

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

Academic Program Specification Form For The
Academic

University: Al-Anbar

College: College of medicine

Department :medicine

Date Of Form Completion :20/6/2021

Pro.Dr.Thakir Mohammed Mohsen

Ass.pro.Dr.Noor Najj Radeef

Pro.Dr.Thakir Mohammed Mohsen

Dean's Name

Date : 20/6/2021

Signature

Thakir m mohsen

Lectu.Dr.sameeah mejbel hamad

Dean's Assistant

For Scientific
Affairs

Date 20/6/2021

Signature

الاستاذ الدكتور
ذاكر محمد محسن

20/6/2021

العميد

Quality Assurance And University Performance

Manager Date : 20/6/2021

Signature

SM

Head of

Department

Date : 20/6/2021

Signature

Thakir m mohsen

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	College of medicine
2. University Department/Centre	College of medicine
3. Programme Title	Sequential integrated program
4. Title of Final Award	Bachelor's degree in Medicine and General Surgery
5. Modes of Attendance offered	Annual
6. Accreditation	Medical College Accreditation Program
7. Other external influences	WHO
8. Date of production/revision of this specification	20/6/2021
9. Aims of the Programme	
1-Graduating distinguished qualified doctors who are able to provide health care in hospitals and outside the community, with great interest in primary health care.	
2-Linking education to basic health needs so that the doctor is able to identify and confront the health problems of the community	
3- Adopting educational programs that focus on health priorities and primary care axes	
4-Adopting long-term continuing education strategies and continuing assessment strategies for physicians	
5- adopting partnerships that encourage the development of new technologies to advance medicine	

6- Develop partnership with the community on the basis of ensuring its effective contribution to solving its health problems

7-Providing and developing postgraduate programs to qualify highly qualified cadres

8-Establishing an integrated health system in cooperation with the Ministry of Health and the World Health Organization and working on the development of human resources

9-Conducting continuous research programs directed mainly to meet the health problems and needs of the community

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Studying the anatomy of the human body and the tissues of the body's organs in the normal state, studying the fetal formation and the most important clinical cases associated with fetal malformations
- A2. Medical terms and methods of their formulation and use academically and clinically
- A3. Molecular, biochemical and cellular mechanisms that maintain basic homeostasis for the body
- A4. General and practical foundations of medical physics.
- A5. Health behavior and the social and psychological factors that affect and are affected by public health within the framework of the individual, family and society.
- A6. The basic principles of genetics and hereditary diseases.
- A7. Mechanisms, pathological causes, how to progress the disease and methods of prevention and treatment.
- A8. Concepts of health and disease, determinants of health, causes of disease, associated risk factors and prevention.
- A9. Principles of pharmacology, drug therapy, mechanisms of action, and indications for the different major drug groups.
- A10. The main principles in the management of common and life-threatening diseases, including management, pharmacological and non-pharmacological treatment, follow-up, referral, pain relief and rehabilitation.
- A11. Clinical signs of diseases, diagnosis, early detection and proper prevention methods.
- A12. The main principles of the study of infection and immunity.
- A13. Basic principles of epidemiology, public health, health promotion and preventive medicine.
- A14. Planning, management and economics of the local health system (Health Administration).
- A15. Principles and applications of scientific research.
- A16. Common health problems in Iraq.
- A17. Foundations and principles of surgical diseases and methods of patient care before and after surgical operations and rehabilitation.

B. Subject-specific skills

- B1. Practical training within educational laboratories and the use of advanced equipment to ensure the progress of the educational process in line with the scientific orientation of the corresponding colleges and the professional and health needs.
- B2. Clinical training in educational centers and hospitals, and specialized centers, and integrating the student into community activities such as field visits, with the aim of increasing societal awareness of the role of the doctor and raising the student's awareness of clinical problems in the community.

Teaching and Learning Methods

- Large group teaching
- Small group teaching

- Team based learning
- Clinical sessions
- Practical sessions
- Integrated learning activities
- Skill lab sessions
- Role play sessions
- Attended and online lectures
- Regular discussions

Assessment methods

- Formative assessments
- Progress assessments
- End-modules exam
- Final summative exam(Theory and practical or clinical)

B. Thinking Skills

- C1. How to work with a homogeneous team
- C2. Taking care and feeling for the patient
- C3. Equality between patients in terms of gender, race and belief

Teaching and Learning Methods

- Small group learning
- Practical and clinical sessions

Assessment methods

short, quarterly and final exams

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

- D1. Medical profession laws
- D2. How does a death certificate work
- D3. International police report work
- D4. Computer skills

Teaching and Learning Methods

- Practical session
- Small group learning

Assessment Methods

Practical/Clinical(pass-fail) assessment with three trail

11. Programme Structure

12. Awards and Credits

Level/Year	Course or Module Code	Course or Module Title	Credit rating	Bachelor Degree Requires (x) credits
1 st level				
	MB 2102	Biology	6	120
	MB 2103	Biochemistry	6	120
	MP 2104	Medical physics	5	105
	MA 2101	Anatomy	8	180
	MF 2106	Foundation of Medicine	2	30

	MA1108	Arabic language	30	0
	MC 2205	Computer	90	4
	MH 1107	Human rights and freedoms	30	2
				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	Bachelor Degree Requires (x) credits
2 nd level				
	MP 2205	Physiology	14	270
	MB 2204	Biochemistry	8	150
	MH 2202	Histology	6	135
	MA 2201	Anatomy	9	210
	ME 2203	Embryology	2	30
				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	Bachelor Degree Requires (x) credits
3 rd level				
	MP 2305	Pharmacology	8	150

	MM 2306	Microbiology	7	135
	MP 2307	Parasitology	6	120
	MP 2304	Pathology	5.5	105
	MC 2302	Community Medicine	3	60
	MM 2303	Medicine	5	105
	MS 2301	Surgery	2	30
				12. Awards and Credits Bachelor Degree Requires (x) credits
Level/Year 4 th level	Course or Module Code	Course or Module Title	Credit rating	
	MP 2403	Pathology	5.5	105
	MC 2404	Community medicine	10	210
	ME 2407	Medical ethics	2	30
	MO 2406	Obstetrics	8	165
	MF 2402	Forensic medicine	6	120

	MM 2401	Medicine	12	225
	MS 2405	Surgery	9	180
				12. Awards and Credits
Level/Year 5 th level	Course or Module Code	Course or Module Title	Credit rating	Bachelor Degree Requires (x) credits
	MP 2509	Psychiatrics	4	75
	MD 2504	Dermatology	3	60
	MO 2503	Otolaryngology	3	60
	MO 2502	Ophthalmology	3	60
	MM 2508	Medicine	9	180
	MS 2501	Surgery	8	140
	MR 2505	Radiology	3	60
	MG 2507	Gynecology	5	90
	MP 2506	Pediatric	6	120

- Curriculum
- The priorities of the office of the scientific assistant lady
- The priorities of the Quality Assurance Division in the college
- Recording unit

				12. Awards and Credits
				Bachelor Degree
				Requires (x) credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
6 th level				
12	MM 2601	Medicine	12	360
12	MS 2602	Surgery	12	360
10	MO 2603	Obstetrics &Gynecology	10	300
10	MP 2604	Pediatrics	10	300
13. Personal Development Planning				
Follow global developments and modern sources				
14. Admission criteria .				
<ul style="list-style-type: none"> • Adopting the admission requirements for students in accordance with the instructions of the Ministry of Higher Education and Scientific Research (central admission). • Approval of the personal interview for the students by the Dean of the College and the assistants. • To be fit for a medical examination • Student average in high school • The absorptive capacity of the college 				
15. Key sources of information about the programme				

	MA 2201	Anatomy	C	√	√			√	√			√							
	ME 2203	Embryology	C	√				√	√			√							
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
3 rd level																			
	MP 2305	Pharmacology	C	√				√	√										
	MM 2306	Microbiology	C	√				√	√										
	MP 2307	Parasitology	C	√	√			√	√			√							
	MP 2304	Pathology	C	√	√			√	√			√							
	MC 2302	Community Medicine	C	√	√	√		√	√			√	√	√					
	MM 2303	Medicine	C	√				√	√										
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
4 th level																			
	MP 2403	Pathology	C	√				√	√			√							
	MC 2404	Community medicine	C	√				√				√			√				
	ME 2407	Medical ethics	C	√	√	√	√	√											
	MO 2406	Obstetrics	C	√				√				√	√						
	MF 2402	Forensic	C	√				√	√	√	√	√			√				

Year / Level	Course Code	Course Titl	Core (C) Title or Optio n(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
		medicine																	
	MM 2401	medicine	C	√				√	√			√	√						
	MS 2405	Surgery	C	√				√	√			√							
5 th level																			
	MP 2509	Psychiatrics	C	√								√							
	MD 2504	Dermatology	C	√				√	√			√							
	MO 2503	Otolaryngolo gy	C	√				√	√			√	√						
	MO 2502	Ophthalmolo gy	C	√				√	√			√	√						
	MM 2508	medicine	C	√	√			√	√			√	√						
	MS 2501	Surgery	C	√				√	√	√		√	√						
	MR 2505	Radiology	C	√				√	√	√		√	√						
	MG 2507	Gynecology	C	√	√	√		√	√			√							
	MP 2506	Pediatric	C	√				√	√			√	√						
Year / Level	Course Code	Course Titl	Core (C) Title or Optio n(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
		medicine																	
	MM 2601	medicine	C	√				√	√			√	√	√	√				
	MS 2602	Surgery	C	√				√	√			√							
	MO 2603	Obstetrics	C	√				√	√			√	√	√	√				

		&Gynecolog y																	
	MP 2604	Pediatrics	C	✓				✓	✓			✓	✓	✓	✓				
	MM 2601	medicine	C	✓				✓	✓			✓	✓	✓	✓				
	MS 2602	Surgery	C	✓				✓	✓			✓							
	MO 2603	Obstetrics &Gynecolog y	C	✓				✓	✓			✓	✓	✓	✓				

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	Ministry of higher education
2. University Department/Centre	Collage of medicine
3. Programme Title	Human anatomy
4. Title of Final Award	Bachelor of Medicine and General Surgery
5. Modes of Attendance offered	Personal attendance
6. Accreditation	first stage of collage of medicine
7. Other external influences	الاستاذ الدكتور ذاكر محمد حسين
8. Date of production/revision of this specification	7/6/2021 ٢٤ جمادى الأولى ٢٠٢١ العميد
9. Aims of the Programme	
Identifying the anatomical position and location of the vital organs in the human body	
studying the parts and organs of the body.	
Identify the organ and its host in the body by movement or secretion and others.	
Determining the normal state, the abnormal state, according to the function of each part of the body	

10. Learning Outcomes, Teaching, Learning and Assessment Methods

- A. Knowledge and Understanding
 - A1. Anatomy of the human body
 - A2. Function of organs or systems
 - A3. Surface anatomy of organs
 - A4. Clinical anatomy
 - A5.
 - A6.

- B. Subject-specific skills
 - B1 The student learns the structure of the body from muscles, bones, organs
 - B2. movement or function of each structure
 - B3. distinguishing and diagnosing abnormal conditions.

Teaching and Learning Methods

attendance or direct electronically PowerPoint for the theoretical subject, then practical training on cadavers or laboratory models.

Assessment methods

Quizzes
Midterm exam
Final exam

- C. Thinking Skills
 - C1. Brainstorming
 - C2. reports
 - C3. Discussion
 - C4.

Teaching and Learning Methods

attendance or direct electronically PowerPoint for the theoretical subject, then practical training on cadavers or laboratory models.

Assessment methods

Quizzes
Midterm exam
Final exam

- D. General and Transferable Skills (other skills relevant to employability and personal development)
- D1. Being reliable and dependable
- D2. Getting along with and working well with other people
- D3. A willingness to learn new skills, whether those are job-specific or more general.
- D4. Problems solving and work ethic

Teaching and Learning Methods

attendance or direct electronically PowerPoint for the theoretical subject, then practical training on cadavers or laboratory models.

Assessment Methods

Quizzes
Midterm exam
Final exam

11. Programme Structure

Level/Year	Course or Module Code	Course or Module Title	Credit rating	12. Awards and Credits
First year		Human anatomy	8	Bachelor Degree Requires (x) credits
Second year		Human anatomy	9	

13. Personal Development Planning

planning what you need to do to achieve your goals is a vital step in the process. So we hope take more degree (pdh) and other. Increase our information about subject update

14. Admission criteria .

The Faculty of Medicine receives graduates of the sixth year of middle school with a high average

15. Key sources of information about the programme

Snell clinical anatomy
Netter atlas anatomy
Neuroanatomy

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	Ministry of higher education
2. University Department/Centre	Collage of medicine
3. Course title/code	Human anatomy
4. Programme(s) to which it contributes	Bachelor of Medicine and General Surgery
5. Modes of Attendance offered	Personal attendance
6. Semester/Year	first stage of collage of medicine
7. Number of hours tuition (total)	60 hour theory + 120 hour practical
8. Date of production/revision of this specification	7/6/2021
9. Aims of the Course	
	Identifying the anatomical position and location of the vital organs in the human body
	studying the parts and organs of the body.
	Identify the organ and its host in the body by movement or secretion and others.
	Determining the normal state, the abnormal state, according to the function of each part of the body

10· Learning Outcomes, Teaching ,Learning and Assessment Method

- A. Knowledge and Understanding
 - A1. Anatomy of the human body
 - A2. Function of organs or systems
 - A3. Surface anatomy of organs
 - A4. Clinical anatomy
 - A5.
 - A6.

- B. Subject-specific skills
 - B1 The student learns the structure of the body from muscles, bones, organs
 - B2. movement or function of each structure
 - B3. distinguishing and diagnosing abnormal conditions.

Teaching and Learning Methods

attendance or direct electronically PowerPoint for the theoretical subject, then practical training on cadavers or laboratory models.

Assessment methods

Quizzes
Midterm exam
Final exam

- C. Thinking Skills
 - C1. Brainstorming
 - C2. reports
 - C3. Discussion
 - C4.

Teaching and Learning Methods

attendance or direct electronically PowerPoint for the theoretical subject, then practical training on cadavers or laboratory models.

Assessment methods

Quizzes
Midterm exam
Final exam

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

D1. **Being reliable and dependable**

D2. **Getting along with and working well with other people**

- D3. **A willingness to learn new skills**, whether those are job-specific or more general.

D4. **Problems solving and work ethic**

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-4	14 hour weekly		Introduction of anatomy	Meet attendance + personal attendance	Quizzes+ midterm +final examination
4-16	14 hour weekly		Upper limbs	Meet attendance + personal attendance	Quizzes+ midterm +final examination
17-26	14 hour weekly		Lower limbs	Meet attendance + personal attendance	Quizzes+ midterm +final examination
27-30	14 hour weekly		Thorax	Meet attendance + personal attendance	Quizzes+ midterm +final examination

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Snell clinical anatomy Netter atlas anatomy Neuroanatomy
Special requirements (include for example workshops, periodicals, IT software, websites)	Use new programs that contain update information, and visit other country if possible or local collage to take or learn new technique that help in reach the information for students.
Community-based facilities (include for example, guest Lectures , internship , field studies)	Visits from students of the corresponding colleges or those that study anatomy. In addition to scientific trips for middle school students

13. Admissions

Pre-requisites	A graduate of a scientific or biological preparatory student
Minimum number of students	50
Maximum number of students	150

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	Anbar university
2. University Department/Centre	Medicine college
3. Course title/code	Medical Physics
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	Theory +practical
6. Semester/Year	1 st stage(1 st &2 nd semester)
7. Number of hours tuition (total)	45 theory+ 60 practical(105)
8. Date of production/revision of this specification	2021
9. Aims of the Course	
A general concept of the material and its explanation to students in a sequential manner	
The mechanics of every device, its physiological application, its medical explanation, every organ in the body, and its physical mechanism of action	
A comprehensive study of each chapter and making it available to the largest number of students to communicate the idea of each chapter related to medicine and its explanation and medical applications with	
Practical matching in the lab	
الاستاذ الدكتور ذاكر محمد محسن	
٢٥ يناير ٢٠٢١	
العميد	

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1.Explain the function of each organ and the mechanism of physical linkage in its function

A2. Mathematical applications and comparison with practical experimental facts for each diagnosis

A3. General concept for each chapter

A4.

A5.

A6 .

B. Subject-specific skills

B1. Giving a general idea to students about the mechanism of work of physical devices and their application in hospitals

B2. A full explanation of each experience and comparison with reality

B3.

Teaching and Learning Methods

Theory and practical lectures by on line

Assessment methods

Quizzes, semester and final exams

C. Thinking Skills

C1. Continuous experimentation

C2.Giving the thickening question

C3.

C4.

Teaching and Learning Methods

Used the Google classroom & yotubes

Assessment methods

Sudden Questions, Quizzes, semester & final exams

- D. General and Transferable Skills (other skills relevant to employability and personal development)
- D1. Learning of index of refractive acceleration measures
 - D2. Learning of blood pressure
 - D3. Medical application for each experiment.
 - D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2	Introduction	Introduction	online	online
2	2	Force in human body	Force in human body	online	online
3	2	pressure	pressure	online	online
4	2	Physics of CVS	Physics of CVS	online	online
5	2	Physics of breathing	Physics of breathing	online	online
6	2	Heat and cold in human body	Heat and cold in human body	online	online
7	2	The Energy & work in human body	The Energy & work in human body	online	online

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	medical physics Health physics For J . Cameron
Special requirements (include for example workshops, periodicals, IT software, websites)	medical physics Health physics For J . Cameron

	https://www.uoanbar.edu.iq/MedicineCollege/CM S.php?ID=76
Community-based facilities (include for example, guest Lectures , internship , field studies)	

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

2

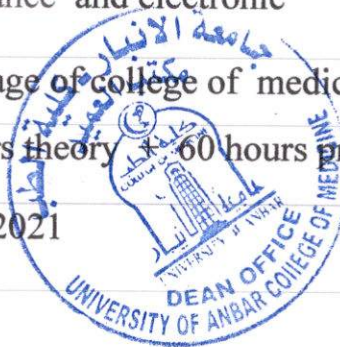
TEMPLATE FOR COURSE SPECIFICATION

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 Anbar / College of Medicine
2. University Department/Centre	College of Medicine
3. Course title/code	Medical biology
4. Programme(s) to which it contributes	Bachelor of Medicine and General Surgery (M.B.Ch.B.)
5. Modes of Attendance offered	Attendance and electronic
6. Semester/Year	First stage of college of medicine
7. Number of hours tuition (total)	60 hours theory X 60 hours practical
8. Date of production/revision of this specification	9 / 6 / 2021
9. Aims of the Course	
	To learn about the structure and function of human cells that consist the tissues of the body
	to study general tissues and molecular genetics
	Study of the general tissues of the body epithelial tissue , connective tissue , muscle tissue and the nervous tissue that it consist of the human body and study using light microscope
	Study of cellular structures and organelles , study of chemical composition , study of diseases related to those organelles , cell division and meiosis
	Study of genetic genes in nucleic acids , study of the mechanisms of genetic mutations and error repair systems , as well as studying methods of transmission of genetic information



10- Learning Outcomes, Teaching , Learning and Assessment Method

A- Knowledge and Understanding

- A1. Understand the cell , its structure , functions , arrangement , and various shapes
- A2. Understand genetics , gene expression methods , building proteins important in cell life
- A3. study and understand general tissues
- A4.
- A5.
- A6 .

B. Subject-specific skills

- B1. Learn about the parts of a microscope and how to use a microscope
- B2. Knowing the structure of cells and tissues
- B3. Understand DNA and the mechanism of genetic mutations

Teaching and Learning Methods

The theoretical subject , the student receives scientific information through lectures by electronic learning , while the practical subject is attendance of students and conducting experiments and scientific methods as well as electronically

Assessment methods

Quiz

Semester exam and final exam

Writing specialized scientific reports by students

Asking some important questions to the students

C. Thinking Skills

C1. Brainstorming

C2. reports

C3. Discussion

C4. The student's ability to analyze information within the biology subject

The student's ability to think and be creative

Providing the student with the ability to solve problems

Teaching and Learning Methods

The theoretical subject , the student receives scientific information through lectures by electronic learning , while the practical subject is attendance of students and conducting experiments and scientific methods as well as electronically

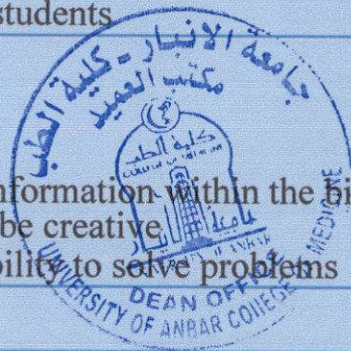
Assessment methods

Quiz

Semester exam and final exam

Writing specialized scientific reports by students

Asking some important questions to the students



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

D1. Being reliable and dependable

D2. Getting along with and working well with other people

D3. A willingness to learn new skills, whether those are job-specific or more general

D4. Problems solving and work ethic

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2		Introduction	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
2	2		Cellular organization	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
3	2		Shapes of the cells	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
4	2		Organelles 1	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
5	2		Organelles 2	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
6	2		Chemical composition of the cells	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
7	2		Homeostasis and reproduction	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
8	2		The cell cycle	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students

9	2		mitosis	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
10	2		meiosis	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
11	2		Cell aging	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
12	2		Apoptosis	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
13	2		Bacteria	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
14	2		Immunology and cancer biology	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
15	2		General tissues	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
16	2		Epithelial tissues Simple and stratified Epithelial tissues	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
17	2		Glandular epithelia	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
18	2		Connective tissue proper	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
19	2		blood	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
20	2		Bones and cartilages	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students

21	2		Muscular tissue	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
22	2		Nervous tissue	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
23	2		Molecular Biology	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
24	2		DNA replication	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
25	2		DNA repair system	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
26	2		Mutations	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
27	2		Gene expression	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
28	2		PCR , Genetic engineering in medical application	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
29	2		Gel electrophoresis	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students
30	2		Gene cloning	Electronic learning	Quiz Semester exam and final exam Writing specialized scientific reports by students Asking some important questions to the students

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Human Biology by Sylvia mader General Histology Molecular Biology
Special requirements (include for example workshops, periodicals, IT software, websites)	Use new programs that contain update information, and visit other college to take or learn new technique that help in reach the information for students. using of computer to assess the information
Community-based facilities (include for example, guest Lectures , internship , field studies)	Visits from students of the corresponding colleges or those that study medical biology. In addition to scientific trips for secondary school students

13. Admissions	
Pre-requisites	A graduate of a scientific preparatory student
Minimum number of students	150
Maximum number of students	500

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	Anbar university
2. University Department/Centre	Medicine college
3. Course title/code	computer
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	Theory And Practic
6. Semester/Year	1 st stage/First semester
7. Number of hours tuition (total)	90hours(60 theory+30 practical)
8. Date of production/revision of this specification	20-6-2021
9. Aims of the Course	
Help the student to dealing with the components of a computer and how they work and develop	
Understand and learn to work on scientific computer applications	
Work on all application programs and ways to benefit from it	
Know the processes of communication between communication devices with the computer	
Keeping out the scientific developments for all scientific programs	

الاستاذ الدكتور
ذاكر محمد محسن

٢٤ يونيو ٢٠٢١

العميد

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A- Knowledge and Understanding

- A1. Know the computer parts
- A2. understand the applied function of the application by inserted data
- A3.
- A4.
- A5.
- A6.

B. Subject-specific skills

- B1. The student learned the right ways to use the computer
- B2. Learning used scientific programs
- B3.

Teaching and Learning Methods

the computer in learning
Used the classroom platform

Assessment methods

Daily, semester and final exams

C. Thinking Skills

- C1. Discussion
- C2. Quizzes
- C3. semester exam
- C4. Final exam

Teaching and Learning Methods

Using Google Classroom in theory and practical lectures

Assessment methods

Electronic exams daily, semester Exams and final exams

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

D1.Learning to use computer

D2.Scientific learning and acquisition skills

D3.Learning and applied of the applied programs

D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-3	12	introduction	Introduction, hardware and software	Electronic	Quizzes & discussion
4-6	12	Operating systems	Operating systems , windows	Electronic	Quizzes & discussion
7	4	office software	office software	Electronic	Quizzes & discussion
8-10	12	word	word	Electronic	Quizzes & discussion
11-13	12	word	word	Electronic	Quizzes & discussion
14	4	powerpoint	powerpoint	Electronic	Quizzes & discussion
15	14	internet	internet	Electronic	Quizzes & discussion

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	
Special requirements (include for example workshops, periodicals, IT software, websites)	https://www.uoanbar.edu.iq/MedicineCollege/CM S.php?ID=76
Community-based facilities (include for example, guest Lectures , internship , field studies)	

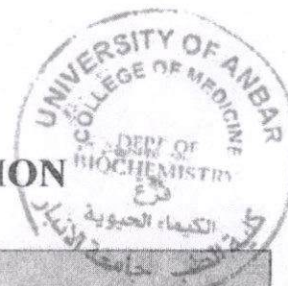
13. Admissions

Pre-requisites	
Minimum number of students	

Maximum number of students

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TEMPLATE FOR COURSE SPECIFICATION

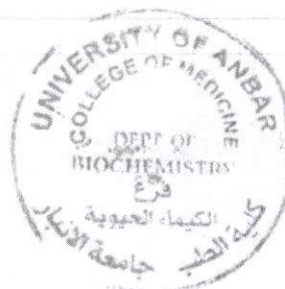
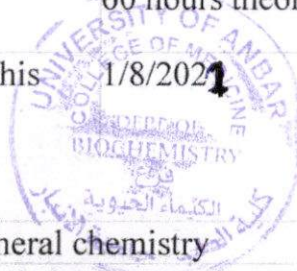


HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

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 Anbar /college of medicine
2. University Department/Centre	Department of chemistry and biochemistry
3. Course title/code	Medical biochemistry
4. Programme(s) to which it contributes	biochemistry
5. Modes of Attendance offered	Personal attendance
6. Semester/Year	First stage of college of medicine
7. Number of hours tuition (total)	60 hours theory + 60 hours practical
8. Date of production/revision of this specification	1/8/2021
9. Aims of the Course	
Teach students the principles of general chemistry	
Giving students skills in the practical chemistry	



10• Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. The student should know the concept and nature of the science of chemistry
- A2. The student should understand the basics practical chemistry

B. Subject-specific skills

- B1. safely dealing with chemicals and the performance of chemical procedures

Teaching and Learning Methods

- Lectures
- interactive learning such as brainstorming
- discussion
- programmed education

Assessment methods

- Formative assessment tests at the end of each lecture for immediate feedback to measure the student's progress in learning
- The final summative assessment at the end of each term.

C. Thinking Skills

- C1. Developing the student's ability to work on the performance of duties and deliver them on time.
- C2. Developing the student's ability to dialogue and discuss.
- C3. safely dealing with chemicals and the performance of chemical procedures

Teaching and Learning Methods

- Managing the lecture in an applied way is related to the reality of daily life to attract the student to the subject of the lesson without moving away from the core of the subject so that the subject is flexible and understandable and analytical.
- Assigning the student some activities and collective duties.
- Allocation of a grade ratio for daily duties and tests.

Assessment methods



- Active participation in the classroom is a guide to the student's commitment and responsibility.
- Meet the deadline for submitting duties and research.
- Quarterly and final tests reflect commitment, cognitive achievement and knowledge.



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

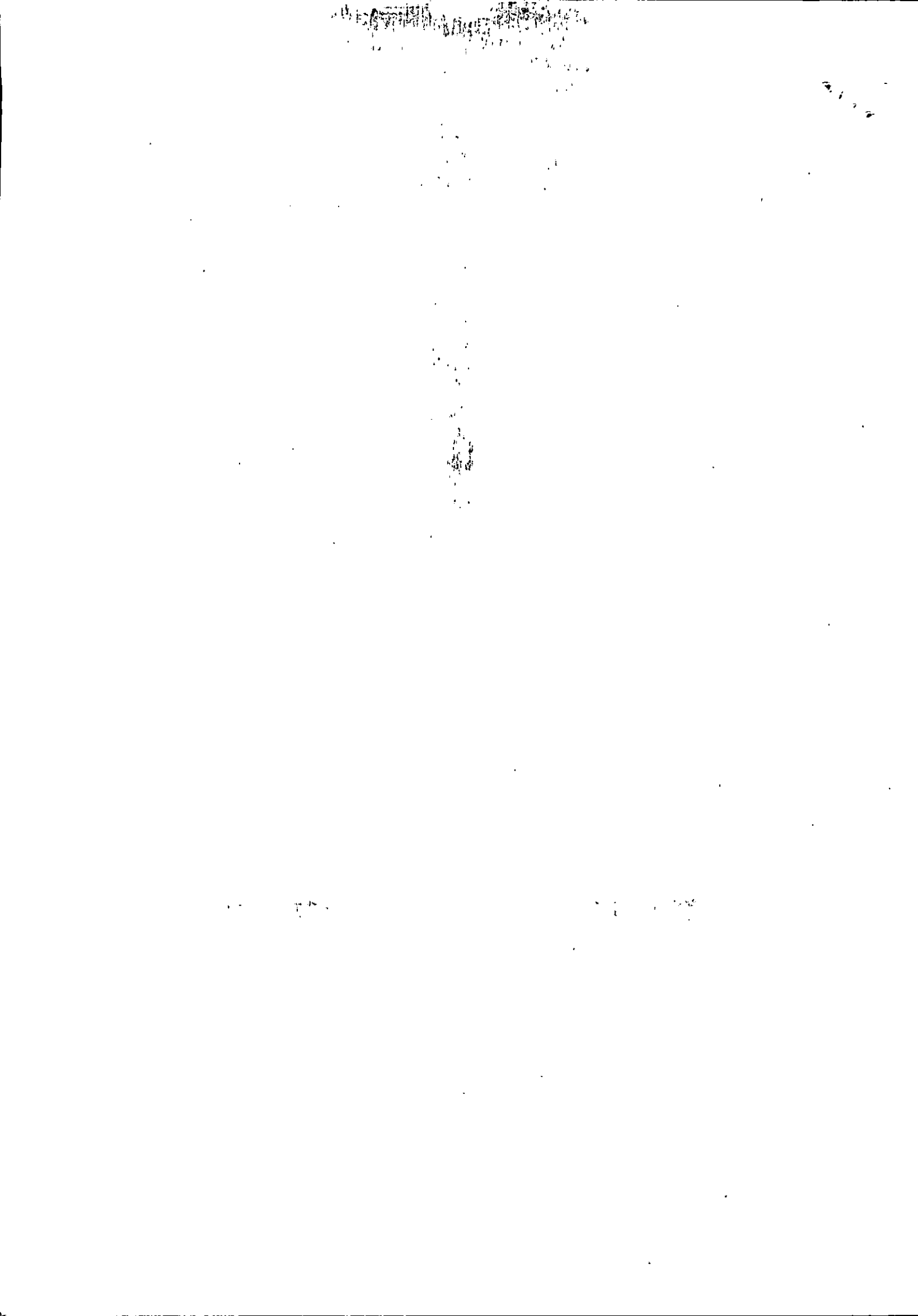
D1. Developing the student's ability to deal with chemicals.

D2 Develop the student's ability to deal with lab safety.

D3 Developing the student's ability to deal with chemical problems.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3	General chemistry	Organic chemistry	lecture	Formative test
2	3	General chemistry	Organic chemistry	lecture	Formative test
3	3	General chemistry	Organic chemistry	lecture	Formative test
4	3	General chemistry	Organic chemistry	lecture	Formative test
5	3	General chemistry	Organic chemistry	lecture	Formative test
6	3	General chemistry	Radio isotops	lecture	Formative test
7	3	General chemistry	Acid and bases	lecture	Formative test
8	3	General chemistry	pH	lecture	Formative test
9	3	General chemistry	Solutions	lecture	Formative test
10	3	General chemistry	Buffer system	lecture	Formative test
11	3	General chemistry	Dialysis	lecture	Formative test
12	3	General chemistry	Chelations	lecture	Formative test
13	3	General chemistry	Ions in living systems	lecture	Formative test
14	3	General chemistry	hetrocyclics	lecture	Formative test



15	3	General chemistry	carbohydrates	lecture	Formative test
16	3	General chemistry	carbohydrates	lecture	Formative test
17	3	General chemistry	lipids	lecture	Formative test
18	3	General chemistry	lipids	lecture	Formative test
19	3	General chemistry	Amino acids	lecture	Formative test
20	3	General chemistry	Amino acids	lecture	Formative test

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

Harpers

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

Chemical interests

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



13. Admissions

Pre-requisites	
Minimum number of students	30
Maximum number of students	100



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 Anbar \ College of medicine
2. University Department/Centre	College of medicine
3. Course title/code	Histology
4. Programme(s) to which it contributes	Bachelor of Medicine and General Surgery (M.B.Ch.B.)
5. Modes of Attendance offered	Attendance and electronic
6. Semester/Year	Second stage of College of medicine
7. Number of hours tuition (total)	60 hours theory + 90 hours practical
8. Date of production/revision of this specification	9 / 6 / 2021
9. Aims of the Course	Understanding and seeing the histological structure of the different organs in the human body
	Study of the composition of blood , its cells and stages of formation
	Histological study of the body's systems
	Study of the sensory organs

10 Learning Outcomes ; Teaching ; Learning and Assessment Method

A- Knowledge and Understanding

A1. The student's understanding of the tissue structure of each organ of the body in the different organs in order to reach any pathological difference that occur in its composition

A2.

A3.

A4.

A5.

A6.

B. Subject-specific skills

B1. The student learn how to cut tissue and prepare slides to study organs

B2.

B3.

Teaching and Learning Methods

attendance or direct electronically with students and explanation on PowerPoint for the theoretical subject , then practical training on slides and microscopes

Assessment methods

Quiz

Semester exam

final exam

C. Thinking Skills

C1. Brainstorming

C2. reports

C3. Discussion

C4.

Teaching and Learning Methods

attendance or direct electronically with students and explanation on PowerPoint for the theoretical subject , then practical training on slides and microscopes

Assessment methods

Quiz

Semester exam

final exam

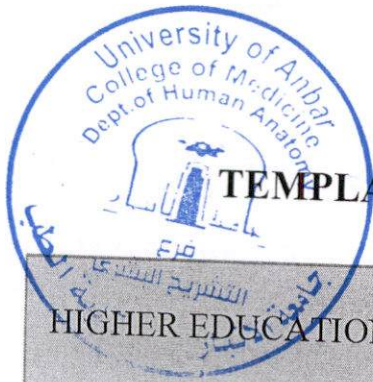
- D. General and Transferable Skills (other skills relevant to employability and personal development)
- D1. Being reliable and dependable
 - D2. Getting along with and working well with other people
 - D3. A willingness to learn new skills, whether those are job-specific or more general
 - D4. Problems solving and work ethic

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1, 2	4		Hematopoietic and blood	Electronic learning (theory)	Semester exam \ final exam \ Quiz
3, 4	4		Cardiovascular system	Electronic learning (theory)	Semester exam \ final exam \ Quiz
5, 6	4		Lymphatic system	Electronic learning (theory)	Semester exam \ final exam \ Quiz
7, 8	4		Nervous system	Electronic learning (theory)	Semester exam \ final exam \ Quiz
9, 10	4		Skin	Electronic learning (theory)	Semester exam \ final exam \ Quiz
11, 12	4		Respiratory system	Electronic learning (theory)	Semester exam \ final exam \ Quiz
13, 14, 15	6		Digestive system	Electronic learning (theory)	Semester exam \ final exam \ Quiz
16	2		Gland of GIT	Electronic learning (theory)	Semester exam \ final exam \ Quiz
17, 18	4		Revision and exam	Electronic learning (theory)	Semester exam \ final exam \ Quiz
19, 20	4		Urinary system	Electronic learning (theory)	Semester exam \ final exam \ Quiz
21, 22	4		Male Reproductive system	Electronic learning (theory)	Semester exam \ final exam \ Quiz
23, 24	4		Female Reproductive system	Electronic learning (theory)	Semester exam \ final exam \ Quiz
25, 26	4		Endocrine	Electronic learning (theory)	Semester exam \ final exam \ Quiz
27, 28	4		Organs of special senses	Electronic learning (theory)	Semester exam \ final exam \ Quiz
29, 30	4		Revision and exam	Electronic learning (theory)	Semester exam \ final exam \ Quiz

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Basic histology Human histology T.B
Special requirements (include for example workshops, periodicals, IT software, websites)	Use new programs that contain update information, and visit other college to take or learn new technique that help in reach the information for students.
Community-based facilities (include for example, guest Lectures , internship , field studies)	Visits from students of the corresponding colleges or those that study histology. In addition to scientific trips for secondary school students

13. Admissions	
Pre-requisites	A graduate of a scientific preparatory student
Minimum number of students	170
Maximum number of students	259





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 Anbar / College of Medicine
2. University Department/Centre	College of Medicine
3. Course title/code	Embryology
4. Programme(s) to which it contributes	Bachelor of Medicine and General Surgery (M.B.Ch.B.)
5. Modes of Attendance offered	Electronic
6. Semester/Year	Second stage of college of medicine
7. Number of hours tuition (total)	30 hours theory
8. Date of production/revision of this specification	9 / 6 / 2021
9. Aims of the Course	Study of the basics in which the fetus is formed and from which cell divisions are produced How ova and sperm are formed The structure of the male and female reproductive system Teaching the student the stages of embryo formation Study of the abnormal cases of the formation of organs

10. Learning Outcomes, Teaching, Learning and Assessment Method

A- Knowledge and Understanding

A1. Know the basics of the formation of the fetus during pregnancy,
in addition to the abnormal cases

A2.

A3.

A4.

A5.

A6.

B. Subject-specific skills

B1. Understanding and researching organogenesis and the causes of
teratogenicity in genetic and other cases

B2.

B3.

Teaching and Learning Methods

Attendance direct electronic with students and explanation on PowerPoint for
the theoretical subject

Assessment methods

Quiz

Semester exam

final exam

C. Thinking Skills

C1. Brainstorming

C2. reports

C3. Discussion

C4.

Teaching and Learning Methods

Attendance direct electronic with students and explanation on PowerPoint for
the theoretical subject

Assessment methods

Quiz

Semester exam

final exam

- D. General and Transferable Skills (other skills relevant to employability and personal development)
- D1. Being reliable and dependable
 - D2. Getting along with and working well with other people
 - D3. A willingness to learn new skills, whether those are job-specific or more general
 - D4. Problems solving and work ethic

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1, 2	2		Introduction The anatomical structure of the reproductive system	electronic learning (theory)	Quiz Semester exam final exam
3, 4, 5	3		first week of pregnancy The second week of pregnancy The third week of pregnancy	electronic learning (theory)	Quiz Semester exam final exam
6, 7	2		3 rd - 8 week Embryonic period	electronic learning (theory)	Quiz Semester exam final exam
8, 9, 10	3		Third month of fetal period to birth, placenta	electronic learning (theory)	Quiz Semester exam final exam
11	1		Teratogenicity	electronic learning (theory)	Quiz Semester exam final exam
12-30	19		formation of body systems	electronic learning (theory)	Quiz Semester exam final exam

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Longman human embryology
Special requirements (include for example workshops, periodicals, IT software, websites)	Use new programs that contain update information, and visit other college to take or learn new technique that help in reach the information for students
Community-based facilities (include for example, guest Lectures , internship , field studies)	Visits from students of the corresponding colleges or those that study embryology. In addition to scientific trips for secondary school students

13. Admissions	
Pre-requisites	A graduate of a scientific preparatory student
Minimum number of students	170
Maximum number of students	259



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	Ministry of higher education
2. University Department/Centre	Collage of medicine
3. Programme Title	Human anatomy
4. Title of Final Award	Bachelor of Medicine and General Surgery
5. Modes of Attendance offered	Personal attendance
6. Accreditation	Second stage of collage of medicine
7. Other external influences	
8. Date of production/revision of this specification	7/6/2021 الاستاذ الدكتور ذاكر محمد حسين ٢٤ جوان ٢٠٢١ العميد
9. Aims of the Programme	
Identifying the anatomical position and location of the vital organs in the human body	
studying the parts and organs of the body.	
Identify the organ and its host in the body by movement or secretion and others.	
Determining the normal state, the abnormal state, according to the function of each part of the body	

10. Learning Outcomes, Teaching, Learning and Assessment Methods

- A. Knowledge and Understanding
A1. Anatomy of the human body
A2. Function of organs or systems
A3. Surface anatomy of organs
A4. Clinical anatomy
A5.
A6.

- B. Subject-specific skills
B1 The student learns the structure of the body from muscles, bones, organs
B2. movement or function of each structure
B3. distinguishing and diagnosing abnormal conditions.

Teaching and Learning Methods

attendance or direct electronically PowerPoint for the theoretical subject, then practical training on cadavers or laboratory models.

Assessment methods

Quizzes
Midterm exam
Final exam

- C. Thinking Skills
C1.
Brainstorming
C2. reports
C3. Discussion
C4.

Teaching and Learning Methods

attendance or direct electronically PowerPoint for the theoretical subject, then practical training on cadavers or laboratory models.

Assessment methods

Quizzes
Midterm exam
Final exam

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

D1. **Being reliable and dependable**

D2. **Getting along with and working well with other people**

- D3. **A willingness to learn new skills**, whether those are job-specific or more general.

D4. Problems solving and work ethic

Teaching and Learning Methods

attendance or direct electronically PowerPoint for the theoretical subject, then practical training on cadavers or laboratory models.

Assessment Methods

Quizzes

Midterm exam

Final exam

11. Programme Structure

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
First year		Human anatomy	8	Bachelor Degree Requires (x) credits
Second year		Human anatomy	9	

13. Personal Development Planning

planning what you need to do to achieve your goals is a vital step in the process. So we hope take more degree (pdh) and other. Increase our information about subject update

14. Admission criteria .

The Faculty of Medicine receives graduates of the sixth year of middle school with a high average

15. Key sources of information about the programme

Snell clinical anatomy

Netter atlas anatomy

Neuroanatomy

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	Ministry of higher education
2. University Department/Centre	Collage of medicine
3. Course title/code	Human anatomy
4. Programme(s) to which it contributes	Bachelor of Medicine and General Surgery
5. Modes of Attendance offered	Personal attendance
6. Semester/Year	Second stage of collage of medicine
7. Number of hours tuition (total)	60 hour theory + 120 hour practical
8. Date of production/revision of this specification	7/6/2021
9. Aims of the Course	
	Identifying the anatomical position and location of the vital organs in the human body studying the parts and organs of the body.
	Identify the organ and its host in the body by movement or secretion and others.
	Determining the normal state, the abnormal state, according to the function of each part of the body

10. Learning Outcomes, Teaching ,Learning and Assessment Methode

- A. Knowledge and Understanding
 - A1. Anatomy of the human body
 - A2. Function of organs or systems
 - A3. Surface anatomy of organs
 - A4. Clinical anatomy
 - A5.
 - A6.

- B. Subject-specific skills
 - B1 The student learns the structure of the body from muscles, bones, organs
 - B2. movement or function of each structure
 - B3. distinguishing and diagnosing abnormal conditions.

Teaching and Learning Methods

attendance or direct electronically PowerPoint for the theoretical subject, then practical training on cadavers or laboratory models.

Assessment methods

Quizzes
Midterm exam
Final exam

- C. Thinking Skills
 - C1. Brainstorming
 - C2. reports
 - C3. Discussion
 - C4.

Teaching and Learning Methods

attendance or direct electronically PowerPoint for the theoretical subject, then practical training on cadavers or laboratory models.

Assessment methods

Quizzes
Midterm exam
Final exam

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

D1. **Being reliable and dependable**

D2. **Getting along with and working well with other people**

- D3. **A willingness to learn new skills**, whether those are job-specific or more general.

D4. **Problems solving and work ethic**

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-12	14 weekly		Head and neck	Meet attendance + personal attendance	Quizzes+ midterm +final examination
13-17	14 weekly		CNS	Meet attendance + personal attendance	Quizzes+ midterm +final examination
18	14 weekly		Abdominal wall	Meet attendance + personal attendance	Quizzes+ midterm +final examination
19-25	14 weekly		Abdominal cavity	Meet attendance + personal attendance	Quizzes+ midterm +final examination
26-29	14 weekly		pelvic	Meet attendance + personal attendance	Quizzes+ midterm +final examination
30	14 weekly		Perineum	Meet attendance + personal attendance	Quizzes+ midterm +final examination

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Snell clinical anatomy Netter atlas anatomy Neuroanatomy
Special requirements (include for example workshops, periodicals, IT software, websites)	Use new programs that contain update information, and visit other country if possible or local collage to take or learn new technique that help in reach the information for students.
Community-based facilities (include for example, guest Lectures , internship , field studies)	Visits from students of the corresponding colleges or those that study anatomy. In addition to scientific trips for middle school students

13. Admissions

Pre-requisites	A graduate of a scientific or biological preparatory student
Minimum number of students	50
Maximum number of students	150

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 Anbar
2. University Department/Centre	College of medicine
3. Course title/code	medical physiology
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	Attendance & Electronic
6. Semester/Year	2 nd stage(1 st & 2 nd semester)
7. Number of hours tuition (total)	150 theory+50 practical
8. Date of production/revision of this specification	2021
9. Aims of the Course	
To recognize the functions and importance of the different parts of the body	
understand the mechanism of diseases and changes that occur in the body	
Study of blood physiology & structure	
Study of cell physiology	

الاستاذ الدكتور
ذاكر محمد محسن

٢٤ يونيو ٢٠٢١

العميد

10- Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1.,understand the CVS, Respiratory, GIT, Skeletal & nervous systems
- A2.Understand the changes with diseases
- A3.Understanding the role of urinary system and acid-base balance
- A4.Understand of blood physiology and blood fluid
- A5.
- A6 .

B. Subject-specific skills

- B1.Learning the student the basic skills for medical diagnosis
- B2.Learning the physiological experiment and tests
- B3.

Teaching and Learning Methods

Attendance theory lectures and online lectures by use google class room application

Assessment methods

Direct Question and electronic exam

C. Thinking Skills

- C1. Learning the examination of arterial pulse. BP, Heart sounds, physical examination,
- C2. Learning of the RBCs count, WBCs count, ESR, Hb, platelet count, Blood groups and cross matching, Reticulocytes count, PCV, BT,PT.
- C3. Respiratory volume, Breath sounds, lung volume and capacities.
- C4.

Teaching and Learning Methods

Theory lectures, experiment and you tube

Assessment methods

Sudden exams, quizzes, practical exams

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

D1. Learning o the new device to developed the physiological experiments

D2. Provid a new material and devices used in physiological experiment

D3.

D4.

11. Course Structure

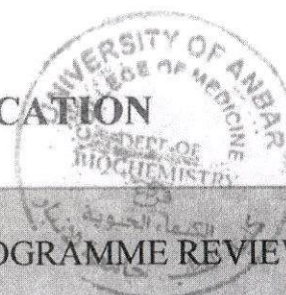
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	5	Introduct ion, cell physiology	Introduction, cell physiology	online	Attendance & electronic exams
2	5	hematolog y	hematology	online	Attendance & electronic exams
3	5	hematolog y	hematology	online	Attendance & electronic exams
4	5	Body fluids	Body fluids	online	Attendance & electronic exams
5	5	Cardiovas cular physiology	Cardiovascular physiology	online	Attendance & electronic exams
6	5	Cardiovas cular physiology	Cardiovascular physiology	online	Attendance & electronic exams
7	5	Cardiovas cular physiology	Cardiovascular physiology	online	Attendance & electronic exams
8	5	Endocrine physiology	Endocrine physiology	online	Attendance & electronic exams
9	5	Endocrine physiology	Endocrine physiology	online	Attendance & electronic exams
10	5	Immunolo gy	Immunology	online	Attendance & electronic exams
11	5	Cell connection	Cell connection	online	Attendance & electronic exams
12	5	Renal physiology	Renal physiology	online	Attendance & electronic exams
13	5	Renal physiology	Renal physiology	online	Attendance & electronic exams

14	5	Acid-Base balance	Acid-Base balance	online	Attendance & electronic exams
15	5	Acid-Base balance	Acid-Base balance	online	Attendance & electronic exams
16	5	Connective tissues	Connective tissues	online	Attendance & electronic exams
17	5	Connective tissues	Connective tissues	online	Attendance & electronic exams
18	5	Nerves and muscles	Nerves and muscles	online	Attendance & electronic exams
19	5	Respiratory physiology	Respiratory physiology	online	Attendance & electronic exams
20	5	Respiratory physiology	Respiratory physiology	online	Attendance & electronic exams
21	5	Respiratory physiology	Respiratory physiology	online	Attendance & electronic exams
22	5	Endocrine physiology	Endocrine physiology	online	Attendance & electronic exams
23	5	GIT physiology	GIT physiology	online	Attendance & electronic exams
24	5	GIT physiology	GIT physiology	online	Attendance & electronic exams
25	5	GIT physiology	GIT physiology	online	Attendance & electronic exams
26	5	Autonomic nervous system	Autonomic nervous system	online	Attendance & electronic exams
27	5	Autonomic nervous system	Autonomic nervous system	online	Attendance & electronic exams
28	5	Central nervous system	Central nervous system	online	Attendance & electronic exams
29	5	Central nervous system	Central nervous system	online	Attendance & electronic exams
30	5	Central nervous system	Central nervous system	online	Attendance & electronic exams

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Guyton and hall textbook of medical physiology
Special requirements (include for example workshops, periodicals, IT software, websites)	Guyton and hall textbook of medical physiology. Ganong's review of medical physiology
Community-based facilities (include for example, guest Lectures , internship , field studies)	Guyton and hall textbook of medical physiology. Ganong's review of medical physiology

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

TEMPLATE FOR COURSE SPECIFICATION

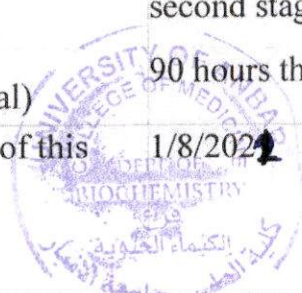


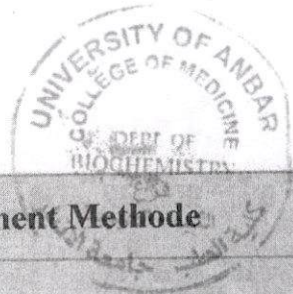
HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

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 Anbar /college of medicine
2. University Department/Centre	Department of chemistry and biochemistry
3. Course title/code	Medical biochemistry
4. Programme(s) to which it contributes	biochemistry
5. Modes of Attendance offered	Personal attendance
6. Semester/Year	second stage of college of medicine
7. Number of hours tuition (total)	90 hours theory + 60 hours practical
8. Date of production/revision of this specification	1/8/2021
9. Aims of the Course	
	Teach students the principles of general chemistry
	Giving students skills in the practical chemistry





10. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. The student should know the concept and nature of the science of chemistry
- A2. The student should understand the basics practical biochemistry

B. Subject-specific skills

- B1. safely dealing with chemicals and the performance of biochemical procedures

Teaching and Learning Methods

- Lectures
- interactive learning such as brainstorming
- discussion
- programmed education

Assessment methods

- Formative assessment tests at the end of each lecture for immediate feedback to measure the student's progress in learning
- The final summative assessment at the end of each term.

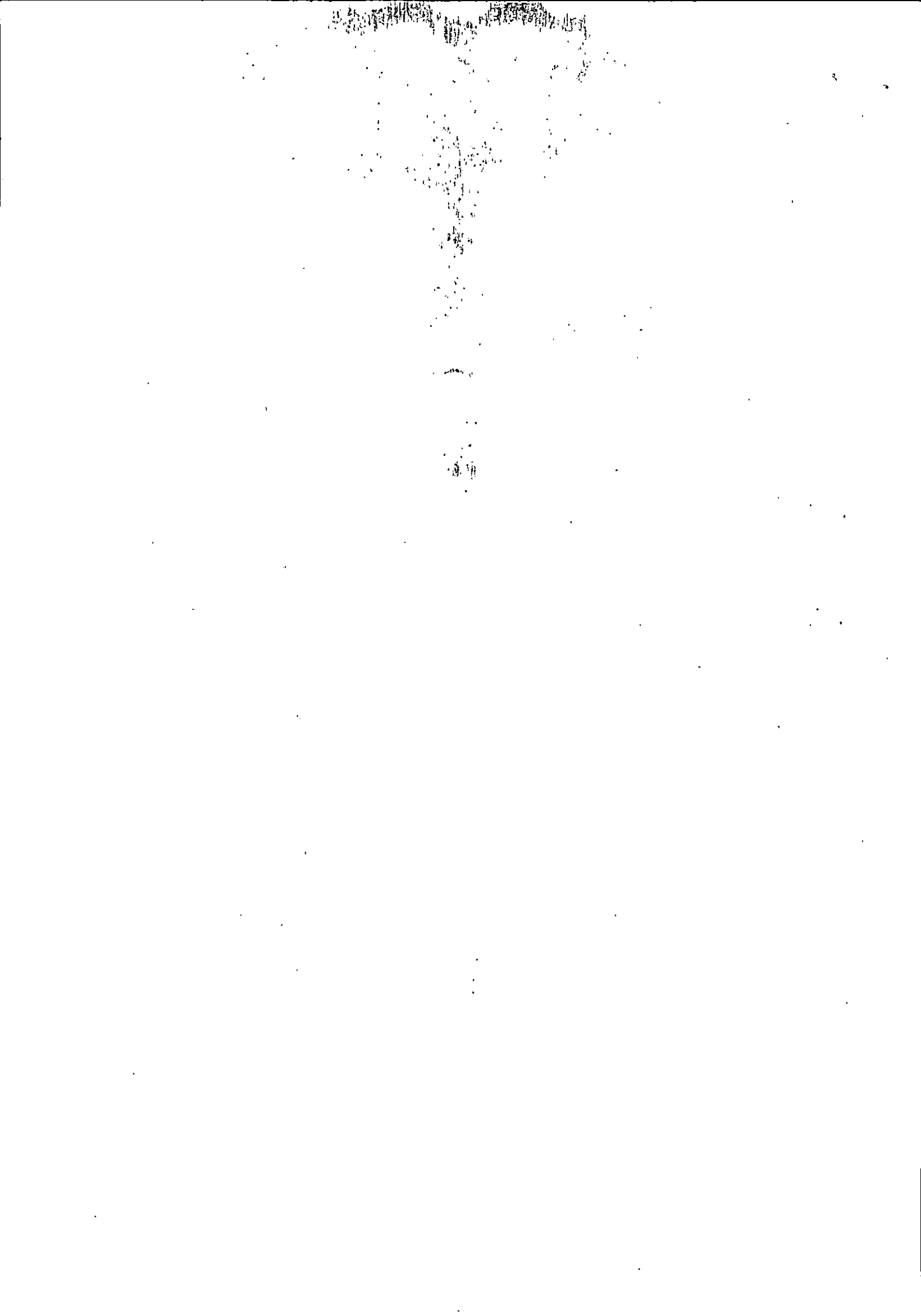
C. Thinking Skills

- C1. Developing the student's ability to work on the performance of duties and deliver them on time.
- C2. Developing the student's ability to dialogue and discuss.
- C3. safely dealing with chemicals and the performance of chemical procedures

Teaching and Learning Methods

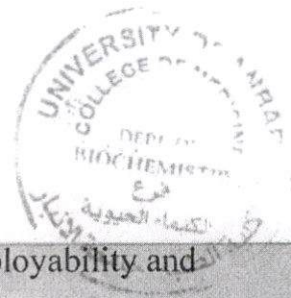
- Managing the lecture in an applied way is related to the reality of daily life to attract the student to the subject of the lesson without moving away from the core of the subject so that the subject is flexible and understandable and analytical.
- Assigning the student some activities and collective duties.
- Allocation of a grade ratio for daily duties and tests.

Assessment methods



- Active participation in the classroom is a guide to the student's commitment and responsibility.
- Meet the deadline for submitting duties and research.
- Quarterly and final tests reflect commitment, cognitive achievement and knowledge.





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

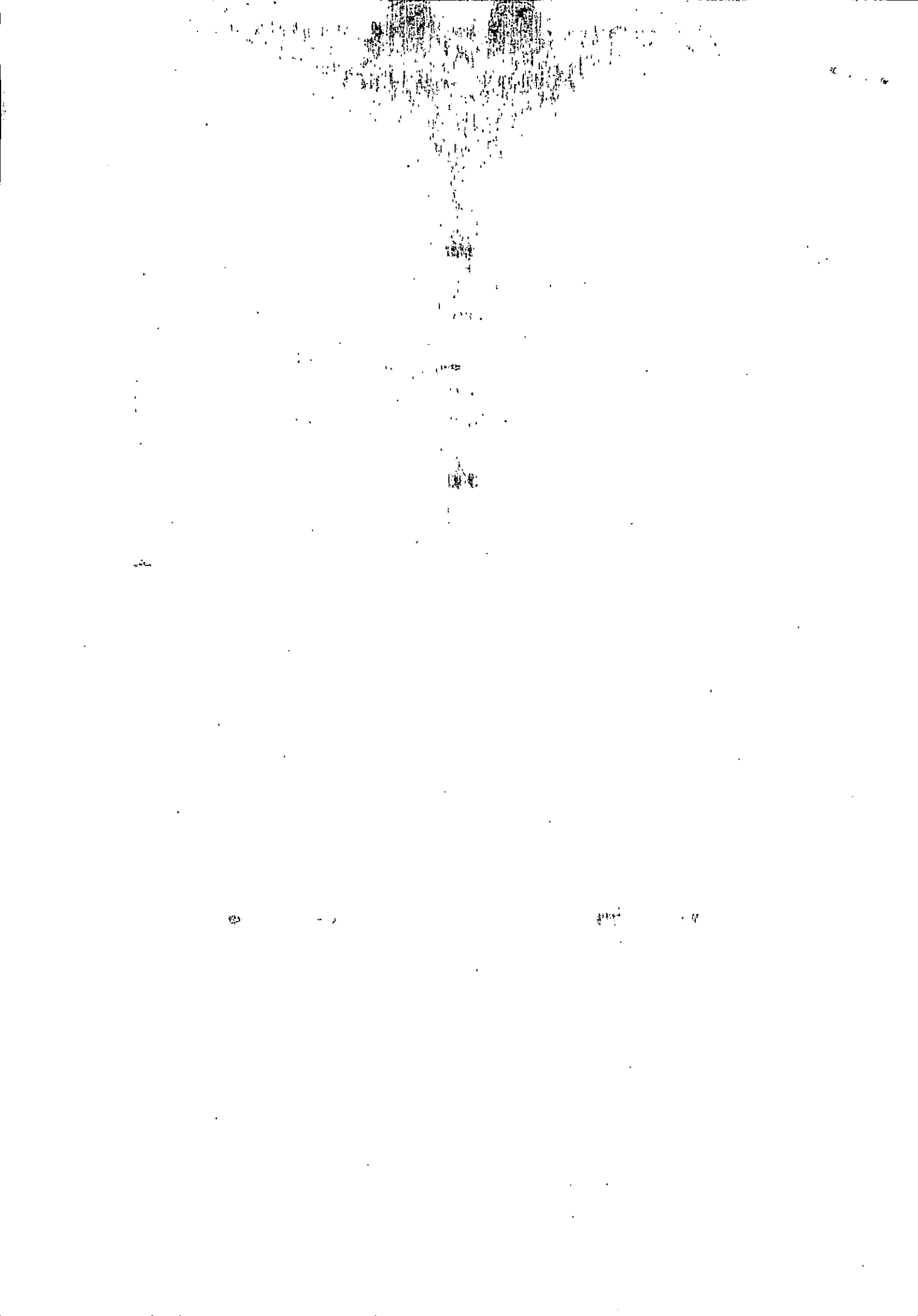
D1. Developing the student's ability to deal with chemicals.

D2 Develop the student's ability to deal with lab safety.

D3 Developing the student's ability to deal with chemical problems.

11. Course Structure

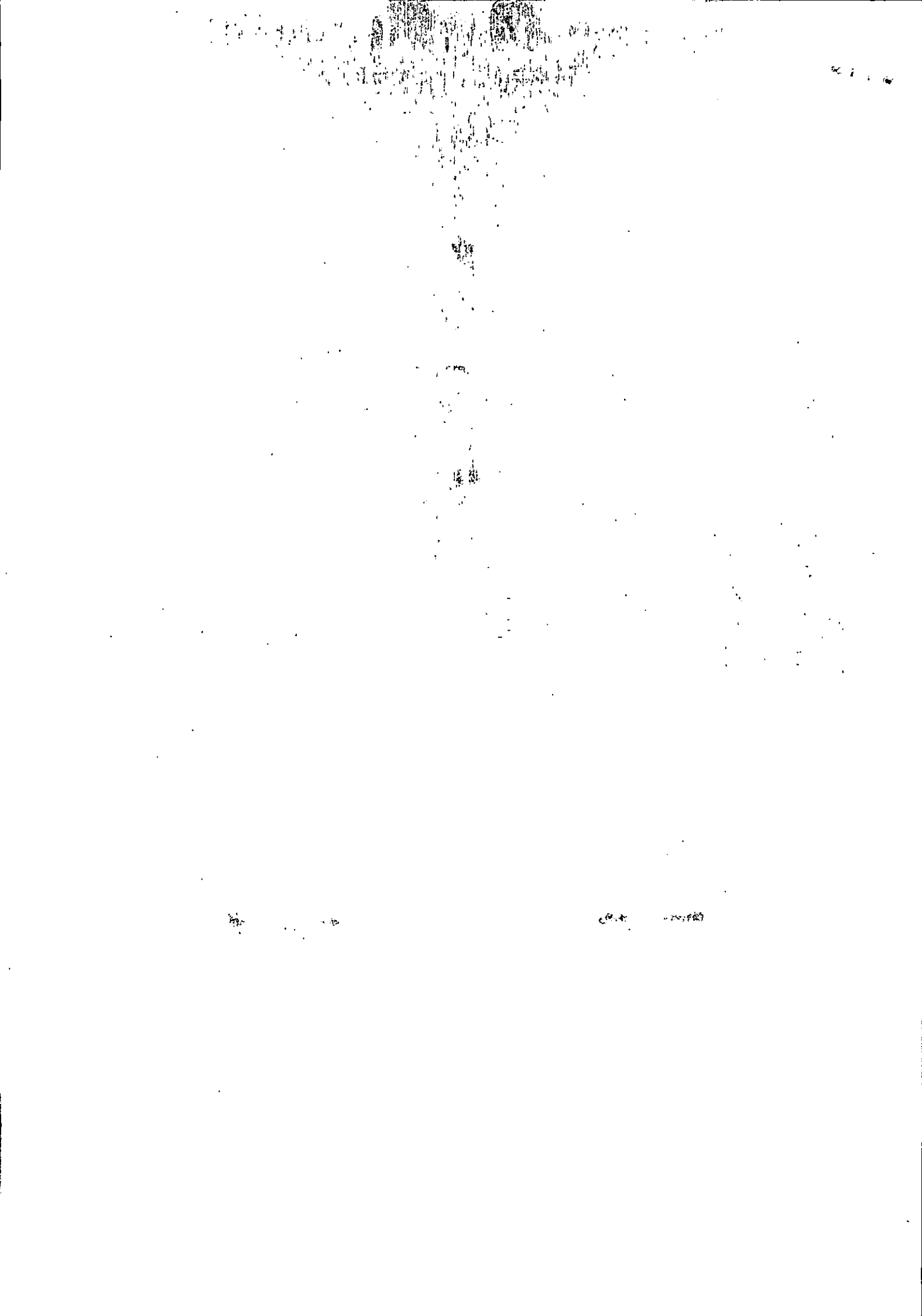
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3	Clinical chemistry	Clinical enzymology	lecture	Formative test
2	3	Clinical chemistry	Clinical enzymology	lecture	Formative test
3	3	Clinical chemistry	Antioxidants	lecture	Formative test
4	3	Clinical chemistry	Antioxidants	lecture	Formative test
5	3	Clinical chemistry	Vitamins	lecture	Formative test
6	3	Clinical chemistry	Vitamins	lecture	Formative test
7	3	Clinical chemistry	Vitamins	lecture	Formative test
8	3	Clinical chemistry	Metabolism of trace elements	lecture	Formative test
9	3	Clinical chemistry	Metabolism of trace elements	lecture	Formative test
10	3	Clinical chemistry	bioenergy	lecture	Formative test
11	3	Clinical chemistry	Carbohydrates	lecture	Formative test
12	3	Clinical chemistry	Carbohydrates	lecture	Formative test
13	3	Clinical chemistry	Carbohydrates	lecture	Formative test
14	3	Clinical chemistry	Carbohydrates	lecture	Formative test





15	3	Clinical chemistry	Carbohydrates	lecture	Formative test
16	3	Clinical chemistry	lipids	lecture	Formative test
17	3	Clinical chemistry	lipids	lecture	Formative test
18	3	Clinical chemistry	lipids	lecture	Formative test
19	3	Clinical chemistry	Lipids	lecture	Formative test
20	3	Clinical chemistry	Amino acids	lecture	Formative test
21	3	Clinical chemistry	Amino acids	lecture	Formative test
22	3	Clinical chemistry	Amino acids	lecture	Formative test
23	3	Clinical chemistry	nucleic acids	lecture	Formative test
24	3	Clinical chemistry	nucleic acids	lecture	Formative test
25	3	Clinical chemistry	nucleic acids	lecture	Formative test
26	3	Clinical chemistry	Hormones	lecture	Formative test
27	3	Clinical chemistry	Hormones	lecture	Formative test
28	3	Clinical chemistry	Hormones	lecture	Formative test
29	3	Clinical chemistry	Digestion and absorption	lecture	Formative test
30	3	Clinical chemistry	Kidney and liver functions tests	lecture	Formative test

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Harpers Lippincottes illustrated biochemistry
Special requirements (include for example workshops, periodicals, IT software, websites)	Biomedical



Community-based facilities (include for example, guest Lectures , internship , field studies)	
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13. Admissions	
Pre-requisites	
Minimum number of students	30
Maximum number of students	100



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 Anbar /college of medicine
2. University Department/Centre	Department of surgery
3. Course title/code	MS 2301/ الجراحة
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	Blended Learning
6. Semester/Year	3rd year
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	1/10/2020
9. Aims of the Course	
	Teach students the principles of general surgery and urology and enable them to apply them safely.
	Inform the Students the art and science of surgery.
	Giving students skills in the principles of surgery
	Directing students to focus on the importance of patient care and support

الاستاذ الدكتور
ذاكر محمد محسن

٢٤ تموز ٢٠٢٢

العقيد

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. The student should know the concept and nature of the science of surgery
- A2. The student should understand the basics of surgery science
- A3. The student should understand what is meant by the science of surgery

B. Subject-specific skills

- B1. The ability to conduct a medical examination of patients.
- B2. To distinguish between the various diseases of the surgical specialties.
- B3. The ability to describe treatment methods.
- B4. Conducting a research project to treat surgical diseases.

Teaching and Learning Methods

- Lectures
- interactive learning such as brainstorming
- discussion
- programmed education

Assessment methods

- Formative assessment tests at the end of each lecture for immediate feedback to measure the student's progress in learning
- The final summative assessment at the end of each term.

C. Thinking Skills

- C1. Developing the student's ability to work on the performance of duties and deliver them on time.
- C2. Developing the student's ability to dialogue and discuss.
- C3. Develop the student's ability to determine the change in the methods of diagnosis and treatment of diseases according to the latest medical developments.
- C4. Develop the ability to explain medical conditions and how to deal with them.
- C5. Development of the ability to analyze and diagnose diseases

Teaching and Learning Methods

- Managing the lecture in an applied way is related to the reality of daily life to attract the student to the subject of the lesson without moving away from the core of the subject so that the subject is flexible and understandable and analytical.

- Assigning the student some activities and collective duties.
- Allocation of a grade ratio for daily duties and tests.

Assessment methods

- Active participation in the classroom is a guide to the student's commitment and responsibility.
- Meet the deadline for submitting duties and research.
- Quarterly and final tests reflect commitment, cognitive achievement and knowledge.

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

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	Anbar University-Medical college
2. University Department/Centre	Pathology and forensic medicine
3. Course title/code	MP2304
4. Program(s) to which it contributes	
5. Modes of Attendance offered	official working
6. Semester/Year	Year
7. Number of hours tuition (total)	60
8. Date of production/revision of this specification	
9. Aims of the Course	
1- Enable students to understand the basic principles of pathology.	
2- Giving students the ability to make a logical connection and sequential thinking of the pathological condition and its clinical applications .	
3- Understand the pathological changes and its sequel as clinical signs of diseases.	

الاستاذ الدكتور
ذاكر محمد محسن

٢٤ تموز ٢٠٢١

العميد

4- Understand the possibility of therapeutic overlap and areas of influence.

10- Learning Outcomes, Teaching ,Learning and Assessment Methods

A- Knowledge and Understanding :

- A1- Explain and define the basic terms of pathology and clinical effects.
- A2- The student should be able to explain the cellular and tissue changes in case of different type of the diseases within the same system.
- A3- To distinguish the interactive patterns and stages of disease progression as well as disease recovery in different body systems.
- A4- List the causes of diseases and the different type of pathological reactions of tissues against them.

B. Subject-specific skills:

- B1-Student be able to describe the pathological change of tissues and diagnose different disease in organs depending on the pathological changes .
- B 2- To acquire the skill of tracking of the disease within systems.
- B 3- Explain the apparent signs and effects of pathology within the disease.
- B 4- Understanding the sites and stages of therapeutic intervention.
- B 5- Give the prognosis of the disease.

Teaching and Learning Methods

- 1-Theoretical lectures including explanations, pictures and tables.
- 2- Showing films and discussing sick cases collectively.
- 3- Presentation of pictures, glass slides, and real models of the diseased cases.
- 4- The possibility of making visits to gross museum and to educational hospitals inspect the branches of diseases and equipment therein.

Assessment methods

- 1- Short exams and feedback from students answer and opinions.
- 2- Semester exams.
- 3- Daily assessments through attendance and discussions.
- 4- Final practical and theoretical exams.

C. Thinking Skills

- C1- Asking questions and brainstorming.
- C 2 - Discussing disease cases in small groups.
- C3 - Exams include questions that combine more than one idea to enrich the student's mental ability.

Teaching and Learning Methods

Assessment methods

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

D1- Acquiring and maintaining the skill of using and maintaining laboratory equipment.

D2 - The skill of microscopic diagnosis of disease states.

D3- The skill of estimating the gross pathological change in the organs preserved in the laboratory.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2	Different oral cavity disease	ORAL CAVITY	Lectures &lab	Short exam
2	2	explain the salivary glands damage and its tumor types	Salivary gland	=	=
3	2	Inflammation and tumor	ESOPHAGUS	=	=
4	2	Types of inflammations and explains each tumor type	STOMACH	=	=
5	2	Diarrhea and malabsorption	SMALL BOWEL	=	=
6	2	Inflammatory bowel disease and tumors	LARGE BOWEL	=	=
7	2	Hepatitis , alcohol and tumors	LIVER	=	=
8	2	Define types of inflammation	GALL BLADDER	=	=
9	2	Inflammation and tumors	PANCREAS	=	=
10	2	Testicular tumors and prostate pathology.	MALE SYSTEM PATHOLOGY	=	=
11	2	Meningitis and encephalitis.	BRAIN INFECTION	=	=
12	2	Explain different types of tumors	BRAIN TUMOR	=	=
13	2	Differentiate types of breast infection and their agents.	BREAST INFLAMMATION	=	=
14	2	explain benign and malignant	BREAST TUMORS	=	=

		tumors			
15	2	Define the ovarian cysts and tumors	OVARIAN PATHOLOGY	=	=
16	2	Explain different hyperplasia and tumors	UTERINE PATHOLOGY	=	=
17	2	Define premalignant and malignant tumors	CERVIX AND VAGINA PATHOLOGY	=	=
18	2	Explains different type of bone infections	BONE INFECTION	=	=
19	2	Explain benign and malignant bone tumors	BONE TUMOR	=	=
20	2	Define the major soft tissue pathology	SOFT TISSUE TUMOR	=	=
21	2	Major congenital and cystic disease of kidney	CONGENITAL RENAL PATHOLOGY	=	=
22	2	Differentiate the types of kidney inflammation	RENAL INFLAMMATION	=	=
23	2	Benign and malignant kidney and bladder tumor	RENAL AND BLADDER TUMORS	=	=
24	2	Technique and principle of blood transfusion	BLOOD TRANSFUSION	=	=
25	2	Diseases cause anemia acutely.	ACUTE ANAEMIA	=	=
26	2	Define different diseases of RBC cause chronic an.	CHRONIC ANEMIA	=	=
27	2	Explain Hb pathogenesis	THALASEMIA	-	-
28	2	Differentiate the lymphoid tumors	HODGKIN LYMPHOMA	=	=
29	2	Define the types of NHL	NON HODGKIN LYMPHOMA	=	=
30	2	Differentiate the major types of Leukemia	LEUKEMIA	=	=

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	1-Robbin's basic pathology. 2-Curran Atlas of histopathology.
Special requirements (include for example workshops, periodicals, IT software, websites)	Pathology outline Web path
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	40
Maximum number of students	80

10- Learning Outcomes, Teaching, Learning and Assessment Methods	
<p>A- Knowledge and Understanding</p> <p>A1- Explain and define the basic terms of microbiology.</p> <p>A2- The student should be able to explain the pathogenesis and immunity against infectious diseases.</p> <p>A3- To distinguish the interactive patterns and stages of infectious disease progression as well as disease recovery.</p> <p>A4- List the causes of diseases and the reactions of tissues against them.</p>	
<p>B. Subject-specific skills</p> <p>B1- Student be able to describe and diagnose infections</p> <p>B 2- To acquire the skill and etiology</p> <p>B 3- Explain the apparent signs and effects of the disease.</p> <p>B 4- Understanding the sites and stages of therapeutic intervention.</p> <p>B 5- Give the prognosis of the disease.</p>	
Teaching and Learning Methods	
<p>1- Theoretical lectures including explanations, pictures, tables and diagrams</p> <p>2- Showing slides for infections and infective agents.</p> <p>3- Presentation of pictures, glass slides, and real sites of the infections</p> <p>4- The possibility of making visits to educational hospitals to inspect the branches of diseases and equipment therein.</p>	
Assessment methods	
<p>1- Short exams and feedback from students answer and opinions.</p> <p>2- Semester exams.</p> <p>3- Daily assessments through attendance and discussions.</p> <p>4- Final practical and theoretical exams.</p>	

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	Anbar University-Medical college
2. University Department/Centre	Microbiology
3. Course title/code	MM2306
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	official working
6. Semester/Year	Year
7. Number of hours tuition (total)	60
8. Date of production/revision of this specification	1/ 9/2021
9. Aims of the Course	
1- Enable students to understand the basic principles of Microbiology	
2- Giving students the ability to make a logical connection and sequential thinking of the Microbiology, Microbial agents , viruses, fungi and host immune reaction.	
3- Understand the etiology and clinical signs of infectious diseases.	
4- Understand the antimicrobial agents, antiviral and anti fungal acting pathogens.	

D. General and Transferable Skills (other skills relevant to employability and personal development)
 D1- Acquiring and maintaining the skill of using and maintaining laboratory equipments.
 D2 - The skill of microscopic diagnosis of microbes
 D3- The skill of estimating the cultivation and microbial isolation in the laboratory.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2	Introduction to microbiology and medicine. Bacterial cell structure.	Introduction to microbiology	Lectures & lab	Short exam
2	2	Host- parasite relationship Bacterial growth, Normal flora	Normal flora Host parasite relationship	=	=
3	2	Metabolism Bacterial nutrition	Microbial metabolism	=	=
4	2	Medical genetic: gene transfer, replication, recombination genetic engineering in medicine	Microbial genes	=	=
5	2	Staphylococci	Pyogenic bacteria Staphylococcus	=	=
6	2	Streptococci, Streptococcus pneumonia	Streptococcus	=	=
7	2	Bacillus: aerobic and anaerobic	Bacillus: aerobic and anaerobic	=	=
8	2	<i>Neisseria spp.</i> & <i>Moraxella</i>	<i>Neisseria spp.</i> & <i>Moraxella</i>	=	=
9	2	<i>Corynebacterium</i>	<i>Corynebacterium</i>	=	=
10	2	<i>Mycobacterium</i>	<i>Mycobacterium</i>	=	=
11	2	Enteric Bacteria	Enteric Bacteria <i>E. coli</i> & <i>klebsiella</i> & <i>proteus</i> <i>Acinetobacter</i> , <i>Salmonella</i> , <i>Shigella</i> & <i>Pseudomonas</i> <i>Yersinia</i> , <i>Francisella</i>	=	=

C. Thinking Skills

C1- Asking questions and brainstorming.

C 2 - Discussing disease cases in small groups.

C3 - Exams include questions that combine more than one idea to enrich the student's mental ability.

Teaching and Learning Methods

Assessment methods

12	2	Parvobacteria	Parvobacteria	=	=
13	2	Chlamydia & Mycoplasma	Chlamydia & Mycoplasma	=	=
14	2	<i>Vibrio</i> & Helicobacter	<i>Vibrio</i> & Helicobacter, Compylobacter	=	=
15	2	Antimicrobial agents: Disinfection and antiseptic, antimicrobial resistance.	Spirochaetes,	=	=
16	2			=	=
17	2			=	=
18	2			=	=
19	2			=	=
20	2			=	=
21	2			=	=
22	2			=	=
23	2			=	=
24	2			=	=
25	2			=	=
26	2			=	=
27	2			=	=
28	2			=	=
29	2			=	=
30	2			=	=

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	1- Jawetz Medical Microbiology 2- practical-Medical microbiology
Special requirements (include for example workshops, periodicals, IT software, websites)	outline
Community-based facilities (include for example, guest Lectures, internship, field studies)	
13. Admissions	
Pre-requisites	
Minimum number of students	40
Maximum number of students	80

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 Anbar /college of medicine
2. University Department/Centre	Department of Medicine.
3. Course title/code	MEDICINE /
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	Blended Learning
6. Semester/Year	4 th year
7. Number of hours tuition (total)	135
8. Date of production/revision of this specification	1/10/2020
9. Aims of the Course	
	Teach students the principles of general medicine and enable them to apply them safely.
	Inform the Students the art and science of general medicine.
	Giving students skills in the principles of medicine.
	Directing students to focus on the importance of patient care and support

الاستاذ الدكتور
ذاكر محمد محسن
٢٤ تشرين الثاني ٢٠٢١
العميد

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. The student should know the concept and nature of the science of medicine.
- A2. The student should understand the basics of medicine.
- A3. The student should understand what is meant by the science of medicine.

B. Subject-specific skills

- B1. The ability to conduct a medical examination of patients.
- B2. To distinguish between the various diseases of the medical specialties.
- B3. The ability to describe treatment methods.
- B4. Conducting a research project to treat medical diseases.

Teaching and Learning Methods

- Lectures
- interactive learning such as brainstorming
- discussion
- programmed education

Assessment methods

- Formative assessment tests at the end of each lecture for immediate feedback to measure the student's progress in learning
- The final summative assessment at the end of each term.

C. Thinking Skills

- C1. Developing the student's ability to work on the performance of duties and deliver them on time.
- C2. Developing the student's ability to dialogue and discuss.
- C3. Develop the student's ability to determine the change in the methods of diagnosis and treatment of diseases according to the latest medical developments.
- C4. Develop the ability to explain medical conditions and how to deal with them.
- C5. Development of the ability to analyze and diagnose diseases

Teaching and Learning Methods

- Managing the lecture in an applied way is related to the reality of daily life to attract the student to the subject of the lesson without moving away from the core of the subject so that the subject is flexible and understandable and analytical.

- Assigning the student some activities and collective duties.
- Allocation of a grade ratio for daily duties and tests.

Assessment methods

- Active participation in the classroom is a guide to the student's commitment and responsibility.
- Meet the deadline for submitting duties and research.
- Quarterly and final tests reflect commitment, cognitive achievement and knowledge.

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

D1. Developing the student's ability to deal with patients.

D2 Develop the student's ability to deal with surgical conditions.

D3 Developing the student's ability to deal with multiple means.

D4 Developing the student's ability to dialogue and discuss.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	5		Introduction to respiratory system, Chronic obstructive lung disease, Asthma.	Lecture	Formative test
2	5		Pneumonia, Tuberculosis, Respiratory failure.	Lecture	Formative test
3	5		Respiratory failure, Bronchogenic carcinoma Interstitial pulmonary disease.	Lecture	Formative test
4	5		Introduction to cardiovascular system, Ischemic heart disease	Lecture	Formative test
5	5		Congenital heart disease, Heart failure, Infective endocarditis.	Lecture	Formative test

			Rheumatic fever.		
6	5		Peripheral vascular disease.	Lecture	Formative test
7	5		Streptococcal And Staphylococcal Infections, Sepsis syndrome.	Lecture	Formative test
8	5		Typhoid ,brucellosis, HIV disease Viral diseases; Infectious	Lecture	Formative test
9	5		Infectious mononucleosis, CMV, Rickettsial diseases, Hemorrhagic fever.	Lecture	Formative test
10	5		Anthrax Fungal infection Pertusis, Diphtheria and tetanus.	Lecture	Formative test
11	5		Chemotherapeuti c agent and Antibiotics Pyrexia of Undetermined origin (PUO)	Lecture	Formative test
12	5		Introduction to liver diseases Hepatitis: Viral hepatitis, drug	Lecture	Formative test

			induced hepatitis.		
13	5		Chronic liver diseases, Chronic Active hepatitis.	Lecture	Formative test
14	5		Liver cirrhosis and alcoholic liver disease Hepatoma	Lecture	Formative test
15			First term exam.		
1 ^v	2		Introduction to renal diseases	Lecture	Formative test
1 ^v	2		Investigation of renal disease, Glomerular manifestation of systemic diseases	Lecture	Formative test
1 [^]	2		Glomerular diseases Nephrotic and Nephritic syndrome,	Lecture	Formative test
1 ⁹	4		Interstitial renal diseases, Acute and chronic interstitial diseases	Lecture	Formative test
2 [•]	4		Cystic kidney disease, Renal tubular acidosis	Lecture	Formative test
2 [^]	4		Urinary tract infection, Acute UTIs, Chronic UTIs and Reflux Nephropathy	Lecture	Formative test

2 ^۲	4		Acute renal failure ,Drugs and the kidney, Renaovascular disease.	Lecture	Formative test
2 ^۳	4		Introduction to GIT diseases	Lecture	Formative test
2 ^۴	4		esophageal disease	Lecture	Formative test
2 ^۵	4		Peptic Ulcer disease Gastric Tumor	Lecture	Formative test
2 ^۶	4		Small bowel diseases and	Lecture	Formative test
2 ^۷	4		Malabsorption Pancreatic diseases.	Lecture	Formative test
2 ^۸	4		Large bowel disease Inflammatory bowel diseases.	Lecture	Formative test
۲۹			Tumor of the large bowel.	Lecture	Formative test
۳۰	4		2 nd term exam.	Lecture	Formative test

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Davidson's principles and practice of medicine.
Special requirements (include for example workshops, periodicals, IT software, websites)	Medscape http://www.medscape.com/ Webmd http://www.webmd.com/

	<p>Uptodate http://www.uptodate.com/home</p> <p>Medline Plus https://www.nlm.nih.gov/medlineplus/</p> <p>NHS Choices http://www.nhs.uk/pages/home.aspx</p>	
Community-based facilities (include for example, guest Lectures , internship , field studies)		

13. Admissions	
Pre-requisites	
Minimum number of students	30
Maximum number of students	100

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.

Raghda Mohammed Bardan

1. Teaching Institution	University of al-anbar
2. University Department/Centre	College of medicine
3. Course title/code	Obstetrics & gynecology
4. Programme(s) to which it contributes	Fourth stage
5. Modes of Attendance offered	Theoretical lectures and clinical attendance
6. Semester/Year	2020-2021
7. Number of hours tuition (total)	
8. Date of production/revision of this specification	24\6\2021
9. Aims of the Course	

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٢٤ يونيو ٢٠٢١

العميد

Theoretical skills:

1. To understand commonly used terms in obstetrics
2. To have knowledge of normal pregnancy, labour & puerperium, their abnormalities and how to manage them.
3. To be familiar with the definitions & concepts of obstetric diseases & complications and their managements
4. To have knowledge of medical diseases complicating pregnancy and their managements.

Practical skills:

- 1.To be able of taking comprehensive obstetric history
- 2.To be able to communicate with patients of different educational levels
- 3.To have practical skills of obstetric examination
4. To conduct appropriate investigations and proper interpretation of the results.

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A - Knowledge and understanding: identifying the diseases that face the family and society in general and females in particular that affect fertility, pregnancy and childbirth, and identifying the techniques used in the treatment of gynecological diseases and infertility diseases

b- Subject-specific skills

Training students on clinical cases in specialized hospitals.

Training on real clinical cases or testing equipment in the Clinical Skills Laboratory.

Teaching and Learning Methods1- Lectures, 2- Data show, 3- The regular blackboard, 4- Direct explanation and communication with students. As well as clinical training, recording lectures in video form, conducting an electronic exam, and following up on student reports in the electronic class during the Corona pandemic

Assessment methods

Quizzes and short exams, questions and discussions in the lecture, absences, the final exam.Practical: class exam, activity, practical exams, clinical training exams

Teaching and Learning Methods

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

1- The ability to deal with work environment problems, 2- Correct identification of problems and the ability to find solutions to them, 3- Evaluating, using and improving work mechanisms, 4- Determining appropriate work standards, 5- Developing the spirit of cooperation and teamwork as one team

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2		Maternal pelvic anatomy and fetal skull	Google meet	Short essays ,single choice ,matching,discussion
2	2		malpresentation	=	=
3	2		malposition	=	=
4	1		Instrumental vaginal delivery	=	=
5	1		Episiotomy and perineal trauma	=	=
6	2		Caeseran section	=	=
7	2		Prolonged pregnancy	=	=
8	2		Preterm labour and cerclage	=	=
9	1		Abnormalities of amniotic fluid and PPROM	=	=
10	1		Obstetric analgesia and anasthesia	=	=
11	1		Thromboembolic disease	=	=
12	1		Vomiting during pregnancy	=	=
13	1		Thyroid disease during pregnancy	=	=

Practical: Number of lessons per week 1 practical lessons of two hours per lesson Number of totals 3 groups during the school year

No.	Item	Objectives
1st week	Obstetric history	<ol style="list-style-type: none"> 1.To be able to communicate with patients of different educational level with respect and flexibility. 2.To take a proper comprehensive obstetric history. 3. To evaluate risk factors present in the history.
2nd week	Examination	<ol style="list-style-type: none"> 1.To be able to undertake general examination . 2.To be able to examine vital signs with understanding their physiological changes during pregnancy. 3.To be able to undertake abdominal examination of pregnant woman. 4.To be able to undertake pelvic examination .
3rd week	Antenatal care	<ol style="list-style-type: none"> 1.To understand the concept of high risk pregnancy. 2.To know the frequency of antenatal visits in low risk and high risk pregnancy. 3.To know the investigations of the booking visit and when to repeat them 4.To understand the concept of dating ultrasound scan, its timing and its other benefits. 4.To understand the concept of congenital anomalies ultrasound scan, its timing and its other benefits.
4th week	Normal labour	<ol style="list-style-type: none"> 1.To understand how to diagnose labour by history and clinical examination. 2.To know the stages of labour. 3.To be able to assess uterine contractions by abdominal examination. 4.To understand normal and abnormal partogram . 5.To know active management of third stage of labour .
5th week	Intrapartum Fetal monitoring	<ol style="list-style-type: none"> 1.To know the types of fetal monitoring during labour. 2.To have the skill of fetal heart assessment by sonic aid. 3.To be able to interpret cadiotocograph results.
6th week	Antepartum haemorrhage	<ol style="list-style-type: none"> 1.To know major causes of antepartum haemorrhage. 2.To know important risk factors by history taking. 3. To be able to differentiate between major causes by clinical examination. 4.To be able to do first lines of management of obstetric haemorrhage.
7th week	Hypertensive disorders in pregnancy	<ol style="list-style-type: none"> 1.To be able to do proper blood pressure estimation. 2.To be able to diagnose hypertension in pregnancy. 3.To undertake physical examination in hypertensive women with ability to identify physical signs of sever pre-eclampsia. 4.To be able to conduct proper investigation and interpretation of the results.
8th week	Caesarean section	<ol style="list-style-type: none"> 1.To know the types of Caesarean section and its indications. 2.To know possible complications. 3.To undertake proper postoperative examination .
9th week	Postpartum haemorrhage	<ol style="list-style-type: none"> 1.To know possible risk factors. 2.To be able to do first line management of this emergency situation. 3.To be able to do maneuvers to treat uterine atony.
10th week	Puerperium	<ol style="list-style-type: none"> 1.To be able perform proper abdominal examination to assess uterine involution. 2.To be able to perform proper breast examination and differentiate clinically between breast engorgement and mastitis. 3.To undertake proper examination for leg deep vein thrombosis.

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	1-Obstetrics by Ten Teachers. 2-Gynaecology by Ten Teachers. 3-Dewhurt's textbook of obstetrics and gynecology. 4-Obstetrics & Gynaecology An Evidence-based Text for the MRCOG.
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 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 Anbar /College of Medicine
2. University Department/Centre	Family and Community Department
3. Course title/code	Community medicine 4 th year / MC2404
4. Programme(s) to which it contributes	Health care Administration
5. Modes of Attendance offered	students
6. Semester/Year	2 nd semester 2020 -2021
7. Number of hours tuition (total)	5 lectures
8. Date of production/revision of this specification	10/6/2021
9. Aims of the Course	
1- To teach the students aims and objectives of health systems	
2- To make the students able to manage important health problems according to our health system	
3- Students should know the main steps and principles of planning for health cre programs	
4- To teach the students the best ways of management of health institutions	
5- To know the evaluation ways of various programs and services	

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٢٤ تموز ٢٠٢١

العميد

10. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1. Percent of students in participation in discussion

A2. Percent of students in involving themselves in seminars

A3.

A4.

A5.

A6 .

B. Subject-specific skills

B1. Make reports and projects

B2.

B3.

Teaching and Learning Methods

Lectures

Seminars

Evaluation exercises

surveys

Assessment methods

MCQs

Term and final exams

Daily assessment at lecture

C. Thinking Skills

C1. Participating in planning and evaluation exercises

C2.case management

C3.

C4.

Teaching and Learning Methods

Lectures

Seminars

Evaluation exercises

surveys

Assessment methods

MCQs

Term and final exams

Daily assessment at lecture

D. General and Transferable Skills (other skills relevant to employability and personal development)
 D1. Making projects and reports
 D2. Making Surveys
 D3. Evaluating health programs
 D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	1	To know how to use administration terms properly	Definition of terms related to administration	Power point lectures, discussions	Quizzes , short assay assessments
2	1	Levels of health system in Iraq & its strength and weakness	Health system in Iraq	Power point lectures, discussions	Quizzes , short assay assessments
3	1	Types of planning & priorities	Health care planning	Power point lectures, discussions	Quizzes , short assay assessments
4	1	To know the ideal characteristics of health manager	Health care management	Power point lectures, discussions	Quizzes , short assay assessments
5	1	Ways of monitoring and evaluation of health program	Health care evaluation	Power point lectures, discussions	Quizzes , short assay assessments

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	· Short textbook of public health medicine for the tropics (Lucas & Gillis) · Principles and Practice of Community Medicine · Textbook of Preventive and Social Medicine (JE Park)
Special requirements (include for example workshops, periodicals, IT software, websites)	Need for supplies, drugs and transportation for conducting health surveys.

Community-based facilities (include for example, guest Lectures , internship , field studies)	Field studies as health surveys
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13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	

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 Anbar /College of Medicine
2. University Department/Centre	Family and Community Department
3. Course title/code	Community medicine 4 th year / MC240
4. Programme(s) to which it contributes	General epidemiology / Practice
5. Modes of Attendance offered	students
6. Semester/Year	1 st and 2 nd 2020-2021
7. Number of hours tuition (total)	90 hours
8. Date of production/revision of this specification	11/6/2021
9. Aims of the Course	
	1- To teach the students aims and objectives of general epidemiology
	2- To make the students calculate frequency and morbidity , mortality .
	3- Students should know the main principles of general epidemiology
	4- To teach the students how to deal with study design
	5- To know the main indicators of morbidity and mortality
	6- To explain and know the main components of study design
	7- To make the students able to manage important health problems by study design
	8- Students should know the main principles of advantage and dis advantage of

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

D1. . Making projects and reports

D2. Makin Surveys

D3. Diagnosing the community

D4.

D2.

D3.

D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-4	4	General epidemiology	Introduction to general epidemiology	Power point lectures, discussions	Quizzes , short assay assessments
6-7	3	How conduct a study design	Study design	Power point lectures, discussions, exercises	Quizzes , short assay assessments
8-10	3	Casual and association and part of screening	How conduct a screening test	Power point lectures, discussions, exercises	Quizzes , short assay assessments
11-13	3	Screening and bias ,confounder in medical research	How treat bias and confounder in research	Power point lectures, discussions, exercises	Quizzes , short assay assessments
14-15	2	Investigation of epidemic	How control an epidemic of infectious disease	Power point lectures, discussions, exercises	Quizzes , short assay assessments

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

- Short textbook of public health medicine for the tropics (Lucas & Gillis)
- Introduction to general epidemiology
- Principles of epidemiology. A self-teaching guide
- Textbook of Preventive and Social Medicine (JE Park)

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1. - Knowledge and Understanding A1. Percent of students in participation in discussion

A2. Percent of students in involving themselves in seminars

A3.

A4.

A5.

A6 .

B. Subject-specific skills

B1. . Make reports and projects

B2.

B3.

Teaching and Learning Methods

Lectures

Seminars

Epidemiological exercises
surveys

Assessment methods

Lectures

Seminars

Epidemiological exercises
surveys

C. Thinking Skills C1. Participating Epidemiological exercises

C2.case management

C3.

C4.

Teaching and Learning Methods

Lectures

Seminars

Epidemiological exercises
surveys

Assessment methods

MCQs

Term and final exams

Daily assessment at lecture

Special requirements (include for example workshops, periodicals, IT software, websites)	Need for supplies, drugs and transportation for conducting health surveys.
Community-based facilities (include for example, guest Lectures , internship , field studies)	Field studies as health surveys

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

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 Anbar /college of medicine
2. University Department/Centre	Department of surgery
3. Course title/code	surgery/MS 2401
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	Blended Learning
6. Semester/Year	4 th year
7. Number of hours tuition (total)	90
8. Date of production/revision of this specification	1/10/2020
9. Aims of the Course	
Teach students the principles of general surgery and urology and enable them to apply them safely.	
Inform the Students the art and science of surgery.	
Giving students skills in the principles of surgery	
Directing students to focus on the importance of patient care and support	

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٢٥ حزيران ٢٠٢١

العميد

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. The student should know the concept and nature of the science of surgery
- A2. The student should understand the basics of surgery science
- A3. The student should understand what is meant by the science of surgery

B. Subject-specific skills

- B1. The ability to conduct a medical examination of patients.
- B2. To distinguish between the various diseases of the surgical specialties.
- B3. The ability to describe treatment methods.
- B4. Conducting a research project to treat surgical diseases.

Teaching and Learning Methods

- Lectures
- interactive learning such as brainstorming
- discussion
- programmed education

Assessment methods

- Formative assessment tests at the end of each lecture for immediate feedback to measure the student's progress in learning
- The final summative assessment at the end of each term.

C. Thinking Skills

- C1. Developing the student's ability to work on the performance of duties and deliver them on time.
- C2. Developing the student's ability to dialogue and discuss.
- C3. Develop the student's ability to determine the change in the methods of diagnosis and treatment of diseases according to the latest medical developments.
- C4. Develop the ability to explain medical conditions and how to deal with them.
- C5. Development of the ability to analyze and diagnose diseases

Teaching and Learning Methods

- Managing the lecture in an applied way is related to the reality of daily life to attract the student to the subject of the lesson without moving away from the core of the subject so that the subject is flexible and understandable and analytical.

- Assigning the student some activities and collective duties.
- Allocation of a grade ratio for daily duties and tests.

Assessment methods

- Active participation in the classroom is a guide to the student's commitment and responsibility.
- Meet the deadline for submitting duties and research.
- Quarterly and final tests reflect commitment, cognitive achievement and knowledge.

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

D1. Developing the student's ability to deal with patients.

D2 Develop the student's ability to deal with surgical conditions.

D3 Developing the student's ability to deal with multiple means.

D4 Developing the student's ability to dialogue and discuss.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	1		Introduction to Urology, Definition and clinical symptoms	Lecture	Formative test
2	1		Urological Investigation: Urinalysis, Biochemical test, Radiology ,Ultrasound, CT-scan ,MRI, Isotope study	Lecture	Formative test
3	1		Embryology of GUT, Renal Anomalies, Cystic disease of the Kidney	Lecture	Formative test
4	1		PUJ obstruction, Anomalies of the Ureter, Uretrocele, VUR	Lecture	Formative test
5	1		Definitions of Urinary tract infection	Lecture	Formative test
6	1		Acute and Chronic Pylonephritis, Renal carbuncle, Pyonephrosis, TB of GUT	Lecture	Formative test

7	1		Renal and Ureteric Trauma and scars	Lecture	Formative test
8	1		Urinary Fistulae And Urinary Diversions	Lecture	Formative test
9	1		Introduction To Urolithiasis	Lecture	Formative test
10	1		Renal Stone Diseases	Lecture	Formative test
11	1		Ureteric and Vesical Stone	Lecture	Formative test
12	1		Renal Tumors	Lecture	Formative test
13	1		Hydronephrosis and Obstructive Uropathy	Lecture	Formative test
14	1			Lecture	Formative test
15	1		Diseases of the bladder (Ectopia vesicae and Interstitial cystitis)	Lecture	Formative test
16	1		Bladder diseases (Bilharezial and Neurogenic Diseases) and urinary retention	Lecture	Formative test
17	1		CA. Bladder and bladder injury	Lecture	Formative test
18	1		Diseases of the Prostate (BPH)	Lecture	Formative test
19	1		Prostatic Carcinoma and Prostatitis	Lecture	Formative test
20	1		Imperfectly descended Testis, Torsion and acute	Lecture	Formative test

			scrotum		
21	1		Epididymo-orchitis (acute, Chronic and TB), Hydrocele, Varicocele	Lecture	Formative test
22	1		Testicular Tumor, Scrotal Gangrene	Lecture	Formative test
23	1		Hypospadias, Epispadias, PUV, Phimosis, Meatal stenosis	Lecture	Formative test
24	1		Urethral injury, Stricture, Peyronie's Disease	Lecture	Formative test
25	1		Renal failure	Lecture	Formative test
26	1		Renal Transplant	Lecture	Formative test
27	1		Male infertility	Lecture	Formative test

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2		Esophagus	Lecture	Formative test
2	2		Esophagus	Lecture	Formative test
3	2		Stomach and duodenum	Lecture	Formative test
4	2		Stomach and duodenum	Lecture	Formative test
5	2		Hernia	Lecture	Formative test
6	2		Thyroid gland	Lecture	Formative test
7	2		Thyroid gland	Lecture	Formative test
8	2		Breast diseases	Lecture	Formative test
9	2		Breast diseases	Lecture	Formative test
10	2		Hydatid disease	Lecture	Formative test
11	2		Small and large	Lecture	Formative test

			bowel diseases+ appendix		
12	2		Small and large bowel diseases+ appendix	Lecture	Formative test
13	2		Intestinal obstruction	Lecture	Formative test
14	2		Liver & biliary system	Lecture	Formative test
15	2		Liver & biliary system	Lecture	Formative test
16	2		Colostomy & ileostomy	Lecture	Formative test
17	2		Anorectal surgery	Lecture	Formative test
18	2		Portal hypertension and upper GI bleeding	Lecture	Formative test
19	2		Pancreas	Lecture	Formative test
20	2		Principles of laparoscopic surgery and MIS	Lecture	Formative test
21	2		Peritoneum & intra-abdominal sepsis	Lecture	Formative test
22	2		spleen	Lecture	Formative test
23	2		Cervical lymphadenopathy & swellings in the neck, Salivary glands & oral cavity	Lecture	Formative test
24	2		Diabetic foot	Lecture	Formative test
25	2		Adrenal gland	Lecture	Formative test
26	2		Parathyroid glands	Lecture	Formative test
27	2		Principles of bariatric surgery	Lecture	Formative test
28	2		Oncology	Lecture	Formative test

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Bailey & Love's short practice of surgery
Special requirements (include for example workshops, periodicals, IT software, websites)	<p>Medscape http://www.medscape.com/</p> <p>Webmd http://www.webmd.com/</p> <p>Uptodate http://www.uptodate.com/home</p> <p>Medline Plus https://www.nlm.nih.gov/medlineplus/</p> <p>NHS Choices http://www.nhs.uk/pages/home.aspx</p>
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	30
Maximum number of students	100

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 Anbar /College of Medicine
2. University Department/Centre	Family and Community Department
3. Course title/code	Community medicine 4 th year / MC2404
4. Programme(s) to which it contributes	Primary health care & Maternal and Child health care
5. Modes of Attendance offered	students
6. Semester/Year	1 st and 2 nd 2021-2022
7. Number of hours tuition (total)	20 lectures
8. Date of production/revision of this specification	10/6/2021
9. Aims of the Course	
1- To teach the students aims and objectives of PHC Programs	
2- To make the students able to manage important health problems in primary health centers	
3- Students should know the main principles of providing maternal health care specially antenatal care in health centers	
4- To teach the students how to deal with child health problems in our community and how to implement the immunization schedule properly	
5- To know the main indicators of maternal and child health care with regards to mortality and morbidity	
6- To explain and know the main components of school health	

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٢٤ تموز ٢٠٢١

العقيد

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. Percent of students in participation in discussion
- A2. Percent of students in involving themselves in seminars
- A3.
- A4.
- A5.
- A6 .

B. Subject-specific skills

- B1. Make reports and projects
- B2.
- B3.

Teaching and Learning Methods

Lectures

Seminars

Epidemiological exercises
surveys

Assessment methods

MCQs

Term and final exams

Daily assessment at lecture

C. Thinking Skills

- C1. Participating Epidemiological exercises
- C2.case management
- C3.
- C4.

Teaching and Learning Methods

Lectures

Seminars

Epidemiological exercises
surveys

Assessment methods

MCQs

Term and final exams

Daily assessment at lecture

D. General and Transferable Skills (other skills relevant to employability and personal development)
 D1. Making projects and reports
 D2. Making Surveys
 D3. Diagnosing the community
 D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-5	5	Principles of PHC	Primary health care (PHC)	Power point lectures, discussions	Quizzes , short assay assessments
6-12	7	Care of mothers before, during and after pregnancy	Maternal health care	Power point lectures, discussions	Quizzes , short assay assessments
13-16	4	WHO Programs for child health	Child Health care	Power point lectures, discussions	Quizzes , short assay assessments
17-18	3	Health indicators and mortality rates of mothers and children	MCH indicators	Power point lectures, discussions	Quizzes , short assay assessments
19-20	1	components and services provided for school children	School Health	Power point lectures, discussions	Quizzes , short assay assessments

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	<ul style="list-style-type: none"> · Short textbook of public health medicine for the tropics (Lucas & Gillis) · Introduction to general epidemiology · Principles of epidemiology. A self-teaching guide · Textbook of Preventive and Social Medicine (JE Park)
Special requirements (include for example workshops, periodicals, IT software, websites)	Need for supplies, drugs and transportation for conducting health surveys.

Community-based facilities (include for example, guest Lectures , internship , field studies)	Field studies as health surveys
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13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	

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 Anbar /college of medicine
2. University Department/Centre	Department of medicine
3. Course title/code	الامراض الجلدية
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	Blended Learning
6. Semester/Year	5 th rd year
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	1/10/2020
9. Aims of the Course	
Teach students the principles of [Dermatology and enable them to apply them safely.	
Inform the Students the art and science of Dermatology.	
Giving students skills in the principles of Dermatology.	
Directing students to focus on the importance of patient care and support	

الاستاذ الدكتور
ذاكر محمد محسن

٢٤ ربيع الثاني ٢٠٢١

العميد

10. Learning Outcomes, Teaching, Learning and Assessment Method

A- Knowledge and Understanding

- A1. The student should know the concept and nature of the science of Dermatology.
- A2. The student should understand the basics of Dermatology science.
- A3. The student should understand what is meant by the Dermatology.

B. Subject-specific skills

- B1. The ability to conduct a medical examination of patients.
- B2. To distinguish between the various diseases of the Dermatology diseases.
- B3. The ability to describe treatment methods.
- B4. Conducting a research project to treat diseases.

Teaching and Learning Methods

- Lectures
- interactive learning such as brainstorming
- discussion
- programmed education

Assessment methods

- Formative assessment tests at the end of each lecture for immediate feedback to measure the student's progress in learning
- The final summative assessment at the end of each term.

C. Thinking Skills

- C1. Developing the student's ability to work on the performance of duties and deliver them on time.
- C2. Developing the student's ability to dialogue and discuss.
- C3. Develop the student's ability to determine the change in the methods of diagnosis and treatment of diseases according to the latest medical developments.
- C4. Develop the ability to explain Dermatological conditions and how to deal with them.
- C5. Development of the ability to analyze and diagnose diseases

Teaching and Learning Methods

- Managing the lecture in an applied way is related to the reality of daily life to attract the student to the subject of the lesson without moving away from the core of the subject so that the subject is flexible and understandable and analytical.

- Assigning the student some activities and collective duties.
- Allocation of a grade ratio for daily duties and tests.

Assessment methods

- Active participation in the classroom is a guide to the student's commitment and responsibility.
- Meet the deadline for submitting duties and research.
- Quarterly and final tests reflect commitment, cognitive achievement and knowledge.

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

D1. Developing the student's ability to deal with patients.

D2 Develop the student's ability to deal with Dermatological conditions.

D3 Developing the student's ability to deal with multiple means.

D4 Developing the student's ability to dialogue and discuss.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	1		Structures and functions of the skin	Lecture	Formative test
2	1		Terminology	Lecture	Formative test
3	1		Parasitic skin infections	Lecture	Formative test
4	1		Acne	Lecture	Formative test
5	2		Papulosequamous diseases (Psoriasis)	Lecture	Formative test
6	1		Papulosequamous diseases (LP, PR)	Lecture	Formative test
7	1		Pigmentary skin disorders (hyperpigmentation)	Lecture	Formative test
8	1		Connective tissue diseases	Lecture	Formative test
9	1		Rosacea	Lecture	Formative test
10	1		Pigmentary skin disorders (hypopigmentation)	Lecture	Formative test
11	1		Urticaria	Lecture	Formative test
12	1		Angioedema	Lecture	Formative test
13	1		Physical factors and skin	Lecture	Formative test
14	1		Dermatitis (Eczema)- part 1	Lecture	Formative test
15			1st term exam		
16	1		Dermatitis (Eczema) part 2	Lecture	Formative test
17	1		Drug eruptions (pathogeneses and causes)	Lecture	Formative test

18	1		Drug eruptions (Examples)	Lecture	Formative test
19	1		Skin tumors(benign)	Lecture	Formative test
20	1		Skin tumors (malignant)	Lecture	Formative test
21	1		Skin manifestations of systemic diseases	Lecture	Formative test
22	1		Cutaneous laser surgery	Lecture	Formative test
23	1		Bacterial skin infections	Lecture	Formative test
24	1		Viral skin infections	Lecture	Formative test
25	1		Fungal skin infections	Lecture	Formative test
26	1		Sexual transmitted disease(infections)	Lecture	Formative test
27	1		Hair loss and Hirsutism	Lecture	Formative test
28	1		Bullous diseases (Immunological) and(Congenital)	Lecture	Formative test
29	1		Genodermatosis (inherited skin problems)	Lecture	Formative test
30			2nd term exam		

12. Infrastructure

Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

Androwe's principles and practice of Dermatology.

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

Medscape

<http://www.medscape.com/>

Webmd

<http://www.webmd.com/>

Uptodate

<http://www.uptodate.com/home>

Medline Plus

<https://www.nlm.nih.gov/medlineplus/>

NHS Choices

<http://www.nhs.uk/pages/home.aspx>

Community-based facilities (include for example, guest Lectures , internship , field studies)		
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13. Admissions	
Pre-requisites	
Minimum number of students	30
Maximum number of students	100

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 Anbar /college of medicine
2. University Department/Centre	Department of surgery
3. Course title/code	surgery/MS 2301
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	Blended Learning
6. Semester/Year	5th year
7. Number of hours tuition (total)	45
8. Date of production/revision of this specification	1/10/2020
9. Aims of the Course	
Teach students the principles of general surgery and urology and enable them to apply them safely.	
Inform the Students the art and science of surgery.	
Giving students skills in the principles of surgery	
Directing students to focus on the importance of patient care and support	

الاستاذ الدكتور
ذاكر محمد محسن
٢٥ تموز ٢٠٢١
العميد

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. The student should know the concept and nature of the science of surgery
- A2. The student should understand the basics of surgery science
- A3. The student should understand what is meant by the science of surgery

B. Subject-specific skills

- B1. The ability to conduct a medical examination of patients.
- B2. To distinguish between the various diseases of the surgical specialties.
- B3. The ability to describe treatment methods.
- B4. Conducting a research project to treat surgical diseases.

Teaching and Learning Methods

- Lectures
- interactive learning such as brainstorming
- discussion
- programmed education

Assessment methods

- Formative assessment tests at the end of each lecture for immediate feedback to measure the student's progress in learning
- The final summative assessment at the end of each term.

C. Thinking Skills

- C1. Developing the student's ability to work on the performance of duties and deliver them on time.
- C2. Developing the student's ability to dialogue and discuss.
- C3. Develop the student's ability to determine the change in the methods of diagnosis and treatment of diseases according to the latest medical developments.
- C4. Develop the ability to explain medical conditions and how to deal with them.
- C5. Development of the ability to analyze and diagnose diseases

Teaching and Learning Methods

- Managing the lecture in an applied way is related to the reality of daily life to attract the student to the subject of the lesson without moving away from the core of the subject so that the subject is flexible and understandable and analytical.

- Assigning the student some activities and collective duties.
- Allocation of a grade ratio for daily duties and tests.

Assessment methods

- Active participation in the classroom is a guide to the student's commitment and responsibility.
- Meet the deadline for submitting duties and research.
- Quarterly and final tests reflect commitment, cognitive achievement and knowledge.

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

D1. Developing the student's ability to deal with patients.

D2 Develop the student's ability to deal with surgical conditions.

D3 Developing the student's ability to deal with multiple means.

D4 Developing the student's ability to dialogue and discuss.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	1		introduction cardiac surgery	Lecture	Formative test
2	1		Heart surgical dis. congenital type	Lecture	Formative test
3	1		Heart surgical dis. congenital type	Lecture	Formative test
4	1		Heart surgical dis. acquired type	Lecture	Formative test
5	1		Heart surgical dis. acquired type	Lecture	Formative test
6	1		Thoracic surgery ,chest wall & pleura	Lecture	Formative test
7	1		Introduction thoracic surgery	Lecture	Formative test
8	1		bronchoscopy	Lecture	Formative test
9	1		pulmonary hydatid cyst	Lecture	Formative test
10	1		Benign lung diseases	Lecture	Formative test
11	1		Malignant lung diseases	Lecture	Formative test
12	1		Principles of plastic surgery	Lecture	Formative test
13	2		Graft and flap	Lecture	Formative test
14	2		Cleft lip and cleft palate	Lecture	Formative test
15	1		1st term exam	Lecture	Formative test

16	1		Maxillofacial trauma	Lecture	Formative test
17	1		Vascular malformation	Lecture	Formative test
18	1		Principle of hand surgery and hand infection	Lecture	Formative test
19	2		Hand trauma	Lecture	Formative test
20	1		Congenital hand disease	Lecture	Formative test
21	1		Anesthesia assessment premedication	Lecture	Formative test
22	1		Definition of anesthesia, Classification complication	Lecture	Formative test
23	1		General anesthesia	Lecture	Formative test
24	1		Central nerve blockade and regional anesthesia	Lecture	Formative test
25	1		Post-operative care	Lecture	Formative test
26	1		War surgery	Lecture	Formative test
27	1		Head injury and raised ICP, brain herniation	Lecture	Formative test
28	1		Brain edema Impaired consciousness		Formative test
29	1		Craniosynostosis,		Formative test
30	1		Intracranial hemorrhage, brain tumor		Formative test
31	1		Spinal trauma and lumber disc		Formative test
32	1		Lumber canal stenosis and neural tube defect		Formative test
33	1		Neonatal intestinal obstruction		Formative test
34	1		Surgical problems of pediatric		Formative test

			respiratory distress	
35	1		Emergency problem in pediatric surgery	Formative test
36	1		Pediatric trauma	Formative test
37	1		GIT anomalies	Formative test
38	1		oncology	Formative test
39	1		oncology	

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Bailey & Love's short practice of surgery Sabiston Textbook of Surgery Essential of plastic surgery Clinical lectures in anaesthesia Ashcraft pediatric surgery
Special requirements (include for example workshops, periodicals, IT software, websites)	Medscape http://www.medscape.com/ Webmd http://www.webmd.com/ Uptodate http://www.uptodate.com/home Medline Plus https://www.nlm.nih.gov/medlineplus/ NHS Choices http://www.nhs.uk/pages/home.aspx
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	30
Maximum number of students	100

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 Anbar /college of medicine
2. University Department/Centre	Department of surgery
3. Course title/code	surgery/ MS 2602
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	Clinical training
6. Semester/Year	6 th year
7. Number of hours tuition (total)	360
8. Date of production/revision of this specification	1/10/2020
9. Aims of the Course	
Teach students the principles of general surgery and urology and enable them to apply them safely.	
Inform the Students the art and science of surgery.	
Giving students skills in the principles of surgery	
Directing students to focus on the importance of patient care and support	

الاستاذ الدكتور
ذاكر محمد محسن

٢٤ جوان ٢٠٢٠

العميد

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. The student should know the concept and nature of the science of surgery
- A2. The student should understand the basics of surgery science
- A3. The student should understand what is meant by the science of surgery

B. Subject-specific skills

- B1. The ability to conduct a medical examination of patients.
- B2. To distinguish between the various diseases of the surgical specialties.
- B3. The ability to describe treatment methods.
- B4. Conducting a research project to treat surgical diseases.

Teaching and Learning Methods

- Lectures
- interactive learning such as brainstorming
- discussion
- programmed education

Assessment methods

- Formative assessment tests at the end of each lecture for immediate feedback to measure the student's progress in learning
- The final summative assessment at the end of each term.

C. Thinking Skills

- C1. Developing the student's ability to work on the performance of duties and deliver them on time.
- C2. Developing the student's ability to dialogue and discuss.
- C3. Develop the student's ability to determine the change in the methods of diagnosis and treatment of diseases according to the latest medical developments.
- C4. Develop the ability to explain medical conditions and how to deal with them.
- C5. Development of the ability to analyze and diagnose diseases

Teaching and Learning Methods

- Managing the lecture in an applied way is related to the reality of daily life to attract the student to the subject of the lesson without moving away from the core of the subject so that the subject is flexible and understandable and analytical.

- Assigning the student some activities and collective duties.
- Allocation of a grade ratio for daily duties and tests.

Assessment methods

- Active participation in the classroom is a guide to the student's commitment and responsibility.
- Meet the deadline for submitting duties and research.
- Quarterly and final tests reflect commitment, cognitive achievement and knowledge.

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

D1. Developing the student's ability to deal with patients.

D2 Develop the student's ability to deal with surgical conditions.

D3 Developing the student's ability to deal with multiple means.

D4 Developing the student's ability to dialogue and discuss.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	30		General surgery	Clinical training	Formative test
2	30		General surgery	Clinical training	Formative test
3	30		General surgery	Clinical training	Formative test
4	30		General surgery	Clinical training	Formative test
5	30		General surgery	Clinical training	Formative test
6	30		General surgery	Clinical training	Formative test
7	30		urology	Clinical training	Formative test
8	30		urology	Clinical training	Formative test
9	30		Fractures and orthopedics	Clinical training	Formative test
10	30		Cardiovascular surgery Neurosurgery Anesthesia	Clinical training	Formative test
11	30		Cardiovascular surgery Burn and reconstructive surgery	Clinical training	Formative test

12	30		Pediatric surgery Oncology	Clinical training	Formative test
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12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Bailey & Love's short practice of surgery
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Special requirements (include for example workshops, periodicals, IT software, websites)	Medscape http://www.medscape.com/ Webmd http://www.webmd.com/ Uptodate http://www.uptodate.com/home Medline Plus https://www.nlm.nih.gov/medlineplus/ NHS Choices http://www.nhs.uk/pages/home.aspx
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Community-based facilities (include for example, guest Lectures , internship , field studies)	
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13. Admissions

Pre-requisites	
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Minimum number of students	30
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Maximum number of students	100
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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	Collage of medicine
3. Programme Title	Pediatrics
4. Title of Final Award	Theory and clinical
5. Modes of Attendance offered	Direct learn
6. Accreditation	no
7. Other external influences	No
8. Date of production/revision of this specification	4\7\2021
9. Aims of the Programme	
Graduation of more safe and good doctors	
Give theory about treat and diagnosis of disease	
Learn the student about more emergency	
000000	الاستاذ الدكتور ذاكر محمد محسن
000000	٢٤ تموز ٢٠٢١
	العميد

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1.theater
- A2.hospital
- A3.labrotory
- A4.primary health care
- A5.
- A6.

B. Subject-specific skills

- B1.text book
- B2.internet
- B3.

Teaching and Learning Methods

Collage , hospital , labertory , primary health care

Assessment methods

Data show , internet , books ,

C. Thinking Skills

- C1.skill labe
- C2.
- C3.
- C4.

Teaching and Learning Methods

Data show , forensic , patient, volunteer

Assessment methods

First season , mid-season , final season , primary final exam , secondary final exam

D. General and Transferable Skills (other skills relevant to employability and personal development) D1. reasearch D2. Continuous study D3. D4.				
Teaching and Learning Methods				
Direct theory , skill labe , visit department of the hospital				
Assessment Methods				
Seminars , discussion with student , visit patient , drug assay				
11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
5 th	Theory ,clinical	Theory , clinical	60hrs 60 hrs	Bachelor Degree Requires (x) credits
6 th	Clinical	clinical	120 hrs	

13. Personal Development Planning

Researches , supervised of post graduated

14. Admission criteria .

Theory and clinical

15. Key sources of information about the programme

Realty

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 Anbar /college of medicine.
2. University Department/Centre	Department of medicine
3. Course title/code	Medicine.
4. Programme(s) to which it contributes	
5. Modes of Attendance offered.	Clinical training.
6. Semester/Year.	6 th year
7. Number of hours tuition (total)	360
8. Date of production/revision of this Specification.	1/10/2020
9. Aims of the Course	
Teach students the principles of internal medicine and enable them to apply it safely.	
Inform the Students the art and science of internal medicine.	
Giving students skills in the principles of internal medicine.	
Directing students to focus on the importance of patient care and support.	

الاستاذ الدكتور
ذاكر محمد محسن

٢٤ ايار ٢٠٢١

العميد

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A1. The student should know the concept and nature of the science of internal medicine.
- A2. The student should understand the basics of medical science.
- A3. The student should understand what is meant by the science of medicine.

B. Subject-specific skills

- B1. The ability to conduct a medical examination of patients.
- B2. To distinguish between the various diseases of the internal medicine.
- B3. The ability to describe the diagnosis and treatment methods of int. diseases.
- B4. Conducting a research project to treat different diseases.

Teaching and Learning Methods

- Lectures
- interactive learning such as brainstorming
- discussion
- programmed education

Assessment methods

- Formative assessment tests at the end of each lecture for immediate feedback to measure the student's progress in learning
- The final summative assessment at the end of each term.

C. Thinking Skills

- C1. Developing the student's ability to work on the performance of duties and deliver them on time.
- C2. Developing the student's ability to dialogue and discuss.
- C3. Develop the student's ability to determine the change in the methods of diagnosis and treatment of diseases according to the latest medical developments.
- C4. Develop the ability to explain medical conditions and how to deal with them.
- C5. Development of the ability to analyze and diagnose diseases

Teaching and Learning Methods

- Managing the lecture in an applied way is related to the reality of daily life to attract the student to the subject of the lesson without moving away from the core of the subject so that the subject is flexible and understandable and analytical.

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Davidson's principles and practice of medicine.
Special requirements (include for example workshops, periodicals, IT software, websites)	<p>Medscape http://www.medscape.com/</p> <p>Webmd http://www.webmd.com/</p> <p>Uptodate http://www.uptodate.com/home</p> <p>Medline Plus https://www.nlm.nih.gov/medlineplus/</p> <p>NHS Choices http://www.nhs.uk/pages/home.aspx</p>
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	30
Maximum number of students	100

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

D1. Developing the student's ability to deal with patients.

D2 Develop the student's ability to deal with emergency medical conditions.

D3 Developing the student's ability to deal with multiple means.

D4 Developing the student's ability to dialogue and discuss.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	30		General medicine.	Clinical training	Formative test
2	30		General medicine.	Clinical training	Formative test
3	30		General medicine.	Clinical training	Formative test
4	30		Cardiology med.	Clinical training	Formative test
5	30		Respiratory med.	Clinical training	Formative test
6	30		G.I.T, medicine.	Clinical training	Formative test
7	30		Hematology med.	Clinical training	Formative test
8	30		Endocrine med.	Clinical training	Formative test
9	30		Rheumatology	Clinical training	Formative test
10	30		Neuromedicine.	Clinical training	Formative test
11	30		Nephrology med.	Clinical training	Formative test
12	30		Infectious disease.	Clinical training	Formative test

12. Infrastructure

- Assigning the student some activities and collective duties.
- Allocation of a grade ratio for daily duties and tests.

Assessment methods

- Active participation in the classroom is a guide to the student's commitment and responsibility.
- Meet the deadline for submitting duties and research.
- Quarterly and final tests reflect commitment, cognitive achievement and knowledge.