

وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي

استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

الجامعة : جامعة البصرة
الكلية/المعهد : كلية التربية للعلوم الصرفة
القسم العلمي : علوم الحياة
تاريخ ملء الملف : 2020/10/10



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التاريخ : 2020/10/10



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التاريخ : 2020/10/10

دقق الملف من قبل
شعبة ضمان الجودة والأداء الجامعي
اسم مدير شعبة ضمان الجودة والأداء الجامعي : أ.م. د. نادية عاشور
التاريخ : 2020/10/10



التوقيع

مصادقة السيد العميد
أ.د. فالح حسين خضير
2020/10/10

وصف البرنامج الأكاديمي

يوفر وصف البرنامج الأكاديمي هذا إيجازاً مقتضياً لأهم خصائص البرنامج ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنناً عما إذا كان قد حقق الاستفادة القصوى من الفرص المتاحة . ويصاحبه وصف لكل مقرر ضمن البرنامج

1. المؤسسة التعليمية	جامعة البصرة/كلية التربية للعلوم الصرفة
2. القسم العلمي / المركز	قسم علوم الحياة
3. اسم البرنامج الأكاديمي او المهني	علوم الحياة
4. اسم الشهادة النهائية	بكالوريوس علوم في علوم الحياة
5. النظام الدراسي : سنوي /مقررات /أخرى	النظام السنوي
6. برنامج الاعتماد المعتمد	اعتماد أكاديمي
7. المؤثرات الخارجية الأخرى	الفرص المتاحة تتضمن الدعم من الحكومة المحلية ومن منظمات المجتمع.
8. تاريخ إعداد الوصف	2020/10/10
9. أهداف البرنامج الأكاديمي	
1- اعداد الكوادر التدريسية لغرض تأهيلهم لتدريس مادة الاحياء والعلوم في المدارس والمعاهد التابعة لوزارة التربية.	
2- تنمية القدرات العقلية والعلمية في مادة علوم الحياة للطلبة بحيث تواكب مسارات ومستويات التطور العلمي والتقني في العلم.	
3- الربط بين ما تعلمه الطالب فكريا وعلوم الحياة وانعكاس وذلك على السلوك الميداني للطلاب.	
4- الربط بين علوم الحياة وبقية العلوم الاخرى.	
10. مخرجات البرنامج المطلوبة وطرائق التعليم والتعلم والتقييم	

أ- الأهداف المعرفية 1- التعرف الطالب على المفاهيم العلمية لعلوم الحياة . 2- التعرف على طرائق العمل داخل المختبر. 3- التعرف على طرائق التدريس الخاصة بعملية التعلم. 4- التعرف على المفاهيم التربوية . 5- التعرف على اساليب التقويم والقياس. 6-
ب - الأهداف المهاراتية الخاصة بالبرنامج ب 1 - القدرة على تحليل المفاهيم العلمية . ب 2 - القدرة على انجاز المهارات العملية الخاصة بعلوم الحياة ب 3 - قدره على البحث والاستنتاج
طرائق التعليم والتعلم
- اللقاء - المحاضرة - البحث
طرائق التقييم
- التقييم من خلال الامتحانات اليومية - التقييم من خلال الامتحانات الفصلية - التقييم من خلال الامتحانات النهائية - التقييم من خلال البحوث والتقارير المنجزة
ج- الأهداف الوجدانية والقيمية . ج1- التفكير المنطقي من خلال الاستقراء والاستنباط. ج2- التفكير الابداعي من خلال الاستقراء والاستنباط. ج3- ج4-
طرائق التعليم والتعلم
- مهارة التفكير الاستقرائي - مهارة التفكير المنطقي - مهارة الابداع الفكري - طرائق استنتاجيه
طرائق التقييم

- الامتحانات اليومية القصيرة
- الامتحانات الفصلية
- الامتحانات النهائية

- د -المهارات العامة والتأهيلية المنقولة (المهارات الأخرى المتعلقة بقابلية التوظيف والتطور الشخصي).
- د1-القدرة على تعلم علوم الحياة وتوظيفها اجتماعيا.
- د2-القدرة على تدريس المفاهيم الخاصة بعلوم الحياة في المدارس الثانوية والمعاهد.
- د3-القدرة على تطبيق مهارات علوم الحياة على الحياة العامة
- د4-

طرائق التعليم والتعلم

من خلال الاشتراك في الندوات والمؤتمرات المقامة في القسم والكلية .والنشاطات اللاصفية من خلال التطبيق. او الزيارات الميدانية لبعض المؤسسات ذات العلاقة بعلوم الحياة.

طرائق التقييم

من خلال الارشاد التربوي والمتابعة من قبل اساتذة القسم وكذلك من خلال الاشراف على التطبيق.

11.بنية البرنامج

المرحلة الدراسية	رمز المقرر أو المساق	اسم المقرر أو المساق	الساعات المعتمدة	
			نظري	عملي

12. التخطيط للتطور الشخصي

- 1- الالتزام بالوقت من حيث دخول الطلبة
- 2- كفاءة التدريس
- 3- امتلاك المهارات العلمية تساعد على التدريس

13. معيار القبول (وضع الأنظمة المتعلقة بالالتحاق بالكلية أو المعهد)

- 1- معدل الطالب في الدراسة الاعدادية
- 2- معدل مفاضلة الاختصاص (اختبار داخل الكلية)
- 3- رغبة الطالب
- 4- المقابلة التي تجريها الكلية لمعرفة القدرات الذهنية وشخصية الطالب وخلوه من العاهات المستديمة

14- أهم مصادر المعلومات عن البرنامج

- 1- وزارة التعليم العالي والبحث العلمي من خلال لجنة المستشارين.
- 2- مقررات لجنة عمداء كليات العلوم الصرفة في كافة الجامعات العراقية
- 3- مقررات وتوصيات اجتماعات رؤساء الاقسام في كليات التربية

مخطط مهارات المنهج																			
يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم																			
مخرجات التعلم المطلوبة من البرنامج																			
المهارات العامة والتأهيلية المنقولة) المهارات الأخرى المتعلقة بقابلية التوظيف والتطور (الشخصي				الأهداف الوجدانية والقيمية				الأهداف المهاراتية الخاصة بالبرنامج				الأهداف المعرفية				أساسي أم اختياري	اسم المقرر	رمز المقرر	السنة / المستوى
د 4	د 3	د 2	د 1	ج 4	ج 3	ج 2	ج 1	ب 4	ب 3	ب 2	ب 1	أ 4	أ 3	أ 2	أ 1				
	ل	ل	ل			ل	ل		ل	ل	ل	ل	ل	ل	ل			الاولى	
	ل	ل	ل			ل	ل		ل	ل	ل	ل	ل	ل	ل			الثانية	
	ل	ل	ل			ل	ل		ل	ل	ل	ل	ل	ل	ل			الثالثة	
	ل	ل	ل			ل	ل		ل	ل	ل	ل	ل	ل	ل			الرابعة	

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

*Academic Program Specification Form For
Colleges And Institutes*

*University of Basrah
College of Education of Pure Science
Biology Department
Date Of Form Completion : 10/10/2020*

Dean's Name

Prof Dr.

Falih Hussein Kudhair

Date: 10/10/2020



Dean's Assistant for Scientific Affairs

Prof. Dr.

AbdulSatar Jaber Ali

Date: 10/10/2020



Head of Department

Prof. Dr.

Murtatha Yousif Mahide

Date: 10/10/2020



Quality Assurance and University Performance Manager

Assis. Prof. Dr. Nadia Ashoor

Date: 10/10/2020



HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

The Biology department was founded in 1975-1976 as a part with Chemistry under one branch, then the Biology department became independent department since 1982-1983, and it aims at qualifying its graduates to teach at Iraqi Secondary Schools. The department grant is graduates the degree of Bachelor in Biology. The graduates are also qualified to teach at higher studies programs and work in Biological and medical labs. Its Staff members translate and write and edit scientific books as well as contribute research works to the scientific journals published by the college and the university as well as international institutions.

1. Teaching Institution	University of Basrah
2. University Department	Biology
3. Program Title	Biology
4. Title of Final Award	Bachelor in Biology
5. Modes of Attendance offered	4 years
6. Accreditation	Academic Accreditation
7. Other external influences:	
8. Date of this specification:	10/10/2019
9. Aims of the Program	

In every year there is a scientific plan design by the chairman of biology department, which is use for full rebuild the department and repair un-build and includes all the department branches such study halls and laboratories to develop it with new techniques and instrumentals for undergraduate and postgraduate teaching and experiments like other universities in the world especially in US and UK. The chairman of university of Basrah,

dean of college of education for pure sciences, chairman of biology department and the academics staff are cooperate together to success this scientific plan, research and education process in biology department as well as accelerate the development to reach a high quality of science development, graduate scientific, and education students.

The scientific plan is re-new in every year and includes the bellow:

- 1- **The students:** show the number of acceptance and graduated students (male and female) for undergraduate and postgraduate in every year.
- 2- **Academic staffs:** the academic staffs are distribution depends on the academics certificate, specialist and title as professor, assistant professor, lecturer and assistant lecturer (male and female) and re-new in every year by adding or moving academic name , certificate or title .
- 3- **Scientific research:** the biology department is suffering of poor biological materials, instrumentals and financial supporting to success the scientific research. Every academic is design his/her scientific research in every year and many difficulties prevent to finish the research successfully so we suggest to give a scientific research financial grant to every academic in every year to support his/her scientific research successfully and the scientific research should be useful for developing the country people, industrials and universities, this way will pave the science in the Iraqi universities as other world development universities
- 4- **Scientific Seminars:** in every year the academic staffs give a seminar to the biology department staffs in the important and development sciences, depends on the academics specialist and interests and also the postgraduate students.
- 5- **Scientific conferences and workshops:** the scientific conferences and workshops in/out of Iraq are very important to share the development of sciences and require a high financial supporting from the ministry of higher education and scientific researches as well as growth of fast development and academic skills in the universities, the poor financial supporting is prevent in held the scientific conferences and workshops in every year, and only the education conferences can

be held because of less financial support, so we hope in the near future get a financial support to held the scientific conferences and workshops.

6- The scientific activities: the academic staffs are active in their researches and teaching, therefore some academics design, write and print new books (Ed book) and translation books for undergraduate and postgraduate students, includes the new sciences development in the world, and the department staffs always ready to a scientific collaborative, analysis with all the government organizations, universities and foundations. And also in 2013-2014 the department holds a scientific course to teach the education teachers related to ministry of education in how develop their scientific skills.

7- The scientific evaluation: every year there is few academics get new evaluation and title for his/her active researches and this depends on the evaluation roles system in the ministry of higher education and scientific research. Before the department academics and postgraduate students send to abroad their samples to identify it and now there are new scientific instruments arrived to biology department to develop the scientific researches such

PCR, Rotary Evaporator, Xiholate, Modern Microscopes with camera, Planting chamber and Air Flow Cabinet

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Developing and accomplishing departmental missions and objectives within those of the university; establishing departmental policies; conducting departmental meetings; involving faculty members and students in departmental.

A2. administering departmental facilities; hiring, decision making and activities supervising, evaluating staff personnel (secretaries, laboratory assistants); establishing file and record systems (faculty, students, courses, academic data, correspondence); maintaining equipment and other department properties; requisitioning supplies; ordering textbooks.

A3. Establishing departmental degree programs and curricula; evaluating, updating and improving program curricula, and the enforcing the quality of instruction.

A4. Providing professional leadership and setting an example in the department; demonstrating professional competence in teaching, research, and other professional activities; participating in professional associations and community service, setting academic standards; preparing term schedules of courses.

A5. Recruiting and orienting new faculty members; supporting and encouraging high performance in teaching, research, conference attendance, seminars, workshops, and other professional activities.

A6. Enforcing faculty responsibilities and protecting faculty rights; evaluating faculty members and making documented recommendations to the dean for them.

A7. Facilitating a constructive environment to consolidate the program teaching and learning process; Curricular and career advising of students; Responding to student grievances and complaints; Certifying students for graduation.

A8. Arranging meetings with faculty to decide on further steps to improve the program; Managing the essential funds for laboratory equipment, day-to-day

functioning, other department social activities; Executing the Biology Program, alteration, and improvement proposed by program constituencies.

A9. Conveying university policies and actions to the department, representing the department in the college, the university and all external agencies and communicating departmental programs and activities to students.

B. Subject-specific skills

B1. General Biology

B2. Plant Anatomy, physiology and classification

B3. Animal physiology, comparative Anatomy of Chordata

B4. Entomology.

B5. Ecology and Pollution .

B6. Microbiology and Phytology.

B7. Genetics and Immunology.

B8. Biotechniques.

Teaching and Learning Methods:

It is undeniable that applying experiment as a teaching method to teach Biology is useful and it is able to improve both concept and students skills, but the way of carrying out the experiment and the degree of students engagement during the experiment.

Assessment methods:

Methods will vary depending on the learning outcomes to be measured. Direct methods are when students demonstrate that they have achieved a learning outcome or objective. Indirect methods are when students (or others) report perceptions of how well students have achieved an objective or outcome. Course evaluation through conducting exams, quizzes, assignments, projects, reports for the theoretical and practical lessons.

1. Pre-assessment or diagnostic assessment.
2. Formative assessment.
3. Summative assessment.
4. Confirmative assessment.
5. Norm-referenced assessment.
6. Criterion-referenced assessment.

C. Thinking Skills

Thinking skills are the mental activities you use to process information, make connections, make decisions, and create new ideas. Use our thinking skills when we try to make sense of experiences, solve problems, make decisions, ask questions, make plans, or organize information in several ways:

- C1. Analysis
- C2. Interpretation
- C3. Inference,
- C4. Explanation,
- C5. Self-regulation,
- C6. Open-mindedness,
- C7. Problem-solving.

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

What are Transferable Skills:

As a graduate searching for employment, you will likely come across the term transferable skills and wonder what's meant by this. This is a specific set of skills that don't belong to a particular niche, industry or job; they are general skills that can be transferred between jobs, departments and industries (hence the name). Employers often value these skills because they can be used in so many ways in the workplace. Transferable skills are those that you develop as you progress through employment, education or training. Communication, problem solving and teamwork are all examples of transferable skills because they can be used in any employed role, your education or vocational training. As such, it is important that you emphasize your transferable skills throughout your application documents and during your interview.

What is the importance of Transferable Skills:

If you want to secure a graduate opportunity, you are going to have to demonstrate a specific set of skills needed for the role. Some of these skills will be specific to the industry while others (transferable skills) are those that you can build on and develop throughout your career.

Transferable skills tend to bring the following benefits for candidates and employers:

- **Flexibility:** In an increasingly competitive job market, companies want to recruit employees who can diversify and complete multiple tasks and roles. When you have a diverse skill set, this will set you apart from the other applicants and shows you have greater flexibility.

- **Diversity:** The more transferable skills you have, the more diversity you can offer to a potential employer. The experiences that you have had during your studies, work experience or academic projects have all allowed you to develop a range of skills, many of which can be put to good use in any role.
 - **Portability:** The nature of transferable skills means they can be taken with you when you move jobs. As you progress, the skills that you currently have will improve and you will also gain new ones too.
 - **Employability:** Even if you have very little work experience, building a strong CV around your transferable skills will strengthen your chances of success. Although you may not have direct work experience, these transferable skills will demonstrate that you can adapt to new demands.
- There are 10 top Transferable Skills for graduates:

D1. Business Strategy

D2. Leadership and Team Management

D3. Problem Solving

D4. Teamwork Ability

D5. Data Analysis

D6. Communication Skills

D7. Time Management

D8. Work Ethic

D9. Commercial Awareness

D10. Listening and Providing Feedback

Teaching and Learning Methods

- 1- Planning and organization (or 'time management') skills.
- 2- Presentation skills.
- 3- Leadership skills.
- 4- Communication skills.
- 5- Resourcefulness and creative problem-solving.
- 6- Attention to detail.
- 7- Independent and collaborative working.
- 8- Student learning support.

Assessment Methods

There are numerous ways of identifying your transferable skills: Job profile searches, self-analysis, and self-assessments.

- 1- Job Search Profiles. Doing a job profile search can be effective if you're unsure which career path to follow.
- 2- Self-Analysis.
- 3- Taking an Assessment

13. Personal Development Planning

Personal development planning (PDP) is the process of creating an action plan based on awareness, values, reflection, goal-setting and planning for personal development within the context of a career, education, relationship or for self-improvement. PDP provides a framework that will you identify the areas of their strengths and weaknesses and come up with a guide that will optimize and capitalize on their existing skills and capabilities. When you create your personal development plan, it can provide you with that time for self-reflection. There are several different topics within the personal development world, but they all seem to fall under five major categories:

- 1- Mental.
- 2- Social.
- 3- Spiritual.

4- Emotional.

5- Physical.

Improve Your Personal Development through:

- 1- Read about what you want to improve.
- 2- Find a mentor.
- 3- Reflect at the end of each day.
- 4- Create a strong practice regimen.
- 5- Find others to push you and train with.
- 6- Create a reward/punishment system.
- 7- Stay honest with yourself.

14. Admission criteria

Criterion 1 (Students): Admission Process and Enrollment

Students are admissible to the college of education pure sciences according to a central admission process called (grades comparison) managed by the Iraqi Ministry of Higher Education and Scientific Research / Studies, Planning, and Prosecution Office / Central Admission Department. The accepted students are coming from:

1. High school graduates (scientific disciplines only).
2. Institutions graduates (only who are in top 25% rank).
3. Industrial technical secondary schools (only who are in top 5% rank).
4. Distinguished employees in governmental offices who are originally institutions graduates.

After the names of the accepted students are announced, the registration committee which contains at least ten members including the dean's assistant has only ten days

to meet the accepted students and to register them at the college. They are distributed again according to their high school grades on the five departments in the college of education pure sciences (biology, chemistry, physics, computer, and mathematics) departments.

Evaluating Students' Performance

The students of college of engineering are evaluated using the following means:

1. Daily, monthly, semester, and final exams.
2. Their laboratories reports.
3. Assignments.
4. Senior year project.
5. Summer industrial training reports.

Advising and Guidance

During the past years, the Biology department as well as the college of education for pure sciences had an educational advising scheme where one or two advisors were assigned to give advice to one level of study (1st, 2nd, 3rd, or 4th) year.

Starting from 2011-2012, the department and the college have the intention to apply a new scheme of advising with the following steps:

1. The chairman of the department distributes the students on the selected faculty members (advisors) such as each advisor is assigned a number of advisees from the same that the faculty member teaches. Each month the advisor meets her/his assigned advisees according to a pre-scheduled appointments.
2. Each advisor delivers her/his monthly report to the chairman who is responsible of arranging the work of the advisors and gives recommendations of solving any problems that may face both the advisors and the students.
3. These appointments can be classified as:

a. Evaluation meeting: assess the student's readiness and abilities and accordingly determine the best advising approach to follow.

b. Diagnostic meeting: usually is used to make tests and answering questions to reach an accurate diagnosis in order to lay out the work plan of advising.

c. Guidance/Treatment meeting: where the treatment is applied according to the plan set in the previous meeting. This treatment depends a lot on the skills and abilities of the advisor.

Graduation Requirements

In the Biology department, the student has to complete 152 credit hours in order to get a Bachelor of Science degree; these credit hours are divided across four years of study as:

For the 1st year:

1. 22/38 credits (57.89%) are of Biology courses requirements.
2. 12/38 credits (31.57%) are of College courses requirements.
3. 4/38 credits (10.52%) are of university courses requirements.

For the 2nd year:

1. 30/40 credits (75%) are of Biology courses requirements.
2. 6/40 credits (15%) are of College courses requirements.
3. 4/40 credits (10%) are of university courses requirements.

For the 3rd year:

1. 32/36 credits (88.88%) are of Biology courses requirements.
2. 4/36 credits (11.11%) are of College courses requirements.
3. 0/36 credits (0%) are of university courses requirements.

For the 4th year:

1. 36/38 credits (94.73%) are of Biology courses requirements.
2. 2/38 credits (5.26%) are of College courses requirements.
3. 0/38 credits (0%) are of university courses requirements.

Overall percentile during four years:

1. 120/152 credits (78.94%) are of Biology courses requirements.
2. 24/152 credits (15.78%) are of College courses requirements.
3. 8/152 credits (5.26%) are of university courses requirements.

The Biology department is started to accept postgraduate students since 1986-1987 for master and 1994-1995 for doctoral. Also there are several programs granted to Biology department for such as PhD student's fellowship, research fellowship, teacher training program, graduated fellowship students returned to Iraq and started their working at the department, and international and local published papers.

15. Key sources of information about the program

The Biology Department is part of the college of education for pure sciences at the campus of Qarmat Ali district, north of Basrah- Basrah, Iraq. The department is a two-story building that incorporates, in it, offices for the faculty members and the supporting staff together with classrooms and laboratories offices. The chairman of the Biology department is the most pivotal of all positions concerned with the instructional development. The policies of the college and university delegate the prime responsibility of the department daily operation to the chairman. The chairman is thus, assigned the task of running and managing the department. As the executive officer, the chairman is responsible to both the dean of the college of education pure sciences and the department. It is the chairman who maintains daily contacts with the administration, with faculty and with students. It is in this last context where the chairman has to ensure that the department's mission and educational objectives are met. Biology department will be ranked in top of Biology departments in Iraq in teaching, scientific research, and community service. Within the context of the college of education pure sciences goals and to keep abreast of the Biology fields progress, the Biology department wants to meet

the emerging need to the specialized Biologists who are capable of doing researches in sciences related to Biology in a way that enables the government and private sector agencies to solve the problems they face. The Program Educational Objectives (PEOs) clearly reflect the professional expectations from the graduates of the Biology department and prepare them to meet that challenges. Biology academic program is in effect, the superposition of a set of courses, somehow, linked together to achieve program outcome. This means that courses in any academic program represent the building blocks of that program. Assessment of the program would only be possible if the course learning outcomes are mapped to the program outcomes. The Course learning outcomes of individual program courses are listed in the detailed course syllabus which are prepared by faculty teaching that particular course and submitted to the student in the beginning of the year. Each year, immediately after tallying the final grades of all courses, mapping between the courses and program outcomes is also establishes. The main objective of the program outcomes, POs, and program Educational Objectives, PEOs, is to measure the level of achievement of the curricular requirement of the department in preparing the graduates to meet the challenges presented to them by the fascinating Biology industry.

Curriculum Skills Map

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

[illegible]