Republic of Iraq
Ministry of Higher Education & Scientific Research Supervision and Scientific Evaluation Directorate Quality Assurance and Academic Accreditation International Accreditation Dept.

Academic Program Specification Form
For The Academic

University: Babylon
College : Science for women
Number Of Departments In The College
chemistry
Date Of Form Completion :21-2-2021
Dr.Hazim Yahya Mohammed Ali

Dean 's Name
Date : / /
Prof.Dr. Fa:ez Ali Rashid Al Hamad
Signature

Dean 's Assistant For Scientific Affairs
Assit.Prof.Dr. Abeer Fawzy Mard
Date : 21/ 2 / 2021
Signature

The College Quality Assurance And University Performance Manager
Dr. Muhammad Jawad Jader
Date : 21/ 2 / 2021
Signature

Quality Assurance And University Performance Manager Date : / /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program 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 coursethat contributes to the program.

1. Teaching Institution	University of Babylon
2. University Department/Centre	College of science for women
3. Program Title	Chemistry Department
4. Title of Final Award	Bachelor Degree
5. Modes of Attendance offered	Corse
6. Accreditation	
7. Other external influences	Training courses for students to develop students' chemical skills / field visits
8. Date of production/revision of this specification	21 - 2 -2021

9. Aims of the Program

1. Preparing efficient cadres in the field of chemistry sciences
2. Contribute to the development of cadres working in the field of chemical sciences in various sectors such as the manufacture of fertilizers, oils and dairy.
3. Developing the work system in the field of chemistry
4. Spreading scientific awareness in the field of chemistry
5. Calculation of work in the industrial field related to chemistry according to the ISO standard

10. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Cognitive goals A1. 1. To amiliarize the student with the concept of chemistry 2. To categorize the needs for the development of chemistry 3. To separate the chemical specification according to the ISO system 4. To evaluate the maintenance cost of chemical manufacturing equipment
b- Subject-specific skills (using modern tools and equipment) 1. Student's knowledge of the concept of chemistry 2. The importance of chemistry in the fields of life 3. Enabling students to analyze work costs in the field of chemical industries.
Teaching and Learning Methods
1- How to give lectures 2- Experimental education 3- Application of education 4- Student groups 5- E-learning (on campus)
Assessment methods
1- Monthly exam 2- Short Quiz 3- Feedback 4- The unknown substance test 5- Discussion
C. Affective and value goals Thinking skill according to the student's ability (the goal of this skill is for the student to believe in what is tangible (the student's abilities) and to

understand when, what and how he should think and work to improve the ability to think reasonably 2. High thinking skill (the goal of this skill is to teach thinking well before making the decision that determines the student's life) 3. Critical thinking skills (a term that symbolizes the highest levels of thinking, which aims to pose a problem and then analyze it logically to reach the desired solution)
Teaching and Learning Methods
1- A thinking strategy according to the student's ability to solve chemical equations with an explanation of chemical phenomena with what is happening in chemical factories 2- The student thinks well before making a decision
Assessment methods
1- exam 2- face to face 3- Discussion 4- Oral exam

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

Reflection strategy according to the student's ability
If you understand how to throw well, you can always throw well.

2- The strategy of high thinking skill (for example, if the student wants to make a good decision, it is important to think carefully before making a decision, and if he decides without thinking, or if he cannot think well, or if he cannot decide or may not decide, then this It means he doesn't have high thinking skill.

3- The strategy of critical thinking in learning (Critical Thanking) (a term that symbolizes the highest levels of thinking, which aims to pose a problem and then analyze it logically to reach the desired solution).

4- Brainstorming

Teaching and Learning Methods

1. Monthly exams
2. Quizzes
3. Experimental education
4. Student groups

Assessment Methods

1- VERBAL COMMUNICATION
Student able to express his ideas clearly and confidently in speech

2- TEAMWORK
Work confidently within a group

3- ANALYSING & INVESTIGATING
Gather information systematically to establish facts & principles. Problem solving
.

4- INITIATIVE/SELF MOTIVATION
Able to act on initiative, identify opportunities & proactive in putting forward ideas & solutions

5- WRITTEN COMMUNICATION
Student able to express himself clearly in writing

PLANNING & ORGANISING
Student able to plan activities & carry them through effectively

FLEXIBILITY
9 Adapt successfully to changing situations & environments

11. Program Structure	

Level/Year	Course or Module Code	Course or Module Title	Credit rating	12. Awards and Credits
First year				Bachelor Degree Requires (x) credits
Second Year				
Third Year				
Fours Year				

13. Personal Development Planning
1-Student able to speak and understand other languages 2-**NEGOTIATING & PERSUADING** Student able to influence and convince others, to discuss and reach agreemen 3- **Leadership** Student able to motivate and direct others. 4- Accepts responsibility for views & actions and able to work under their own direction & initiative.
14. Admission criteria .
Central (But the distribution to the scientific departments is on the basis of the total and the desire, as forms are distributed to the students in which the four majors in the college are listed and the student is chosen according to his desire, and in the event of competition for one of the scientific departments, the student's total is chosen as a basis for admission to that department).
15. Key sources of information about the programme
1-College and University website 2-University Guide

Curriculum Skills Map

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

Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferabl Skills (or) Other skills relevant to employabilit and personal developme			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D
First Year	core	Inorganic chemistry	course	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second Year	core	Organic chemistry	course	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third Year	core	Physical chemistry	course	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Forth Year	core	Instrumental chemistry	course	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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	University of Babylon
2. University Department/Centre	College of science for women
3. Course title/code	Chemistry Department
4. Modes of Attendance offered	Bachelor Degree
5. Semester/Year	Corse
6. Number of hours tuition (total)	
7. Date of production/revision of this specification	Training courses for students to develop students' chemical skills / field visits
8. Aims of the Course	
1. Preparing efficient cadres in the field of chemistry sciences	
2. Contribute to the development of cadres working in the field of chemical sciences in various sectors such as the manufacture of fertilizers, oils and dairy.	
3. Developing the work system in the field of chemistry	
4. Spreading scientific awareness in the field of chemistry	
5. Calculation of work in the industrial field related to chemistry according to the ISO standard	
1. Preparing efficient cadres in the field of chemistry sciences	
2. Contribute to the development of cadres working in the field of chemical sciences in various sectors such as the manufacture of fertilizers, oils and dairy.	
3. Developing the work system in the field of chemistry	

9· Learning Outcomes, Teaching ,Learning and Assessment Methode
A- Cognitive goals . A. Cognitive goals A1. 1. To amiliarize the student with the concept of chemistry 2. To categorize the needs for the development of chemistry 3. To separate the chemical specification according to the ISO system
4. To evaluate the maintenance cost of chemical manufacturing equipment .
B. The skills goals special to the course. b- Subject-specific skills (using modern tools and equipment) 1. Student's knowledge of the concept of chemistry 2. The importance of chemistry in the fields of life 3. Enabling students to analyze work costs in the field of chemical industries..
Teaching and Learning Methods
1- How to give lectures 2- Experimental education 3- Application of education 4- Student groups 5- E-learning (on campus)
Assessment methods
1- Monthly exam 2- Short Quiz 3- Feedback 4- The unknown substance test 5- Discussion
D. General and Transferable Skills (other skills relevant to employability and personal development) Reflection strategy according to the student's ability If you understand how to throw well, you can always throw well. 2- The strategy of high thinking skill (for example, if the student wants to make a

good decision, it is important to think carefully before making a decision, and if he decides without thinking, or if he cannot think well, or if he cannot decide or may not decide, then this It means he doesn't have high thinking skill.

3- The strategy of critical thinking in learning (Critical Thanking) (a term that symbolizes the highest levels of thinking, which aims to pose a problem and then analyze it logically to reach the desired solution).

4- Brainstorming

Teaching and Learning Methods
1. Monthly exams 2. Quizzes 3. Experimental education 4. Student groups
Assessment methods
1- VERBAL COMMUNICATION Student able to express his ideas clearly and confidently in speech 2- TEAMWORK Work confidently within a group 3- ANALYSING & INVESTIGATING Gather information systematically to establish facts & principles. Problem solving . 4- INITIATIVE/SELF MOTIVATION Able to act on initiative, identify opportunities & proactive in putting forward ideas & solutions 5- WRITTEN COMMUNICATION Student able to express himself clearly in writing PLANNING & ORGANISING Student able to plan activities & carry them through effectively FLEXIBILITY 9 Adapt successfully to changing situations & environments

D. General and rehabilitative transferred skills(other skills relevant to employability and personal development)

personal development)

Reflection strategy according to the student's ability
If you understand how to throw well, you can always throw well.

2- The strategy of high thinking skill (for example, if the student wants to make a good decision, it is important to think carefully before making a decision, and if he decides without thinking, or if he cannot think well, or if he cannot decide or may not decide, then this It means he doesn't have high thinking skill.

3- The strategy of critical thinking in learning (Critical Thanking) (a term that symbolizes the highest levels of thinking, which aims to pose a problem and then analyze it logically to reach the desired solution).

4- Brainstorming.

10. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method

11. Infrastructure	
1. Books Required reading:	
2. Main references (sources)	
A- Recommended books and references (scientific journals, reports…).	
B-Electronic references, Internet sites…	

12. The development of the curriculum plan
1-Student able to speak and understand other languages 2-**NEGOTIATING & PERSUADING** Student able to influence and convince others, to discuss and reach agreemen 3- **Leadership** Student able to motivate and direct others. 4- Accepts responsibility for views & actions and able to work under their own direction & initiative.