

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

Academic Program Specification Form For The Academic Year 2022-2023

*University: : Baghdad
College :AL-Kindy College of medicine
Number Of Departments In The College : 11
Date Of Form Completion: 6/10/2022
Head of Department: prof. Dr. Mohammed Asaad
Module coordinator: Lec. Dr. Ghaidaa Rifaat*

Signature

Dean's Name

Date : / /

Signature

*Dean's Assistant For
Scientific Affairs*

Date : / /

Signature

*The College Quality Assurance
And University Performance
Manager*

Date : / /

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

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	AL-Kindy college of Medicine/ University of Baghdad
2. University Department/Centre	Family and Community Medicine Department
3. Programme Title	Research Work (Project) module
4. Title of Final Award	Research Work Module
5. Modes of Attendance offered	Direct contact (supervisor and students) Continuous contact between student and supervisor Face to face) Electronic attendance through Google class room and other online media like viber, e mail
6. Accreditation	4 accredit
7. Other external influences	Security issues Presence of pandemics, updates in legislations
8. Date of production/revision of this specification	Project module start since 2014-2015 academic year with annual update . updated at 2021-2022
9. Aims of the Programme	
a) Allow the students to extend and consolidate knowledge in areas of interest or weakness.	
b) Provide students with an opportunity to explore in depth some aspect of a chosen topic.	

- c) Encourage students to think about your future and to provide opportunity for contact with possible future vocational areas.
- d) Allow some of students to round off your training by study of a topic not directly related to future vocation.
- e) To encourage initiative and a sense of responsibility with minimal direction.
- f) Plan, conduct and prepare a written report on an approved project.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Provide an opportunity for Personal Professional Development (PPD).
- A2. Extend and consolidate knowledge and skill of Medicine in the area of interest of individual student
- A3. Teach and supervise student to complete a written report
- A4. Emphasize student communication skill and good professional conduct.

B. Subject-specific skills

- .B1 Work locally and regionally in the field of scientific and medical research
- B2 Enjoy the skills of communication and positive interaction between the student and the supervisor on the one hand, and the student and the patient on the other hand.
- .B3 Carrying out innovative scientific research that meets the needs of society

Teaching and Learning Methods

1. Direct and continuous communication between the student and the supervisor of his research project in each research group.
2. Communication between the student and the coordinator of the research module to direct the student, guide them, and enrich them with any information that could divide the completion of the research in the best form and the highest benefit.
3. Field visits to the primary health care center or hospitals to meet with patients.
4. Field visits to the primary health care center or hospitals to obtain information from the medical or health staff.
5. Field visits to the primary health care center or hospitals to obtain information from the archives or laboratories.
6. Field visits to colleges, schools, or any institution that could serve the research.
7. Using face to face and virtual online contact for teaching.

Assessment methods
<ol style="list-style-type: none"> 1. Evaluation of the research protocol by a specialized committee 2. Evaluation of the research project by the supervisor of the research group 3. Discussion of the research project by a specialized discussion committee <p>C. Thinking Skills</p> <p>C1. Work locally and regionally in the field of scientific and medical research</p> <p>C2. Carrying out innovative scientific research that meets the needs of society</p> <p>C3. Enjoy the skills of communication and positive interaction between the student and the supervisor on the one hand, and the student and the patient on the other hand</p>
Teaching and Learning Methods
<ol style="list-style-type: none"> 1. Direct and continuous communication between the student and the supervisor of his research project in each research group. 2. Communication between the student and the coordinator of the research module to direct the student, guide them, and enrich them with any information that could divide the completion of the research in the best form and the highest benefit. 3. Field visits to the primary health care center or hospitals to meet with patients. 4. Field visits to the primary health care center or hospitals to obtain information from the medical or health staff. 5. Field visits to the primary health care center or hospitals to obtain information from the archives or laboratories. 6. Field visits to colleges, schools, or any institution that could serve the research. 7. Using face to face and virtual online contact for teaching. Google classroom, SKYPE,ZOOM
Assessment methods
<ol style="list-style-type: none"> 1. Evaluation of the research protocol by a specialized committee 2. Evaluation of the research project by the supervisor of the research group 3. Discussion of the research project by a specialized discussion committee

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

D1. Visualize the importance of the health and social problem that the student deals with in the research

D2. Emphasis on the most common health problems

D3. Observing professional ethics, respecting patients' rights and protecting healthy people

D4. The possibility of inference by studying environmental and personal variables

Teaching and Learning Methods

1. Learning on the Excel program for the purpose of entering correct data for research
2. Learning on the SPSS program for the purpose of analyzing research data
3. Lectures (implicitly within the community medicine lectures)
4. Meetings and continuing education.
5. Developing the student's intellectual, behavioral and skill abilities to comprehend these problems through personal experience in research or by looking at the experiences of other researchers.
6. Religion (ETHICAL) dealt with the same problem that the student chose for his research project.
7. Using face to face and virtual online contact for teaching.

Assessment Methods

1. Evaluation of the research protocol by a specialized committee
2. Evaluation of the research project by the supervisor of the research group
3. Discussion of the research project by a specialized discussion committee

11. Programme Structure

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
3rd year	Google Class-code: rnmagt	Research Work Module	4 (total)	Bachelor Degree Requires (4) credits
1 st semester	Google Class-code: rnmagt	Research Work Module	2 (1 st semester)	
2 nd semester	Google Class-code: rnmagt	Research Work Module	2 (2 nd semester)	

13. Personal Development Planning

1. Participation in foreign scientific conferences and activities.
2. Organizing field and community studies to clarify the knowledge, attitudes and opinions of the community towards health problems.
3. Discussion Seminars.
4. The student can choose either the electronic method to collect the needed data to complete the research by using a google form questionnaire or the usual way of direct contact with the patients by using a paper form questionnaire. using a google form questionnaire was truly applied during the covid – 19 pandemic during the last academic year.

14. Admission criteria.

The criterion is central acceptance according to the regulations of the Ministry of Higher Education and Scientific Research

15. Key sources of information about the programme

1. Wong P. How to write research proposal. International network on Personal meaning. Available at www.meaning.ca/archives Accessed June 18, 2008.

2. Fathalla MF, Fathalla MM. A practical guide for health researchers. WHO Regional Publications, Eastern Mediterranean. Series 30. In: WHO 2004.

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

http://www.mejfm.com/author_info.htm

<http://www.jfponline.com/corporate-links/journal-info/contact-us.html>

<http://www.jfponline.com/index.php?id=21913>

<http://www.hindawi.com/journals/ijfm/contents/>

<http://freemedicaljournals.com/>

<http://www.jfmpc.com/backissues.asp>

WHO reports.

MOH reports.

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	AL-Kindy college of Medicine/ University of Baghdad
2. University Department/Centre	Family and Community Medicine Department
3. Course title/code	Research Work Module
4. Modes of Attendance offered	Continuous contact between the student and supervisor face to face and online contact
5. Semester/Year	Throughout the whole year (1 st and 2 nd semesters)
6. Number of hours tuition (total)	2*5*6 (2hr.s per day for five days per week for 5 months)
7. Date of production/revision of this specification	The module started since 2014 on going ,updated each year ,last updated on 2021-2022
8. Aims of the Course	
	Allow the students to extend and consolidate knowledge in areas of interest or weakness.
	Provide students with an opportunity to explore in depth some aspect of a chosen topic.
	Encourage students to think about your future and to provide opportunity for contact with possible future vocational areas.
	Allow some of students to round off your training by study of a topic not directly related to future vocation.

Allow the students to extend and consolidate knowledge in areas of interest or weakness.

Provide students with an opportunity to explore in depth some aspect of a chosen topic.

Allow the students to extend and consolidate knowledge in areas of interest or weakness.

g) Provide students with an opportunity to explore in depth some aspect of a chosen topic.

9. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Cognitive goals .

A1. Understanding the phenomena and things surrounding us: that is, the perception and interpretation of the phenomena, which may be economic, social or natural

A2.Prediction: that is, an intelligent estimation of what will be the case in the future, which is based on interpretation and data. Control and control: that is, controlling, controlling and controlling phenomena, and the presence of tools that help to control these phenomena

A3.Access to correct and accurate scientific and cognitive results in understanding natural phenomena. The distance from speculation and speculation when studying natural phenomena, which leads to more accurate and transparent results

A4. Find information and facts, and then discover them. Finding new modern knowledge and working to develop it.

B. The skills goals special to the course.

B1. Visualize the importance of the health and social problem that the student deals with in the research

B2. Emphasis on the most common health problems

B3. Observing professional ethics, respecting patients' rights and protecting healthy people.

B4. The possibility of inference by studying environmental and personal variables

Teaching and Learning Methods

1. Learning on the Excel program for the purpose of entering correct data for research
2. Learning on the SPSS program for the purpose of analyzing research data
3. Lectures (implicitly within the community medicine lectures)
4. Meetings and continuing education.
5. Developing the student's intellectual, behavioral and skill abilities to comprehend these problems through personal experience in research or by looking at the experiences of other researchers.
6. Religion (ETHICAL) dealt with the same problem that the student chose for his research project.
7. Using face to face and virtual online contact for teaching.

Assessment methods

1. Evaluation of the research protocol by a specialized committee
2. Evaluation of the research project by the supervisor of the research group
3. Discussion of the research project by a specialized discussion committee

C. Affective and value goals

C1 - Understanding the concept of scientific and large research and its applications in health institutions

C2 - Realizing the principles of sound medical and health research within the concept of medical ethics

C3- Realizing the principles of sound medical and health research within the concept of medical research ethics .

Teaching and Learning Methods

1. Learning on the Excel program for the purpose of entering correct data for research
2. Learning on the SPSS program for the purpose of analyzing research data
3. Lectures (implicitly within the community medicine lectures)
4. Meetings and continuing education.
5. Developing the student's intellectual, behavioral and skill abilities to comprehend these problems through personal experience in research or by looking at the experiences of other researchers.
6. Religion (ETHICAL) dealt with the same problem that the student chose for his research project.
7. Using face to face and virtual online contact for teaching.

Assessment methods

1. Evaluation of the research protocol by a specialized committee
2. Evaluation of the research project by the supervisor of the research group
3. Discussion of the research project by a specialized discussion committee

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

D1. Improve the student communication skills.

D2. Improve the student medical ethical skills.

D3. Improve the student research ethics skills.

D4. Improve the student teamwork skills.

10. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
6	24	Ability to propose a research protocol	Protocol writing	Using face to face and virtual online contact .for teaching	Protocol assessment committee
20	88	Ability to do a research , collect and analyses data And discuss the results	Research doing and writing	Using face to face and virtual online contact for teaching	Supervisor assessment form
2	8	Ability to present the research work	Research discussion assessment	Using face to face and virtual online contact for teaching	Discussion committee and assessment form

11. Infrastructure	
1. Books Required reading:	<p>. Wong P. How to write research proposal. International network on Personal meaning. Available at www.meaning.ca/archives Accessed June 18, 2008.</p> <p>2. Fathalla MF, Fathalla MM. A practical guide for health researchers. WHO Regional Publications, Eastern Mediterranean. Series 30. In: WHO 2004.</p>
2. Main references (sources)	<ul style="list-style-type: none"> . Curriculum committee at AL-Kindy college of medicine. Wong P. How to write research proposal. International network on Personal meaning. Available at www.meaning.ca/archives Accessed June 18, 2008. Traenkel JR, Wallen NE. How to design and evaluate research in education. On line learning center with power web. Available at www.highered.mcgraw-hill.com/sites/0072981369/student_view0/chapter24/key_t erms.html Accessed June 18, 2008.

	<ul style="list-style-type: none"> Articles from Oman Medical Journal are provided here courtesy of Oman Medical Specialty Board
A- Recommended books and references (scientific journals, reports...).	WHO reports. MOH reports http://www.medscape.com/familymedicine/journals
B-Electronic references, Internet sites...	<ol style="list-style-type: none"> 1. Wong P. How to write research proposal. International network on Personal meaning. Available at www.meaning.ca/archives Accessed June 18, 2008. 2. Fathalla MF, Fathalla MM. A practical guide for health researchers. WHO Regional Publications, Eastern Mediterranean. Series 30. In: WHO 2004. http://www.medscape.com/familymedicine/journals http://www.mejfm.com/author_info.htm http://www.jfponline.com/corporate-links/journal-info/contact-us.html http://www.jfponline.com/index.php?id=21913 http://www.hindawi.com/journals/ijfm/contents/ http://freemedicaljournals.com/ http://www.jfmpc.com/backissues.asp WHO reports. MOH reports.

12. The development of the curriculum plan

The student can choose either the electronic method to collect the needed data to complete the research by using a google form questionnaire or the usual way of direct contact with the patients by using a paper form questionnaire. using a google form questionnaire was truly applied during the covid – 19 pandemic during the last academic year.