

Ministry of Higher Education and Scientific Research  
Scientific supervision and evaluation device  
Department of Quality Assurance and Academic Accreditation

**Academic program description form for colleges and institutes**

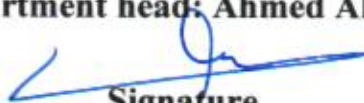
University: University of Anbar  
College/Institute: Political Science  
Scientific Department: political science  
2024 /11 /17 Date of filling out the file:

Signature:



Name of department head: Ahmed Ali Mohammad

Signature



Name of scientific assistant: Dr- Mohanaad Hameed

Date: 17/11/2024

Date:

Check the file before

Division of Quality Assurance and University Performance

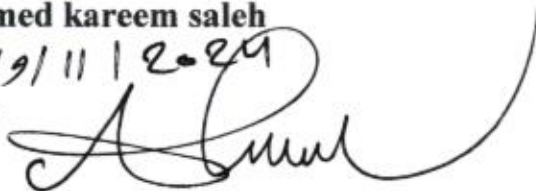
Name of the Director of the Quality Assurance and University Performance

Division :Ahmed kareem saleh

The date

19/11/2024

The signature



Authentication of the Dean



18-11-2024

## 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	Political Science
3. Programme Title	Foreign policy between theory and practice
4. Title of Final Award	Postgraduate/Master's studies
5. Modes of Attendance offered	Courses
6. Accreditation	Official time, daily attendance
7. Other external influences	
8. Date of production/revision of this specification	9/10/2024
9. Aims of the Programme	
Introducing students to the distinction between the original theoretical dimension and the practical applied dimension in foreign policy by learning about foreign policy theory and enabling them to analyze decisions in foreign policies by studying decision models and decision-making models in different countries in order to recognize the difference between reality and theory.	





10. Learning Outcomes, Teaching, Learning and Assessment Methods	
<p>A. Knowledge and Understanding</p> <p>A1- The student's familiarity with the nature of foreign policy</p> <p>A2- Motivating students to analyze based on theoretical and applied knowledge facts through foreign policy curricula</p> <p>A3- Understanding the foundations, goals, and capabilities on which foreign policy is based</p> <p>A4- Discussing the different orientations of countries' foreign policies and identifying the factors of agreement and disagreement</p>	
<p>B. Subject-specific skills</p> <p>B1 - Encouraging students to conduct in-depth research on specific topics related to the foreign policy of different countries</p> <p>B2 - Encouraging students to think critically and evaluate effective foreign policy among various countries</p> <p>B3 - Enhancing academic research skills by preparing studies and research on topics related to the foreign policy of major countries</p>	
Teaching and Learning Methods	
<p>a. Lectures</p> <p>B. Discussions (direct questions and answers)</p> <p>T. Research working papers</p>	
Assessment methods	
<p>A- Written exam</p> <p>B- Class activity</p> <p>T- Attendance</p>	
<p>C. Thinking Skills</p> <p>C1- Encouraging respect and appreciation for different cultures and political systems.</p>	

C2- Developing the ability to evaluate independently and not be carried away by personal whims or biases.

C3- Encouraging a deep understanding of the importance of multilateral cooperation in foreign policies to achieve international peace and security.

#### Teaching and Learning Methods

- 1- Giving video and audio lectures.
- 2- Preparing studies, reports, research and training by students.
- 3- Training on giving lectures and facing the audience.

#### Assessment methods



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

D1- Encouraging language integrity.

D2-Daring to participate daily.

D3- Delivering in a clear and audible voice

**Teaching and Learning Methods**

**Assessment Methods**

**11. Programme Structure**

Level/Year	Course or Module Code	Course or Module Title	Credit rating
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**12. Awards and Credits**

Bachelor Degree  
Requires ( x ) credits

12. Personal Development Planning
13. Admission criteria .
14. Key sources of information about the programme



## Curriculum Skills Map

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

[illegible]



## 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	Political Science
3. Course title/code	Foreign policy between theory and practice
4. Programme(s) to which it contributes	Official time, daily attendance
5. Modes of Attendance offered	2023-2024
6. Semester/Year	30
7. Number of hours tuition (total)	9/10/2024
8. Date of production/revision of this specification	Anbar University
9. Aims of the Course	
Introducing students to the distinction between the original theoretical dimension and the practical applied dimension in foreign policy by learning about foreign policy theory and enabling them to analyze decisions in foreign policies by studying decision models and decision-making models in different countries in order to recognize the difference between reality and theory.	



## 10- Learning Outcomes, Teaching ,Learning and Assessment Methode

### A- Knowledge and Understanding

A1- The student's familiarity with the nature of foreign policy

A2- Motivating students to analyze based on theoretical and applied knowledge facts through foreign policy curricula

A3- Understanding the foundations, goals, and capabilities on which foreign policy is based

A4- Discussing the different orientations of countries' foreign policies and identifying the factors of agreement and disagreement

### B. Subject-specific skills

B1 - Encouraging students to conduct in-depth research on specific topics related to the foreign policy of different countries

B2 - Encouraging students to think critically and evaluate effective foreign policy among various countries

B3 - Enhancing academic research skills by preparing studies and research on topics related to the foreign policy of major countries

### Teaching and Learning Methods

a. Lectures

B. Discussions (direct questions and answers)

T. Research working papers

### Assessment methods

A- Written exam

B- Class activity

T- Attendance

### C. Thinking Skills

C1-

Encouraging respect and appreciation for different cultures and political



the ability to  
evaluate  
independently  
and not be  
carried away by  
personal whims  
or biases.

C3- Encouraging a deep understanding of the importance of multilateral cooperation in foreign policies to achieve international peace and security.

#### Teaching and Learning Methods

- 1- Giving video and audio lectures.
- 2- Preparing studies, reports, research and training by students.
- 3- Training on giving lectures and facing the audience.

#### Assessment methods

- D1- Encouraging language integrity.
- D2- Daring to participate daily.
- D3- Delivering in a clear and audible voice



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

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

**11. Course Structure**

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	Two hours	Introducing the topic in general	The concept and nature of foreign policy	Traditional and modern /Power Point	Written + oral + attendance exams
the second	Two hours	Give a theoretical framework	Foreign policy approaches	Traditional and modern /Power Point	Written + oral + attendance exams
the third	Two hours		Bodies responsible for foreign policy	Traditional and modern /Power Point	Written + oral + attendance exams
the fourth	Two hours	Theoretical framework	Decision making in foreign policy	Traditional and modern /Power Point	Written + oral + attendance exams
Fifth	Two hours	Analysis and clarification	Foreign policy goals	Traditional and modern /Power Point	Written + oral + attendance exams
VI	Two hours	Understanding and comprehension	Power factors supporting foreign policy	Traditional and modern /Power Point	Written + oral + attendance exams
Seventh	Two hours	Explanation and analysis	Elements of the decision making process	Traditional and modern /Power Point	Written + oral + attendance exams
VIII	Two hours	Clarification and analysis	The external environment and its impact on the external decision-making process	Traditional and modern /Power Point	Written + oral + attendance exams
Ninth	Two hours	Clarification and analysis	The existing guardian regime and foreign policy	Traditional and modern /Power Point	Written + oral + attendance exams
The tenth	Two hours	Understanding and comprehension	International interdependence and foreign policy	Traditional and modern /Power Point	Written + oral + attendance exams
eleventh	Two hours	Understanding and comprehension	The nature of the country's political system and foreign policy	Traditional and modern /Power Point	Written + oral + attendance exams
twelveth	Two hours	Clarification and analysis	The role of the country's senior political leadership on foreign policy	Traditional and modern /Power Point	Written + oral + attendance exams
Thirteenth	Two hours	Clarification and analysis	The general directions of the state's foreign policy	Traditional and modern /Power Point	Written + oral + attendance exams



fourteenth	Two hours	Explanation and analysis	Diplomacy is an instrument of foreign policy	Traditional and modern /Power Point	Written + oral + attendance exams
Fifteenth	a test	Explanation and analysis	Foreign policy and management of negotiating processes	Traditional and modern /Power Point	Written + oral + attendance exams

## 12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	
Special requirements (include for example workshops, periodicals, IT software, websites)	Dr.. Ismail Sabri Moukalled, Foreign Policy: Theoretical Principles and Practical Applications, 1st edition, Academic Library, Egypt, 2013 AD.
Community-based facilities (include for example, guest Lectures , internship , field studies)	Mr. Dr. Ahmed Nouri Al-Nuaimi, Foreign Policy, University House for Printing, Publishing and Distribution, Baghdad, Iraq. Glen Palmer and Clayton Maughan, Foreign Policy Theory, translated by: Dr. Abdul Salam Ali Nuwar, Scientific Publishing and Printing Press - King Saud University, Kingdom of Saudi Arabia, 2011 AD.

## 13. Admissions

Pre-requisites	
Minimum number of students	
Maximum number of students	



## TEMPLATE FOR PROGRAMME SPECIFICATION

### HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

#### PROGRAMME SPECIFICATION

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

#### Mohanad Hameed Mhaidi

1. Teaching Institution	Anbar University
2. University Department/Centre	Political Science
3. Programme Title	Chinese expansion strategy
4. Title of Final Award	Postgraduate/Master's studies
5. Modes of Attendance offered	Official time, daily attendance
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	6/10/2024
9. Aims of the Programme	
1. Provides a general understanding of the concept of international economic blocs	
2. Giving the student the ability to understand contemporary economic transformations	
3. Expanding students' ability to analyze the contemporary role of economic blocs such as BRICS	



10. Learning Outcomes, Teaching, Learning and Assessment Methods
<p>A. Knowledge and Understanding</p> <p>A1- The student's familiarity with the nature of contemporary economic transformations</p> <p>A2- Motivating students to analyze based on economic facts</p> <p>A3- Understanding the foundations and objectives on which the BRICS group was based.</p> <p>A4- Discussing the challenges facing economic blocs, including BRICS.</p>
<p>B. Subject-specific skills</p> <p>B1 - Encouraging students to conduct in-depth research on specific topics related to economic blocs and BRICS.</p> <p>B2 - Encouraging students to think critically and evaluate the economic and trade policies of BRICS and its member countries.</p> <p>B3 - Enhancing academic research skills by preparing studies and research on topics related to economic blocs and BRICS.</p>
Teaching and Learning Methods
<p>1. Lectures</p> <p>2. Preparing reports and research</p>
Assessment methods
<p>1. Written exam: It includes two exams per semester.</p> <p>2. Daily activity: It includes student participation and interaction in the lecture, and preparing reports and research.</p>
<p>C. Thinking Skills</p> <p>C1- Encouraging respect and appreciation for different cultures and economic and political systems.</p> <p>C2- Developing the ability to evaluate independently and not be carried away by personal whims or biases.</p> <p>C3- Encouraging a deep understanding of the importance of multilateral cooperation in confronting global challenges..</p>

Teaching and Learning Methods
1- Giving video and audio lectures. 2- Preparing studies, reports, research and training by students. 3- Training on giving lectures and facing the audience.
Assessment methods

- 1- Giving video and audio lectures.
- 2- Preparing studies, reports, research and training by students.
- 3- Training on giving lectures and facing the audience.

Assessment methods



D. General and Transferable Skills (other skills relevant to employability and personal development) D1- Encouraging language integrity. D2-Daring to participate daily. D3- Delivering in a clear and audible voice.				
Teaching and Learning Methods				
1.Lectures 2. Preparing reports and research				
Assessment Methods				
11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
				Bachelor Degree Requires ( x ) credits

12. Personal Development Planning
13. Admission criteria .
14. Key sources of information about the programme



## 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	Political Science
3. Course title/code	Chinese expansion strategy
5. Modes of Attendance offered	Official time, daily attendance
6. Semester/Year	2023-2024
7. Number of hours tuition (total)	30
8. Date of production/revision of this Specification	6/10/2024
9. Aims of the Course	
1. Provides a general understanding of the concept of international economic blocs	
2. Giving the student the ability to understand contemporary economic transformations	
3. Expanding students' ability to analyze the contemporary role of economic blocs such as BRICS	



## 10. Learning Outcomes, Teaching ,Learning and Assessment Methode

### A- Knowledge and Understanding

A1- The student's familiarity with the nature of contemporary economic transformations

A2- Motivating students to analyze based on economic facts

A3- Understanding the foundations and objectives on which the BRICS group was based.

A4- Discussing the challenges facing economic blocs, including BRICS

B. Subject-specific skills  
B1 - Encouraging students to conduct in-depth research on specific topics related to economic blocs and BRICS.

B2 - Encouraging students to think critically and evaluate the economic and trade policies of BRICS and its member countries.

B3 - Enhancing academic research skills by preparing studies and research on topics related to economic blocs and BRICS.

### Teaching and Learning Methods

### Assessment methods

#### Lectures

#### 2. Preparing reports and research

### C. Thinking Skills

1- Giving video and audio lectures.

2- Preparing studies, reports, research and training by students.

3- Training on giving lectures and facing the audience.

### Teaching and Learning Methods

### Assessment methods





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

D1- Encouraging language integrity.

D2-Daring to participate daily.

D3- Delivering in a clear and audible voice.

**11. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>ILOs</b>	<b>Unit/Module or Topic Title</b>	<b>Teaching Method</b>	<b>Assessment Method</b>
the first	Two hours	Introducing the topic in general	Theoretical and conceptual frameworks	Traditional and modern /Power Point	Written + oral + attendance exams
the second	Two hours	Give a theoretical framework	Chinese strategic perception	Traditional and modern /Power Point	Written + oral + attendance exams
the third	Two hours		The Chinese state and its reform strategy	Traditional and modern /Power Point	Written + oral + attendance exams
the fourth	Two hours	Theoretical framework	Regional and international variables affecting the Chinese rise	Traditional and modern /Power Point	Written + oral + attendance exams
Fifth	Two hours	Analysis and clarification	Enablers and determinants of Chinese power	Traditional and modern /Power Point	Written + oral + attendance exams
VI	Two hours	Understanding and understanding	China's Expansion Strategy: Belt and Road	Traditional and modern /Power Point	Written + oral + attendance exams
Seventh	Two hours	Explanation and analysis	Chinese Expansion Strategy: BRICS and Shanghai	Traditional and modern /Power Point	Written + oral + attendance exams
VIII	Two hours	Clarification and analysis	Strategic competition with the United States of America (monetary and technological)	Traditional and modern /Power Point	Written + oral + attendance exams
Ninth	Two hours	Clarification and analysis	Chinese capitalism and American socialism	Traditional and modern /Power Point	Written + oral + attendance exams
The tenth	Two hours	Understanding and understanding	The repercussions of the Chinese rise	Traditional and modern /Power Point	Written + oral + attendance exams
eleventh	Two hours	Understanding and comprehension	Global system formation and roles	Traditional and modern /Power Point	Written + oral + attendance exams
twelveth	Two hours	Clarification and analysis	The future of China's global role	Traditional and modern /Power Point	Written + oral + attendance exams
Thirteenth	Two hours	Clarification	Theoretical and	Traditional and	Written + oral +



		n and analysis	conceptual frameworks	modern /Power Point	attendance exams
fourteenth	Two hours	Explanation and analysis	Chinese strategic perception	Traditional and modern /Power Point	Written + oral + attendance exams
Fifteenth	Two hours		The Chinese state and its reform strategy	Written + oral + attendance exams	a test
the first	Two hours	a tes	Regional and international variables affecting the Chinese rise	Traditional and modern /Power Point	Written + oral + attendance exams
the second	Two hours	Introducing the topic in general	Enablers and determinants of Chinese power	Traditional and modern /Power Point	Written + oral + attendance exams
the third	Two hours	Give a theoretical framework	China's Expansion Strategy: Belt and Road	Traditional and modern /Power Point	Written + oral + attendance exams
the fourth	Two hours		Chinese Expansion Strategy: BRICS and Shanghai	Traditional and modern /Power Point	Written + oral + attendance exams

## 12. Infrastructure

### Required reading:

- CORE TEXTS
- COURSE MATERIALS
- OTHER

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

1. Abd Ali Kadhim Al-Mamouri, The Chinese Century: Hegemony Without Occupation, Rawafed Publishing and Distribution House, 2020.

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

Hikmat al-Abd al-Rahman, The Peaceful Rise of China, Arab Siyasat Magazine, Arab Center for Research and Policy Studies.

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



## TEMPLATE FOR PROGRAMME SPECIFICATION

### HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

#### PROGRAMME SPECIFICATION

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

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



<b>10. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b> A1. To be able to comprehend a text. A2. To remember vocabulary and use them in real context. A3. To understand relations in a given text. A4. Choosing the appropriate vocabulary. A5. To be able to select relevant topic. A6. To be able to recognize information.
<b>B. Subject-specific skills</b> B1. To be able to solve a given problem. B2. To be able to compose a written text. B3. To be able to evaluate information
<b>Teaching and Learning Methods</b>
The modern lecture, audio-visual aids, and smart-devices are used in teaching. Problem solving strategy, and group team are also used in arranging and teaching inside the classroom.
<b>Assessment Methods</b>
1- Oral assessment. 2- Summative and formative assessment. 3- Paper or project.
<b>C. Thinking Skills (Affective Skills)</b> C1. To be able to develop a belief or attaches a value. C2. To be able to gain the ability to present information in meaningful manner. C3. To be able to attach value with knowledge. C4. To be able to respond to active attention.
<b>Teaching and Learning Methods</b>
The audio-visual aids, problem solving strategy, peers tutoring, and group team are used in arranging and teaching inside the classroom.
<b>Assessment methods</b>
Paper assignment and project.



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

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

**Teaching and Learning Methods**

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

**Assessment Methods**

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

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

### 13. Personal Development Planning

The learners can develop their language skills via:

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

### 14. Admission criteria .

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

### 15. Key sources of information about the programme

Headway Academic Skills student's book: Level 2

Headway Academic Skills student's Activity book: Level 2

Headway Academic Skills Teacher's guide book: Level 2

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



# TEMPLATE FOR COURSE SPECIFICATION

## HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

### COURSE SPECIFICATION

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

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



## **10· Learning Outcomes, Teaching, Learning and Assessment Method**

### **A. Knowledge and Understanding**

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

### **B. Subject-specific skills**

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

### **Teaching and Learning Methods**

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

### **Assessment methods**

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

### **C. Thinking Skills (Affective Skills)**

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

### **Teaching and Learning Methods**

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

### **Assessment methods**

Paper assignment and project.

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

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



## 11. Course Structure

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



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

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

## TEMPLATE FOR PROGRAMME SPECIFICATION

### HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

#### PROGRAMME SPECIFICATION

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

1. Teaching Institution	Anbar University
2. University Department/Centre	Political Science



3. Programme Title	International economic blocs
4. Title of Final Award	Postgraduate/Master's studies
5. Modes of Attendance offered	Official time, daily attendance
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Programme	
1. Provides a general understanding of the concept of international economic blocs	
2. Giving the student the ability to understand contemporary economic transformations	
3. Expanding students' ability to analyze the contemporary role of economic blocs such as BRICS	

10. Learning Outcomes, Teaching, Learning and Assessment Methods	
<p>A. Knowledge and Understanding</p> <p>A1- The student's familiarity with the nature of contemporary economic transformations</p> <p>A2- Motivating students to analyze based on economic facts</p> <p>A3- Understanding the foundations and objectives on which the BRICS group was based.</p> <p>A4- Discussing the challenges facing economic blocs, including BRICS.</p>	
<p>B. Subject-specific skills</p> <p>B1 - Encouraging students to conduct in-depth research on specific topics related to economic blocs and BRICS.</p> <p>B2 - Encouraging students to think critically and evaluate the economic and trade policies of BRICS and its member countries.</p> <p>B3 - Enhancing academic research skills by preparing studies and research on topics related to economic blocs and BRICS.</p>	
Teaching and Learning Methods	
<p>1. Lectures</p> <p>2. Preparing reports and research</p>	
Assessment methods	
<p>1. Written exam: It includes two exams per semester.</p> <p>2. Daily activity: It includes student participation and interaction in the lecture, and preparing reports and research.</p>	
<p>C. Thinking Skills</p> <p>C1- Encouraging respect and appreciation for different cultures and economic and political systems.</p> <p>C2- Developing the ability to evaluate independently and not be carried away by personal whims or biases.</p> <p>C3- Encouraging a deep understanding of the importance of multilateral cooperation in confronting global challenges..</p>	



Teaching and Learning Methods
1- Giving video and audio lectures. 2- Preparing studies, reports, research and training by students. 3- Training on giving lectures and facing the audience.
Assessment methods

- 1- Giving video and audio lectures.
- 2- Preparing studies, reports, research and training by students.
- 3- Training on giving lectures and facing the audience.

Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development) D1- Encouraging language integrity. D2-Daring to participate daily. D3- Delivering in a clear and audible voice.				
Teaching and Learning Methods				
1.Lectures 2. Preparing reports and research				
Assessment Methods				
11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
				Bachelor Degree Requires ( x ) credits



12. Personal Development Planning
13. Admission criteria .
14. Key sources of information about the programme





## 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	Political Science
3. Course title/code	International economic blocs and their impact on the global system
5. Modes of Attendance offered	Official time, daily attendance
6. Semester/Year	2023-2024
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	5/11/2024
9. Aims of the Course	
1. Provides a general understanding of the concept of international economic blocs	
2. Giving the student the ability to understand contemporary economic transformations	
3. Expanding students' ability to analyze the contemporary role of economic blocs such as BRICS	



## 10· Learning Outcomes, Teaching ,Learning and Assessment Methode

### A- Knowledge and Understanding

A1- The student's familiarity with the nature of contemporary economic transformations

A2- Motivating students to analyze based on economic facts

A3- Understanding the foundations and objectives on which the BRICS group was based.

A4- Discussing the challenges facing economic blocs, including BRICS

B. Subject-specific skills  
B1 - Encouraging students to conduct in-depth research on specific topics related to economic blocs and BRICS.

B2 - Encouraging students to think critically and evaluate the economic and trade policies of BRICS and its member countries.

B3 - Enhancing academic research skills by preparing studies and research on topics related to economic blocs and BRICS.

### Teaching and Learning Methods

### Assessment methods

#### Lectures

#### 2. Preparing reports and research

### C. Thinking Skills

1- Giving video and audio lectures.

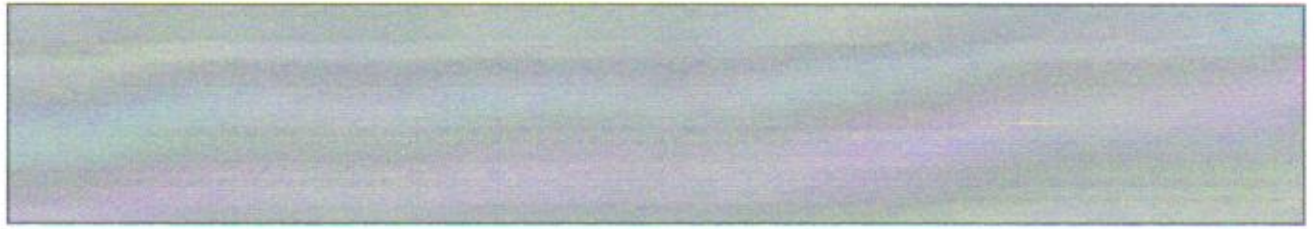
2- Preparing studies, reports, research and training by students.

3- Training on giving lectures and facing the audience.

### Teaching and Learning Methods

### Assessment methods





		analysis		Point	
fourteenth	Two hours	Explanation and analysis	General discussion	Traditional and modern /Power Point	Written + oral + attendance exams
Fifteenth	Two hours		Traditional and modern /P	Written + oral + attendance exams	a test
the first	Two hours	a tes	The theoretical foundations of economic blocs	Traditional and modern /Power Point	Written + oral + attendance exams
the second	Two hours	Introducing the topic in general	Stages of economic blocs	Traditional and modern /Power Point	Written + oral + attendance exams
the third	Two hours	Give a theoretical framework	Types of economic blocs	Traditional and modern /Power Point	Written + oral + attendance exams
the fourth	Two hours		Motives for economic blocs	Traditional and modern /Power Point	Written + oral + attendance exams

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	
Special requirements (include for example workshops, periodicals, IT software, websites)	1. Muhammad Mahmoud Al-Imam: Economic integration, the theoretical basis and economic experiences with reference to the Arab reality, Center for Arab Unity Studies, first edition 1999.
Community-based facilities (include for example, guest Lectures , internship , field studies)	1. Ahmed Mansi Abdel Hamid: Global economic integration is an inevitability and a challenge, Thirteenth Scientific Conference, Union of Arab Economists, Association of Moroccan Economists 2000.



Pre-requisites	
Minimum number of students	
Maximum number of students	