

Activity

Paper exam

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. - The ability to interact with references and sources

D2- Provoking brainstorming

D3- Empowering the personality of the social researcher scientifically.

D4- Teaching students the basic concepts of medical sociology and its relationship to the rest of the other sciences according to the interdisciplinary approach and interdisciplinary studies.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-------|------|--|-----------------|-------------------|
| ١ | ٣ | | Concepts and definition of medical sociology | Masters | Exam + activity |
| ٢ | ٣ | | The emergence of medical sociology | | Exam + activity |
| ٣ | | | Branches of medical sociology | | Exam + activity |
| ٤ | | | Measuring the levels or degrees of health in society and their indicators | | Exam + activity |
| ٥ | | | Public health - disease - concept of disease - types of diseases | | Exam + activity |
| ٦ | | | Theory of culture, personality, and human pathology | | Exam + activity |
| ٧ | | | The health institution as a social organization | | Exam + activity |
| ٨ | | | Health institution - definition of the health and medical institution, parts of the health and medical institution | | Exam + activity |
| ٩ | | | Definition of the medical institution - characteristics of the medical institution | | Exam + activity |
| ١٠ | | | The relationship between the health institution and social service | | Exam + activity |
| ١١ | | | Medical equipment | | Exam + activity |
| ١٢ | | | . The health institution and the local community | | Exam + activity |

| | | | | | |
|----|--|--|--|--|-----------------|
| ١٣ | | | The theory of the open medical and health system | | Exam + activity |
| ١٤ | | | Preventive and curative roles of the health institution | | Exam + activity |
| ١٥ | | | Doctors and the professional performance of the health service | | |

12. Infrastructure

| | |
|--|---|
| Required reading: <ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER | Medical sociology..... - Written by Qadri Sheikh Ali Sawsan George Sammour - Mary Zayed Haddad - First Edition 2011 - Arab Society Library for Publishing and Distribution - Jordan - Amman. Studies in medical sociology, Prof. Dr. Muhammad Ali Muhammad - Sanaa Hassanein Al-Khouly - Ali Abdel Razzaq Chalabi - Samia Muhammad Jaber |
| Special requirements (include for example workshops, periodicals, IT software, websites) | Medical sociology reports Electronic references Websites of the Virtual Library, Scientific Researcher, Accredited Libraries, and Continuing Education Center |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | The human medical and health environment is an analytical study from the perspective of culture and society Dr. Jawdat Hassanalf Al-Saadi - Baghdad 2010 |

13. Admissions

| | |
|----------------------------|--|
| Pre-requisites | Enabling students to obtain knowledge of the requirements of medical sociology |
| Minimum number of students | medical sociology (including, for example, guest lectures, professional training, and field studies) |
| Maximum number of students | 13 |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|---|
| 1. Teaching Institution | University of Anbar |
| 2. University Department/Centre | Sociology |
| 3. Programme Title | Diploma equivalent to Masters / Peacebuilding |
| 4. Title of Final Award | Diploma equivalent to Master's / peace building |
| 5. Modes of Attendance offered | Courses (subject taught in the second semester) |
| 6. Accreditation | Study plan for the higher diploma stage |
| 7. Other external influences | Laws and Guidelines |
| 8. Date of production/revision of this specification | 1/9/2023 |
| 9. Aims of the Programme | |
| 1-Preparing specialists in peace studies who are somewhat professional and have academic qualifications. | |
| 2-Providing social and humanitarian services in their specialty. | |
| 3-How to deal with social and international problems that some countries suffer from. | |
| 4-Knowledge of how to deal with conflicts, whether locally or internationally. | |
| 5-Knowledge of theories specific to the field of peace and how to employ them in the field of peace. | |

1-Preparing specialists in peace studies who are somewhat professional and have academic qualifications.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

- L. Knowledge and Understanding
- M. A2- Perception in peace studies and conflict resolution A1 - A1- Methods of understanding and analyzing conflict
- N. A3- Knowing the most important methods of analyzing peace and the facts of Hiba
- O. A4- Knowing how and the role of negotiation and communication in conflict resolution
- P. A5- Analyzing and designing peaceful interventions to settle conflicts

B. Subject-specific skills
B1. 1- Teaching students the skills of listening, paying attention and focusing on the professors' presentations.
B2- Providing students with the skills of initiative, participation and cooperation in presenting the scientific material.
B3- Providing students with skills that enable them to use laws to solve problems leading to crime.

Teaching and Learning Methods

- 1- Adopting the lecture method and linking topics to social reality.
- 2- Teaching students the basic concepts of criminal sociology.
- 3- Teaching students to adopt the environmental approach in analyzing and interpreting the causes leading to crime.

Assessment methods

- C. Thinking Skills
C1.
C2.
C3.
C4.

Teaching and Learning Methods

Assessment methods

1- Daily and monthly tests and exams

2- Students' participation in presenting the scientific material and asking questions and having them answered by the professor

3- Through daily, weekly and monthly reports and preparing theoretical and field research during the academic course

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. General skills in peace studies

B2- Preparing reports on their study of basic curricula in conflict resolution

B3- Diagnostic and guidance skills in this field

B4- The ability to interact through presenting the material

A2- A vision in peace studies and conflict resolution A1- A1- Methods of understanding and analyzing conflict

A3- Knowing the most important methods of analyzing peace and the facts of Hiba

A4- Knowing how and the role of negotiation and communication in conflict resolution

A5- Analyzing and designing peaceful interventions to settle conflicts

D2.

D3.

D4.

Teaching and Learning Methods

General skills in peace studies

B2- Preparing reports on their study of basic curricula in conflict resolution

B3- Diagnostic and guidance skills in this field

B4- The ability to interact through presenting the material

Assessment Methods

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|--------------------------------|-----------------------|-----------------------------|---------------|--------------------------------|
| Diploma equivalent to Master's | | Peace concepts and theories | | Diploma equivalent to Master's |
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12. Personal Development Planning

Planning is done on scientific bases by adopting the vocabulary that was previously determined and divided according to the specified hours per week, which includes 15 weeks. This requires the university professor to acquire and deliver the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, encourage and motivate students to achieve the highest grades in order to complete their studies and set future goals for engaging in the labor market and state institutions and working in them, and addressing the problems that threaten the social structure.

13. Admission criteria .

According to the central admission controls specified by the ministry and the university, the standard followed is the student's GPA and his desire to choose the college and scientific department that meets his desires and orientations.

14. Key sources of information about the programme

- 1- Internet.
- 2- Previous studies.
- 3- Human development reports.
- 4- Reports of non-governmental organizations.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------------------------|-------------|-----------------------------|------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Diploma equivalent to Master's | | Peace concepts and theories | | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|------------------------------------|
| 1. Teaching Institution | Anbar University - College of Arts |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Peace concepts and theories |
| 4. Programme(s) to which it contributes | Weekly |
| 5. Modes of Attendance offered | \ |
| 6. Semester/Year | 30 |
| 7. Number of hours tuition (total) | 1-9-٢٠٢٣ |
| 8. Date of production/revision of this Specification | Anbar University - College of Arts |
| 9. Aims of the Course | |
| 1- Developing the student's scientific and professional skills | |
| 2- Providing students with scientific knowledge | |
| 3- Making them feel socially responsible | |
| 4- Making students understand how to design scientific research | |
| 5- Knowing the scientific methods and approaches to research | |
| 6- Identifying the research ability in writing a scientific research | |
| 1- Developing the student's scientific and professional skills | |

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

L- Knowledge and Understanding

M- A1- A2-1- Providing diploma students with the most important knowledge in the subject of social research methods

N- 2- Providing students with theoretical and applied knowledge about research concepts and methods

O- 3- Enabling students to obtain information and knowledge of the principles of scientific research methods

P- 4- Enabling students to obtain scientific knowledge
Community institutions

B. Subject-specific skillsB1.

B2.

B3.

Teaching and Learning Methods

B1 - General skills in peace studies

B2 - Preparing reports on their study of basic curricula in conflict resolution

B3 - Diagnosis and guidance skills in this field

B4 - The ability to interact through presenting the material

Assessment methods

C. Thinking SkillsC1.
C2.
C3.
C4.

Teaching and Learning Methods

Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|----------|-------|---|--|-----------------------------------|--|
| First | 2 | To learn about the | Conflict Analysis Methodology | Presentation and discussion style | Presentation, discussion and brainstorming |
| Second | 2 | methodology of conflict analysis | Designing Peaceful Interventions | Presentation and discussion style | Presentation, discussion and brainstorming |
| Third | 2 | Knowledge of peaceful | Prevailing Theories in Peace and Conflict Resolution | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fourth | 2 | interventions to settle and resolve conflicts | Peace Design and Tools | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fifth | 2 | The student's knowledge of the most important | Conflict Approaches | Presentation and discussion style | Presentation, discussion and brainstorming |
| Sixth | 2 | theories of peace and conflict resolution | Communication and Effective Communication | Presentation and discussion style | Presentation, discussion and brainstorming |
| Seventh | 2 | Learn about peace design tools | Negotiation in Conflict | Presentation and discussion style | Presentation, discussion and brainstorming |
| Eighth | 2 | | | Presentation and discussion style | Presentation, discussion and brainstorming |
| Ninth | 2 | How to deal with conflicts | Divisional Negotiation | Presentation and discussion style | Presentation, discussion and brainstorming |
| Tenth | 2 | Learn about communication and effective | Divisional and Integrated Negotiation | Presentation and discussion style | Presentation, discussion and brainstorming |
| Eleventh | 2 | communication as tools for peacemaking | Integrated Negotiation Practice | Presentation and discussion style | Presentation, discussion and brainstorming |
| Twelfth | 2 | | Dialogue, Dialogue Practice and Facilitation | Presentation and discussion style | Presentation, discussion and brainstorming |

| | | | | | |
|------------|---|--|---|-----------------------------------|--|
| Thirteenth | 2 | Learn about the concept of negotiation and some models | Mediation | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fourteenth | 2 | The student's knowledge of divisive negotiation | Introduction to Peacebuilding | Presentation and discussion style | Presentation, discussion and brainstorming |
| Fifteenth | 2 | The student's knowledge of divisive negotiation | Peacebuilding and Conflict Transformation | Presentation and discussion style | Presentation, discussion and brainstorming |

12. Infrastructure

| | |
|---|---|
| Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER | Principles of Criminology - Mazen Bashir Muhammad |
| Special requirements (include for example workshops, periodicals, IT software, websites) | 1- Principles of Criminology - Mazen Bashir Muhammad |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | Principles of Criminology - Muhammad Abdullah Al-Buraikat |

13. Admissions

| | |
|----------------------------|--|
| Pre-requisites | |
| Minimum number of students | |
| Maximum number of students | |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|---|
| 1. Teaching Institution | University of Anbar |
| 2. University Department/Centre | Sociology |
| 3. Programme Title | Diploma equivalent to Masters / Peacebuilding |
| 4. Title of Final Award | Diploma equivalent to Master's / peace building |
| 5. Modes of Attendance offered | Courses (subject taught in the second semester) |
| 6. Accreditation | Study plan for the higher diploma stage |
| 7. Other external influences | Laws and Guidelines |
| 8. Date of production/revision of this specification | 1/2/2024 |
| 9. Aims of the Programme | |
| 1- Developing the student's scientific and professional skills | |
| 2- Providing students with scientific knowledge | |
| 3- Making them feel socially responsible | |
| 4- Making students understand how to fight crime | |
| 5- Knowing the most important theories of crime analysis | |

6- Identifying the social, economic, psychological and cultural factors leading to crime

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and UnderstandingA1.

1- Gaining knowledge and skills at a higher level in state institutions

A2- The method of presenting and defending ideas

A3- Determining reasons and motives and making conclusions based on scientific facts

A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze

A5- Enabling students to obtain knowledge for the requirements of criminology

A6- Encouraging male and female students to focus on the cognitive, behavioral and psychological scope

B. Subject-specific skillsB1.

1- Teaching students the skills of listening, paying attention and focusing on the professors' presentations.

B2- Providing students with the skills of initiative, participation and cooperation in presenting the scientific material.

B3- Providing students with skills that enable them to use laws to solve problems leading to crime.

Teaching and Learning Methods

1- Adopting the lecture method and linking topics to social reality.

2- Teaching students the basic concepts of criminal sociology.

3- Teaching students to adopt the environmental approach in analyzing and interpreting the causes leading to crime.

| |
|---|
| Assessment methods |
| |
| C. Thinking SkillsC1. C2. C3. C4. |
| Teaching and Learning Methods |
| |
| Assessment methods |
| 1- Daily and monthly tests and exams 2- Students' participation in presenting the scientific material and asking questions and having them answered by the professor 3- Through daily, weekly and monthly reports and preparing theoretical and field research during the academic course |

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

Teaching and Learning Methods

1- Training, cultural and educational courses

2- Internal and external seminars

3- Field visits to primary and secondary institutions in the community

Assessment Methods

11. Programme Structure

| 11. Programme Structure | | | | 12. Awards and Credits |
|--------------------------------|-----------------------|------------------------|---------------|--------------------------------|
| Level/Year | Course or Module Code | Course or Module Title | Credit rating | |
| Diploma equivalent to Master's | | Research Methodology | | Diploma equivalent to Master's |
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12. Personal Development Planning

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13. Admission criteria .

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14. Key sources of information about the programme

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Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------------------------------|----------------|-----------------|------------------------------------|--------------------------------|----|----|----|----------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| Diploma equivalent to Master's | | | | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|------------------------------------|
| 1. Teaching Institution | Anbar University - College of Arts |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Criminal Sociology |
| 4. Programme(s) to which it contributes | Weekly |
| 5. Modes of Attendance offered | Second Course |
| 6. Semester/Year | 30 |
| 7. Number of hours tuition (total) | 1-9-2024 |
| 8. Date of production/revision of this Specification | Anbar University - College of Arts |
| 9. Aims of the Course | |
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10· Learning Outcomes, Teaching ,Learning and Assessment Methode

Q- Knowledge and Understanding

R- A1- A2-1- Providing diploma students with the most important knowledge in the subject of social research methods

S- 2- Providing students with theoretical and applied knowledge about research concepts and methods

T- 3- Enabling students to obtain information and knowledge of the principles of scientific research methods

U- 4- Enabling students to obtain scientific knowledge
Community institutions

B. Subject-specific skillsB1.

B2.

B3.

Teaching and Learning Methods

Assessment methods

C. Thinking SkillsC1.
C2.
C3.
C4.

Teaching and Learning Methods

Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|--------|-------|--|-----------------------------|-----------------|-------------------|
| First | 2 | General understanding of scientific research methods and required educational outcomes | Scientific research methods | a lecture | Activity - Test |
| Second | 2 | General understanding of scientific research methods and required educational outcomes | Historical method | a lecture | Activity - Test |
| Third | 2 | General understanding of scientific research methods and required educational outcomes | Descriptive method | a lecture | Activity - Test |
| Fourth | 2 | General understanding of scientific research methods and required educational outcomes | Social survey | a lecture | Activity - Test |
| Fifth | 2 | General understanding of scientific research methods and required educational outcomes | Experimental method | a lecture | Activity - Test |
| Sixth | 2 | General | Special methods | a lecture | Activity - Test |

| | | | | | |
|------------|---|--|-----------------------------------|-----------|-----------------|
| | | understanding of scientific research methods and required educational outcomes | | | |
| Seventh | 2 | General understanding of scientific research methods and required educational outcomes | Content analysis | a lecture | Activity - Test |
| Eighth | 2 | General understanding of scientific research methods and required educational outcomes | Samples | a lecture | Activity - Test |
| Ninth | 2 | General understanding of scientific research methods and required educational outcomes | Sample related concepts | a lecture | Activity - Test |
| Tenth | 2 | General understanding of scientific research methods and required educational outcomes | Sample conditions | a lecture | Activity - Test |
| Eleventh | 2 | General understanding of scientific research methods and required educational outcomes | Information collection techniques | a lecture | Activity - Test |
| Twelfth | 2 | General understanding of scientific research methods and required educational outcomes | Observation | a lecture | Activity - Test |
| Thirteenth | 2 | General understanding of | Interview | a lecture | Activity - Test |

| | | | | | |
|------------|---|--|-----------------------------|-----------|-----------------|
| | | scientific research methods and required educational outcomes | | | |
| Fourteenth | 2 | General understanding of scientific research methods and required educational outcomes | Questionnaire form | a lecture | Activity - Test |
| Fifteenth | 2 | General understanding of scientific research methods and required educational outcomes | Scientific research methods | a lecture | Activity - Test |

| | |
|---|---|
| 12. Infrastructure | |
| Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER | Principles of Criminology - Mazen Bashir Muhammad |
| Special requirements (include for example workshops, periodicals, IT software, websites) | 1- Principles of Criminology - Mazen Bashir Muhammad |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | Principles of Criminology - Muhammad Abdullah Al-Buraikat |

| | |
|----------------------------|--|
| 13. Admissions | |
| Pre-requisites | |
| Minimum number of students | |
| Maximum number of students | |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|--|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Programme Title | Intellectual security vocabulary |
| 4. Title of Final Award | Diploma equivalent to a Master's degree |
| 5. Modes of Attendance offered | Courses (subject taught in the first course) |
| 6. Accreditation | |
| 7. Other external influences | Laws and guidelines |
| 8. Date of production/revision of this specification | 1/9/2023 |
| 9. Aims of the Programme | |

- Introducing them to the importance of security in society
- 2- Providing male and female students with scientific knowledge.
- 3- Preparing them to join the fields of work
- 4- Make them aware of social responsibility.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding.

A1- Acquiring knowledge and skills at a higher level in state institutions.

A2- How to present and defend ideas.

A3- Determine the causes and motives and make conclusions based on scientific facts.

A4- Understanding facts and ideas and the ability to organize, compare, interpret and analyze.

A5- Enabling students to obtain knowledge of society's requirements regarding security.

A6- Encouraging male and female students to focus on the cognitive, behavioral and security aspects

A5.

A6.

B. Subject-specific skills B1. B1 - Teaching students the skills of listening, paying attention, and focusing on the professors' presentations.

B2 - Providing students with the skills of initiative, participation, and cooperation in presenting scientific material.

B3 - Providing students with skills that enable them to use laws to solve social problems.

Teaching and Learning Methods

- Adopting the method of giving lectures and linking the topics to social reality.

2- Teaching students the basic concepts of intellectual security and its importance in building and sustaining security

Assessment methods

- 1- Daily and monthly tests or exams.
- 2- Through the students' participation in presenting the scientific material and the method of asking questions or answering the professor's questions.
- 3- Through daily, weekly and monthly reports or preparing theoretical and field research during the academic year.

C. Thinking Skills C1. C1- Skills in using thinking and objective analysis of situations, problems and phenomena.

C2- Organizing data to solve and address the problems of the individual, the group, and society.

C3- Review topics related to the scientific subject.

C4- Enhancing the student's self-confidence, abilities, and specialization, and increasing the desire to work in the fields of specialization.annoyed or bored

Teaching and Learning Methods

- 1- Continuous guidance and counseling for students during the presentation of scientific material and its presentation through modern technical means.
- 2- Writing important notes on the scientific material and how to apply it on the ground.

3- Encouraging them to be creative and create a spirit of competition and initiative in discussion, participation and cooperation.

Assessment methods

Students' interaction with the professor.

2- Written and oral exam.

3- Interaction and discussion.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1.

D2.

D3. Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Encouraging students to be creative and innovative and create a spirit of competition, perseverance and participation.

D2- Teaching students the skills of preparing theoretical and field research, presenting problems, studying them, and finding solutions.

D3- Giving them knowledge of the importance of developing personal and general abilities and talents through exposure to other sciences.

D4.

Teaching and Learning Methods

1- Training, cultural and educational courses.

2- Internal and external seminars.

3- Preparing reports related to the study topics

Assessment Methods

1- Discussion and interaction.

2- Oral and written exam.

3- Continuing to work.

4- Attention, understanding, and questions.

| 11. Programme Structure | | | | 12. Awards and Credits |
|-------------------------|-----------------------|--------------------------|---------------|---|
| Level/Year | Course or Module Code | Course or Module Title | Credit rating | |
| | theoretic al | Intellectual security | | Bachelor Degree Requires (x) credits |
| | | | | |
| | | | | Diploma equivalent to a Master's degree |
| | | | | |
| | | | | |
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12. Personal Development Planning

Planning is done on scientific foundations by adopting the vocabulary that was determined in advance and dividing it according to the specified hours per week, which includes 15 weeks. This requires the university professor to collect and communicate the scientific material in the easiest ways, follow up on modern and contemporary scientific developments, and encourage and motivate students to achieve the highest grades in order to complete the study. And setting future goals to engage in and work in the labor market and state institutions

13. Admission criteria .

Admission standard (establishing regulations related to admission to the college or institute)

14. Key sources of information about the programme

- 1- Methodical books and help books.
- 2- The Internet.
- 3- Previous studies.
- 4- Human development reports.
- 5- Reports of non-governmental organizations.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|--------------|-------------|-----------------------|------------------------------|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|--|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| | | Intellectual security | Basic | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|--|
| 1. Teaching Institution | Anbar University |
| 2. University Department/Centre | Department of Sociology |
| 3. Course title/code | Intellectual security |
| 4. Programme(s) to which it contributes | weekly |
| 5. Modes of Attendance offered | |
| 6. Semester/Year | |
| 7. Number of hours tuition (total) | 45 |
| 8. Date of production/revision of this specification | First course / 2023 |
| 9. Aims of the Course | Introducing the importance of security in society, especially intellectual security, which means staying |

away from everything that could disturb the security of society, including extraneous ideas or ideas far from moderation.

A- Knowledge and UnderstandingA1.

A2. - Cognitive objectives

A1- Providing equivalent diploma students with the most important knowledge in the subject of intellectual security

A2- Providing students with knowledge and theories related to intellectual security

A3- Enabling students to obtain information and knowledge of the principles of intellectual security

A4- Enabling students to obtain scientific knowledge through community institutions.

A5- Empowering students with knowledge and methodology of thinking, analysis and comparison.

A6- Familiarity with the ideas and contributions of Arab thinkers and scholars and their writings on intellectual security

B. Subject-specific skills B1. B1 - Teaching students to develop and develop creative and innovative thinking skills in the fields of politics and society.

B2 - Providing students with the skills of writing reports and theoretical and field research.

B3 - Providing students with skills for the first interview and the rest of the interviews with beneficiaries.

Teaching and Learning Methods

- 1- Adopting the brainstorming method.
- 2- Classroom, extracurricular and analytical duties.
- 3- Evaluating daily and weekly reports.
- 4- Daily exams.

Assessment methods

- 1- Daily and monthly exams.
- 2- Interaction with the professor and students.
- 3- Discussions and asking questions.
- 4- Daily interventions.
- 5- Preparing scientific material continuously.

C. Thinking Skills C1. C1- Enhancing students' confidence in their abilities, themselves, and their scientific specializations.

C2- The desire to work in the primary and secondary institutions of society.

C3- Strengthening and consolidating teamwork and teamwork.

Teaching and Learning Methods

- 1- Continuous guidance and counseling for students.
- 2- Education and consolidation of public values.
- 3- Encouraging creativity and innovation and ways of dealing with respondents, the general public, and decision makers.

Assessment methods

- 1- Participate in presenting the material.
- 2- Participate in asking questions.
- 3- Participate in preparing reports.
- 4- Interaction with the professor and students.
- 5- Daily and monthly exams.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Encouraging students to be creative and innovative and create a spirit of competition, initiative and self-denial.

D2- Encouraging them to work collaboratively or collectively to solve community problems.

D3- Continuous encouragement and motivation for students to participate actively in society.

D4- Motivating students to feel social responsibility

D2.

D3.

D4.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-------|--|--------------------------------------|-----------------|-------------------|
| 1 | 3 | A general understanding of intellectual security | The concept of intellectual security | lecture | Test + activity |

| | | | | | |
|---|---|----------------|---|---------|-----------------|
| | | ctual security | | | |
| 2 | 3 | | The importance of intellectual security | lecture | Test + activity |
| 3 | 3 | | Intellectual security objectives | lecture | Test + activity |
| 4 | 3 | | Sources of threats to intellectual security | lecture | Test + activity |
| 5 | 3 | | Means of protecting intellectual security | lecture | Test + activity |
| 6 | 3 | | Preventive means | lecture | Test + activity |

| | | | | | |
|----|---|--|--|---------|-----------------|
| 7 | 3 | | Therapeutic means | lecture | Test + activity |
| 8 | 3 | | Intellectual security components | lecture | Test + activity |
| 9 | 3 | | Internal security | lecture | Test + activity |
| 10 | 3 | | External security | lecture | Test + activity |
| 11 | 3 | | Dimensions that affect intellectual security | lecture | Test + activity |
| 12 | 3 | | Political dimensions | lecture | Test + activity |
| 13 | 3 | | Religious dimensions | lecture | Test + activity |
| 14 | 3 | | Social dimensions | lecture | Test + activity |

| | | | | | |
|----|---|--|---------------------|---------|--|
| 15 | 3 | | Economic dimensions | lecture | |
|----|---|--|---------------------|---------|--|

| 12. Infrastructure | |
|--|--|
| Required reading: <ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER | Intellectual security theory Intellectual security theory Hassan Abdullah |
| Special requirements (include for example workshops, periodicals, IT software, websites) | Electronic references Websites of the Virtual Library, Scientific Researcher, Accredited Libraries, and Continuing Education Center |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | |

| 13. Admissions | |
|----------------------------|--|
| Pre-requisites | |
| Minimum number of students | |
| Maximum number of students | |

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

| | |
|--|-----------------------------------|
| 1. Teaching Institution | Anbar University, College of Arts |
| 2. University Department/Centre | Department of sociology |
| 3. Programme Title | Statistics |
| 4. Title of Final Award | Actual presence |
| 5. Modes of Attendance offered | Second semester/2023-2024 |
| 6. Accreditation | ٤٥ |
| 7. Other external influences | ٢٠٢٤/٢/٢ |
| 8. Date of production/revision of this specification | |
| 9. Aims of the Programme | |
| Definition of statistics | |
| Data and variables | |
| Data collection sources | |
| Data collection method | |

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and UnderstandingA1.

Knowledge and understanding

A2. Enabling students to be able to link cause and effect

A3. Enabling students to conduct research and conduct studies on geographical statistics.

A4. Enabling students to be able to analyze philosophical and historical scientific material.

A5.

A6.

B. Subject-specific skillsB1.

Generalizing scientific investigation in the subject of geographical statistics, correct professional guidance.

B2. Preparing specialized researchers in the field of geographical statistics studies.

B3. Helping students use the international information network to access the required references and information

Teaching and Learning Methods

Assessment methods

C. Thinking SkillsC1.

Theoretical lecture.

C2. Discussion, dialogue

C3. Discussions.

C4. Office activities

Teaching and Learning Methods

Assessment methods

1-Discussions (seminar)

2-Daily, monthly and quarterly exams

3-Homework assignments

4-Writing and submitting reports

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Presenting the geographical problem and asking to think about it and find hypotheses for it (solutions).

D2. - Encouraging the development of geographical research

D3. Developing Internet skills and using electronic programs to expand the scientific horizon

D4. Using brainstorming to come up with creative ideas

Teaching and Learning Methods

1- Develop consistent and coherent teaching curricula that rely on understanding facts and the scientific method.

2-The student's ability to analyze.

3-The ability to learn simple and deep and discover knowledge.

4- Testing is a means of motivation and not a means of punishment.

Assessment Methods

1- Objective tests include (true and false questions, multiple choice questions, and completion questions).

2- Intellectual tests that include (remembering facts and figures, understanding scientific material and geographical principles, and the ability to recall and connect)

11. Programme Structure

| Level/Year | Course or Module Code | Course or Module Title | Credit rating | 12. Awards and Credits |
|------------|------------------------------|--|---------------|------------------------|
| ١ | Understanding and perception | Definition of statistics | | |
| ٢ | Understanding and perception | Data and variables | | |
| ٣ | Understanding and perception | Data collection sources | | |
| ٤ | Understanding and perception | Data collection method | | |
| ٥ | Understanding and perception | Tab and display data | | |
| ٦ | Understanding and perception | Graphical representation of frequency tables | | |
| ٧ | Understanding and perception | | | |
| ٨ | Understanding and perception | Tabular display of data | | |

| | | | | |
|----|------------------------------|---|--|--|
| ၉ | Understanding and perception | Statistical measures (measures of central tendency) | | |
| ၁၀ | Understanding and perception | | | |
| ၁၁ | Understanding and perception | Measures of dispersion | | |
| ၁၂ | Understanding and perception | Range, | | |
| ၁၃ | Understanding and perception | Standard Deviation | | |
| ၁၄ | Understanding and perception | Mean Deviation | | |
| ၁၅ | Understanding and perception | Variance | | |

12. Personal Development Planning

Author name Reference name

Sharaf El-Din Khalil, descriptive statistics

The narrator is humbled by the statistics

Salah Mahdi Al-Zayadi, Statistics

13. Admission criteria .

Introducing modern foreign sources, learning about the latest scientific products, and keeping pace with scientific and technical development in the world.

14. Key sources of information about the programme

Electronic references, Internet sites

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| | | | | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|-----------------|----------------|-----------------|------------------------------------|--------------------------------|----|----|----|----------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| Year / Level | Course Code | Course Title | Core (C) Title or Option (O) | Knowledge and understanding | | | | Subject-specific skills | | | | Thinking Skills | | | | General and Transferable Skills (or) Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| | | | | | | | | | | | | | | | | | | | |
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COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

| | |
|--|--|
| 1. Teaching Institution | |
| 2. University Department/Centre | |
| 3. Course title/code | |
| 4. Programme(s) to which it contributes | |
| 5. Modes of Attendance offered | |
| 6. Semester/Year | |
| 7. Number of hours tuition (total) | |
| 8. Date of production/revision of this specification | |
| 9. Aims of the Course | |
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10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and UnderstandingA1.

A2.

A3.

A4.

A5.

A6 .

B. Subject-specific skillsB1.

B2.

B3.

Teaching and Learning Methods

Assessment methods

C. Thinking SkillsC1.

C2.

C3.

C4.

Teaching and Learning Methods

Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1.

D2.

D3.

D4.

11. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------|-------|------|----------------------------|-----------------|-------------------|
| | | | | | |
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12. Infrastructure

| | |
|---|--|
| Required reading: <ul style="list-style-type: none">· CORE TEXTS· COURSE MATERIALS· OTHER | |
| Special requirements (include for example workshops, periodicals, IT software, websites) | |
| Community-based facilities (include for example, guest Lectures , internship , field studies) | |

13. Admissions

| | |
|----------------------------|--|
| Pre-requisites | |
| Minimum number of students | |

Maximum number of students