



## Academic Program Description

**University Name: Al-Mustaqbal University**

**College /Institute: Physical Education and Sports Science**

**:Scientific DepartmentPhysical Education**

**Academic or professional program name: Bachelor of Physical Education and Sports Science**

**Final degree title: Bachelor of Physical Education and Sports Science**

**Study system: annual**

**Description preparedon 2025/9/7 -2026**

**Date the file was filled out : 2025/9/16 -2026**

**Signature:**



**Name of Dean of the College:**

**Dr. Sanaa Abdul-Amir**

**Date: 10/10/2025**

**Signature:**



**Name of Scientific Assistant:**

**Prof. Dr. Jabbar Ali Kadhim**

**Date: 10/10/2025**

**The file was reviewed by**

**QuAssurance and University Performance Division**

**Name of the Director of the Quality Assurance and University**

**Performance Division: Dr. Harith Abdul-IlahAbdul-Wahid**

**Date : 10/10/2025**

**Signature:**



**Dean's approval**

## 1 Program Vision

The Bachelor of Physical Education and Sports Science program aims to be a leading and distinguished program at both the local and international levels in providing knowledge and application in sports science, and keeping pace with .the latest global developments in this vital field

## 2 Program message

Providing high-quality education and training in physical education and sports science to prepare qualified and specialized scientific personnel capable of improving the sports and physical reality in the school field and serving the health of the community, in accordance with national and international quality .standards, and promoting partnerships to support sports activities

## 3 Program objectives

- 1- To provide students with basic information in physical education and .sports sciences and to develop their cultural and sports awareness
- 2- To enable students to master the theoretical concepts and basic practical .skills of various sports activities
- 3- Understanding the psychological aspect of students and developing appropriate psychological programs to deal with some possible (or .common in the sports field) psychological conditions
- 4- Developing training plans and programs through practical and applied workshops and diversifying students' cultural knowledge
- 5- Holding international scientific seminars to exchange sports information between institutions/universities to share experiences and develop .learning
- 6- Applying modern educational and training strategies to learn sports activities and integrating digital transformations and artificial intelligence .into the educational process

#### 4 Program accreditation

nothing

#### 5 Other external influences

In addition to internal academic and methodological aspects, academic programs in faculties of physical education and sports science are influenced by a wide range of external factors that shape their content and orientation. These influences can be categorized into several key aspects

##### **1 – External influences on academic programs in faculties of physical education and sports science**

In addition to internal academic and methodological aspects, academic programs in faculties of physical education and sports science are influenced by a wide range of external factors that shape their content and orientation. These influences can be categorized into several key aspects

##### **A. Scientific and technological developments**

Advances in sports science: New discoveries in areas such as exercise • physiology, biomechanics, sports nutrition, and sports psychology require the curriculum to be constantly updated to ensure that students are provided with .the latest knowledge and methods

Sports technology: The emergence of new technologies in training, • performance evaluation, and rehabilitation (such as wearable sensors, advanced video analysis, and virtual reality) should be integrated into academic programs .to prepare graduates to deal with these tools

##### **B. Community needs and the labor market**

Labor market requirements: Academic programs must adapt to the changing • needs of the labor market in sectors such as sports training, sports .management, fitness, public health, and sports marketing

Health awareness and physical fitness: The growing awareness of the • importance of physical activity and public health is creating a demand for

specialists in this field, which is affecting the design of academic programs to meet these needs

Sport for all: The increasing focus on integrating people with disabilities and promoting participation in physical activities for all age groups requires the inclusion of specialized content in school curricula

### **c . Government and sports policies and regulations**

Educational policies: Government decisions relating to higher education, academic accreditation standards, and funding directly affect the structure and resources of academic programs

Regulations of sports bodies: The laws and regulations established by sports federations and international organizations (such as the International Olympic Committee, continental and international sports federations) may affect the content of some courses related to training and competitions

Health and safety legislation: Laws relating to the safety of physical activity, anti-doping, and athlete protection affect the ethical and legal aspects that must be covered in academic programs

### **D. Cultural and social influences**

Cultural values: The societal view of sports and physical activity, and the importance of the role it plays in society, influence the support given to and interest in academic programs

Sports trends: The emergence of new sports or the increasing popularity of certain sports may necessitate their inclusion in school curricula or the introduction of sub-specializations related to them

The role of the media: The media contributes to shaping society's perceptions of sports and athletes, and may influence students' interests and career orientations

### **e. Globalization and International Interactions**

- ❖ International Standards: The colleges strive to align their programs with international standards in sports science and physical education to .enhance the international recognition of their graduates' degrees
- ❖ International cooperation: Agreements with universities and other international institutions contribute to the exchange of experiences and .knowledge and the modernization of curricula
- ❖ International sports: Major global sporting events (such as the Olympic Games and the World Cup) inspire interest in sports and influence the .direction of scientific research and academic programs
- ❖ Other external influences (practical activities)
  - Training and refereeing courses
  - Field visits
  - Hosting tournaments

## 2- Program structure

Academic stage	Theory	practical	Number of units
First stage	14	42	41
Phase Two	18	34	37
Phase Three	16	42	34
Phase Four	24	34	36
Academic stage	Theory	practical	Number of units

.The notes may include whether the course is core or elective \*

## 3- Program Description

Year / Level	Course code	Course name	Credit Hours		Number of units
First stage			theoretical	practical	

	MU1211004	– Football Girls' Gymnastics		4	4
	MU1211008	basketball		4	4
	MU1211007	Athletics		4	4
	MU1211010	Weights – Girls' Fitness		2	2
	MU1211012	Swimming		2	2
	MU1211011	Scouts		2	2
	MU1211003	English	2		4
	MU1211005	Arab	2		4
	MU1211001	Philosophy	2		4
	MU1211002	Anatomy	2		4
	MU1211006	Democracy and human rights	2		4
	MU1211009	Calculators		2	2
the total			10	22	40

Year / Level	Course code	Course name	Credit Hours		Number of units
			theoretical	practical	
Phase Two					
	MU1212001	Sports training	2		4
	MU1212002	Tests and Measurement	2		4
	MU1212003	Crimes of the Search Party	2		4
	MU1212004	Volleyball		2	2
	MU1212005	Handball		4	4
	MU1212006	Gymnastics equipment		4	4
	MU1212007	Statistics	2		4
	MU1212008	Biomechanics	2		2
	MU1212009	Student Boxing / Girls' Fitness		2	2
	MU1212010	basketball		2	2
	MU1212011	The square and the field		4	4

the total	10	18	36
-----------	----	----	----

Year / Level	Course code	Course name	Credit Hours		Number of units
			theoretical	practical	
Phase Three					
	MU1213001	Gymnastics Equipment		4	4
	MU1213002	Injuries and Rehabilitation	2		4
	MU1213003	Physiology	2		4
	MU1213004	Scientific research	2		4
	MU1213005	Motor learning	2		4
	MU1213006	Handball	2		2
	MU1213007	Student football / Futsal		2	2
	MU1213008	Racket games		2	2
	MU1213009	Student wrestling / Modern gymnastics		2	2
	MU1213010	fencing		2	2
	MU1213011	Teaching methods		2	2
	MU1213012	Volleyball		2	2
the total			10	16	34

Year / Level	Course code	Course name	Credit Hours		Number of units
			theoretical	practical	
Phase Four					
	MU1214001	Football – Futsal		2	2
	MU1214002	Handball		2	2
	MU1214003	volleyball		2	2
	MU1214004	The square and the field		2	2
	MU1214005	Teaching methods		2	2

	<b>MU1214006</b>	kinematic analysis	1		2
	<b>MU1214007</b>	Elite sport	2		4
	<b>MU1214008</b>	psychology	2		4
	<b>MU1214009</b>	Sports training	2		4
	<b>MU1214010</b>	Sports management	2		4
	<b>MU1214011</b>	basketball		2	2
		Field application			2
		Graduation research project			4
the total			9	12	36

#### 4- Expected learning outcomes of the program

##### Ma'rifah -A - AI

A1- Working to solve the problems and obstacles that hinder the .development of sports

A2- The ability to develop a development strategy for all sports .activities

A3- Participating actively in various .sports clubs and institutions

A4- Working to increase students' capabilities, develop their ideas, and encourage interaction with sports .activities

##### b) Subject-specific skills

B1 - Teaching students methods for .measuring mathematical skills

B2 – Mastering the teaching of internal and external construction to students to learn skills

B3 – The ability to analyze the concepts, principles and theories of .motor learning

B4 – Motivating students to learn the benefits of curves and the uses of . feedback in learning

### C- Thinking skills

A1 – Developing and stimulating thinking among students by giving .some intellectual questions

Part 2 – Developing the student’s observation skills and accuracy, as one of the means of obtaining information that serves the individual and society through sports practice and related .sciences

Part 3 – Developing future planning to overcome current problems and find appropriate solutions by selecting some goals, defining hypotheses, and testing .them

Q4– Developing the ability to deduce and understand the surrounding goals and obstacles, and to deduce the

<p>methods and approaches that can be achieved and the extent of their conformity with the latest information .used in developed countries</p>	
<ol style="list-style-type: none"> <li>1. The student was urged to provide him with a method for approaching the analysis of basic movements and some philosophical views on .the subject</li> <li>2. Presenting outlines and guidelines to help the student develop a sense of the importance of .learning and motor learning</li> <li>3. Presenting some information on knowledge development and how researchers formulate a typical question about the specific field and development, and the keys to content and current aids for the .study</li> </ol>	<p><b>D - General and transferable skills ( other skills related to employability . (and personal development</b></p>
<p><b>1- Teaching and learning strategies</b></p>	
<ol style="list-style-type: none"> <li>1. .The lecture style</li> <li>1- .Discussion style</li> <li>2- .Presentation style</li> <li>3- .The model style</li> <li>4- Self-learning methods</li> <li>5- brainstorming technique</li> <li>6- Problem-solving approach</li> </ol>	

7- Cooperative learning approach

## 2. Assessment methods

Pre-tests-1

Class and homework assignments -2

Practical exam -3

Monthly tests -4

End-of-term exams-5

## 3. Faculty

T	Full name and title	Certificate	Scientific title	General jurisdiction	Specialization	Contract type
1.	Sanaa Abdul Amir Abdul Khaikani	PhD	assistant professor	Physical education and sports science	motor learning Testing and measuring	Permanent
2.	Mahmoud Dawood Salman Mohammed Al-Rubaie	PhD	Mr	Physical education and sports science	Curricula and teaching methods	Permanent
3.	Gamal Sabry Farag	PhD	.Mr	Physical education and sports science	Basketball training	Permanent
4.	Mazen Hadi Kazar	PhD	.Mr	Physical education and sports science	Learn motor skills for racket games	Permanent
5.	Saad Fathallah Muhammad Al-Alam	PhD	.Mr	Physical education and sports science	Athletics training	Permanent

6.	Iman Abdel Aziz	PhD	.Mr	Physical Education and Sports Science	Sports Management and Recreation	Permanent
7.	Muhammad Nizar Kazar Abdul Amir	PhD	assistant professor	Physical education and sports science	motor learning Racket games	Permanent
8.	Shaimaa Mohamed Abu Zeid	PhD	assistant professor	Physical education and sports science	Karate training	Permanent
9.	Jabbar Ali Kadhim	PhD	.Mr	Physical education and sports science	Racket games training	Permanent
10.	Mohammed Hassan Shaalan Obeid	PhD	teacher	Physical education and sports science	Testing and measuring basketball	Permanent
11.	Hussein Hamza Najm Abd	PhD	teacher	Physical education and sports science	Learn football movement	Permanent
12.	Hassan Safaa Abbas	Master's	Assistant teacher	Physical education and sports science	Sports psychology of football	Permanent
13.	Harith Abdul-Ilah Abdul-Wahid	PhD	assistant professor	Physical education and sports science	Athletics Management	Permanent
14.	Ali Ayed Abbas	Master's	Assistant teacher	law	law	partial

15.	Mahmoud Saeed Hussein	Master's	Assistant teacher	Physical education and sports science	Athletics testing and measurement	Permanent
16.	Jaafar Hamza Kazem Khalaf	Master's	Assistant teacher	Physical education and sports science	Biomechanics of racket games	Permanent
17.	Ali Mazhar Hassan	Master's	Assistant teacher	Physical education and sports science	Volleyball management	Permanent
18.	Hassan Ali Khaled	Master's	Assistant teacher	Physical education and sports science	Basketball training	Permanent
19.	Amir Farhan Mazhar	Master's	Assistant teacher	Physical education and sports science	Handball teaching methods	partial
20.	Dhay Salem Hamza Thajil	Master's	Assistant teacher	Physical education and sports science	Basketball psychology	Permanent
21.	Ali Yousef Hadi	Master's	Assistant teacher	Physical education and sports science	handball physiology	Permanent
22.	Hussein Ali Khudair Hussein	Master's	Assistant teacher	Physical education and sports science	Physiology of wrestling	Permanent
23.	Mohammed Amjad Ali	Master's	Assistant teacher	Physical Education and	Management Volleyball –	Permanent

				<b>Sports Science</b>		
24.	Tayba Faisal Jaber	Master's	Assistant teacher	Physical Education and Sports Science	Learn fencing motor skills	Permanent
25.	Aya Anas Khayoun	Master's	Assistant teacher	Physical Education and Sports Science	Learn swimming motor skills	partial
26.	Wathiq Abdul Sada was angry	Master's	Assistant teacher	Physical Education and Sports Science	Handball physiology	partial
27.	Muhammad Qaisar Muhammad	Master's	Assistant teacher	Physical Education and Sports Science	Physiology of dueling	partial
28.	Hassanein Falah Hassan	Master's	Assistant teacher	Physical Education and Sports Science	Learn handball skills	partial
29.	Ahmed Haider Bakea	Master's	Assistant teacher	Physical Education and Sports Science	Football training	partial
30.	Ahmed Abbas Fadel	Master's	Assistant teacher	Physical Education and Sports Science	Political Science	partial

#### 4. Professional Development

##### Orienting new faculty members

1. Developing teamwork skills: recognizing others' viewpoints, listening , and respecting students' opinions

**2. Creative thinking skills: sensing problems – observation – note-taking – time management**

**3. Enhancing leadership: Discernment skills – Imagination – Intuition and guesswork skills – Accessibility to processors**

**4. Decision-making: Autonomy in action – Analytical capacity – Information presentation – Planning – Evaluation**

#### **Professional development of faculty members**

##### **. College of Physical Education and Sports Sciences Development Plan for the Teaching Staff**

###### **Vision:**

Developing a distinguished and internationally qualified teaching staff that effectively contributes to achieving the goals of the college and university in the fields of education, scientific research and community service.

###### **Message:**

Providing diverse and sustainable development opportunities for faculty members at the college, keeping pace with the latest developments in the fields of physical education and sports science, and enhancing their academic, professional and personal capabilities.

###### **General objectives:**

1. Updating academic knowledge and skills: Enhancing faculty members' familiarity with the latest theories, concepts, and approaches in their specific disciplines.
2. Developing effective teaching skills: Improving the ability of faculty members to design and deliver educational content in innovative, engaging, and effective ways.
3. Enhancing research capabilities: Developing scientific research skills among faculty members and encouraging them to conduct quality research and publish in prestigious scientific journals.

4. Developing leadership and administrative skills: Preparing and qualifying faculty members to assume various leadership and administrative roles within the college and university.
5. Developing technical and digital skills: Enabling faculty members to use modern technologies and digital tools in education, research, and administration.
6. Enhancing community engagement: Encouraging faculty members to contribute to community service by providing consultations, sports programs, and awareness initiatives.
7. Developing personal and social skills: Enhancing communication, teamwork, and problem-solving abilities among faculty members.

**The main pillars of the development plan:**

**1. Academic and professional development:**

- ❖ Specialized workshops and training courses: in fields such as kinesiology, exercise physiology, sports training, sports management, special physical education, and sports injuries.
- ❖ Scientific seminars and lectures: Hosting distinguished experts and academics to present the latest developments in the fields of physical education and sports science.
- ❖ Participation in scientific conferences and forums: Supporting the attendance of faculty members at local, regional and international conferences to exchange experiences and knowledge.
- ❖ Fellowship and academic exchange programs: Providing opportunities for faculty members to visit prestigious universities and scientific institutions to benefit from their expertise.
- ❖ Curriculum development: Workshops to review and update curricula in accordance with international standards and labor market requirements.

- ❖ New Faculty Development Programs: Providing special mentoring and training programs for new members to help them integrate into the academic environment and develop their teaching skills.

## **2. Developing teaching skills:**

- ❖ Workshops on modern teaching strategies: such as active learning, problem-based learning, blended learning, and formative assessment.
- ❖ Training courses in designing e-courses and using digital learning platforms.
- ❖ Teaching experience exchange programs: Organizing classroom visits and exchanging experiences between faculty members.
- ❖ Providing diverse educational resources: such as books, magazines, scientific journals and digital materials.
- ❖ Encouraging the use of technology in teaching: Providing training and technical support for the use of modern educational tools and software.

## **3. Developing research capabilities:**

- ❖ Workshops on scientific research methodologies and writing research proposals .
- ❖ Training courses in statistical data analysis using specialized software.
- ❖ Supporting scientific publishing: Providing workshops on how to publish in peer-reviewed scientific journals and providing incentives for publishing.
- ❖ Encouraging research collaboration: Supporting the formation of joint research teams between faculty members and between other colleges and other universities.
- ❖ Providing information resources and a digital library: Ensuring easy access to the latest research and studies in the field of physical education and sports science.

## **4. Developing leadership and management skills:**

- ❖ Training programs on effective leadership, decision-making and problem-solving.
- ❖ Workshops on team management and building a positive work environment.

- ❖ Training courses in strategic planning and academic project management.
- ❖ Providing opportunities for faculty members to participate in the various committees and administrative units of the college and university.

**5. Developing technical and digital skills:**

- ❖ Training courses in the use of basic and advanced computer programs.
- ❖ Workshops on the use of web applications and digital tools in education, research, and management.
- ❖ Training on the use of Learning Management Systems(LMS) and e-learning platforms.
- ❖ Providing technical and technological support to faculty members.

**6. Enhancing community participation:**

- ❖ Encouraging faculty members to provide consultations and expertise to sports and community organizations and institutions.
- ❖ Supporting the organization of sports and awareness events and programs that serve the local community.
- ❖ Activating the college's role in providing sports services to the community.

**7. Developing personal and social skills:**

- ❖ Workshops on effective communication, presentation and delivery skills.
- ❖ Training courses in teamwork and team building.
- ❖ Programs about time and stress management.
- ❖ Social and cultural activities to promote relationships among faculty members.

**Implementation, monitoring and evaluation mechanisms:**

- ❖ Forming a committee for academic and professional development in the college : It will be responsible for planning, implementing, monitoring and evaluating development programs.
- ❖ Identifying training needs: Conducting surveys and discussions with faculty members to identify their actual training needs.

- ❖ Diversifying training methods: Using a variety of training methods such as lectures, workshops, training courses, seminars, conferences, scientific visits, and self-learning.
- ❖ Providing the necessary financial resources: Allocating a sufficient budget to implement the development plan.
- ❖ Building partnerships with specialized academic and professional institutions: to benefit from their expertise in delivering development programs.
- ❖ Evaluating the effectiveness of development programs: Collecting evaluations from participants and analyzing the impact of the programs on their performance.
- ❖ Monitoring the progress of faculty members: through performance reports and participation in development activities.
- ❖ The plan should be updated periodically, based on the results of the evaluation and emerging needs.

**Key Performance Indicators(KPIs):**

- ❖ Number of faculty members participating in various development programs.
- ❖ Number of courses, workshops, seminars and conferences that were organized and attended.
- ❖ Number of research papers published in peer-reviewed scientific journals.
- ❖ Number of research projects obtained.
- ❖ Results of student evaluation of teaching performance.
- ❖ Faculty members' satisfaction level with development programs.
- ❖ Number of faculty members who have held leadership and administrative positions.
- ❖ Level of use of modern technologies in education, research and management.
- ❖ Number of community activities in which faculty members participated.

**Required resources:**

- ❖ A budget allocated for training programs, conferences, workshops and scientific visits.
- ❖ Administrative and technical staff to organize and manage development programs.
- ❖ Training halls equipped with the latest technologies.
- ❖ Online educational platforms and digital resources.
- ❖ Experts and trainers specializing in various fields.

**The entities responsible for implementation:**

- ❖ Deanship of the Faculty of Physical Education and Sports Sciences.
- ❖ The college's academic and professional committee.
- ❖ The University's Academic Development and Quality Unit.
- ❖ The various departments of the college.

**Expected results of the plan:**

- ❖ Raising the level of academic and professional performance of faculty members.
- ❖ Improving the quality of teaching and educational outcomes.
- ❖ Increased research productivity and outstanding scientific publication.
- ❖ Enhancing the college's role in serving the community.
- ❖ Developing an academic environment that is stimulating and supportive of innovation and excellence.
- ❖ Effectively achieving the vision and mission of the college and university

## **5. Admission standard**

The admission requirements for the academic program depend on several key factors to ensure the selection of qualified students to study at the College of Physical :Education and Sports Sciences

### **1\_ Preparatory Certificate:**

- ❖ The applicant must have an Iraqi preparatory school certificate or its equivalent, certified by the Ministry of Education.

- ❖ Graduates of the scientific branch biological and applied, the literary branch and the arts branch are accepted.
- ❖ Graduates of vocational studies in all its branches and specializations are also accepted.

## 2\_ Average:

- ❖ A minimum grade point average GPA is required, which is determined annually by the college and university.
- **For graduates of the scientific, literary, and arts branches:**
  - **For males and females:**The required grade is often higher for females, and the minimum acceptance grade is **50% or above**.
  - **For graduates of vocational studies:** There is a minimum required rate, often **% 50 And above**.
  - **Champions Channel (Olympic Committee):** Candidates from this channel are accepted **as an exception to the GPA requirement** in some universities, but they must provide proof of achieving championships and sporting accomplishments in the form of a letter of support from the Iraqi National Olympic Committee.

## Medical examination .3

Applicants must successfully pass a medical examination to ensure their physical :fitness and ability to participate in sports activities. The examination typically includes

- ❖ .Protection from chronic diseases
- ❖ . Safety from physical defects and deformities
- ❖ Appropriate height and weight (usually the height should not be less than 150 .(cm with the weight being proportional to the height
- ❖ .Sound eyesight, speech, and general physical health

- ❖ Practical test and personal interview
- ❖ In some colleges, passing a practical test to assess the applicant's physical .fitness and athletic skills is required
- ❖ A personal interview may be conducted to assess the applicant's suitability for .studying at the college
- ❖ The mechanism for calculating the grade: A certain percentage of the total grade for admission is calculated based on the average in the preparatory certificate and another percentage based on the practical test and personal .interview (example: 55% for the average and 45% for the test and interview)

#### **Other admission channels .5**

- ❖ Families of martyrs and political prisoners: They are accepted according to .special instructions
- ❖ Talented athletes and champions: They have a special admissions channel • .with specific conditions related to their athletic achievements

#### **6. Key sources of information about the program**

1. .College Library books, periodicals, electronic resources
2. .University and college guidelines and regulations
3. .Instructions and guidelines from the Deanship

#### **7. Program development plan**

### **Academic Program Development Plan for the Faculty of Physical Education and – Sports Sciences Al–Mustaqbal University**

**Academic year: 2030–2025**

#### **Vision:**

A leading and innovative academic program in the field of physical education and sports science, keeping pace with the latest scientific and professional developments, and producing qualified personnel capable of competing and contributing effectively to .society

**Message:**

Providing high-quality education in physical education and sports science, through modern curricula, interactive teaching methods, a stimulating learning environment, and effective community partnerships, to prepare outstanding graduates who possess the knowledge, skills, and values necessary to achieve sustainable development in the .sports and physical sector

**Strategic objectives:**

1. Updating and developing curricula in line with national and international .academic standards and labor market requirements
2. Enhancing the quality of teaching and learning through the adoption of .innovative teaching methods and the use of modern technologies
3. Developing the research capabilities of students and faculty members and .encouraging applied scientific research
4. Strengthening community and professional partnerships with sports and health .institutions to provide training and employment opportunities
5. Developing the infrastructure and educational resources (laboratories, halls, .(playgrounds, modern educational resources
6. Developing the capabilities of faculty members through continuous professional .development opportunities
7. Enhancing quality and academic accreditation at the national, regional, and international levels.

**The main pillars of the development plan:****First axis: Curriculum development**

- **the goal:** Developing modern and integrated curricula that meet the needs of students and the labor market.
- **Activities:**
  - ❖ Analyzing and evaluating current curricula in collaboration with faculty members, students, graduates and stakeholders.

- ❖ Comparing the curriculum with similar programs at prestigious universities locally, regionally and internationally.
- ❖ Incorporating the latest theories, concepts and applications in the fields of kinesiology, exercise physiology, sports training, sports management, special physical education, sports nutrition and sports injuries.
- ❖ Adding specialized elective courses that meet students' interests and labor market trends.
- ❖ Integrating technology into the design and implementation of curricula.
- ❖ Incorporating aspects of entrepreneurship and innovation in the sports field.
- ❖ Developing a course description system that includes learning objectives, learning outcomes, teaching methods, and assessment.
- ❖ Review and update the curriculum periodically at least every two year.
- **Performance indicators:**
  - ❖ Percentage of courses that have been updated and developed.
  - ❖ The extent of satisfaction of students, graduates and stakeholders with the curriculum.
  - ❖ Adapting school curricula to the requirements of the labor market.

### **Second focus: Enhancing the quality of teaching and learning**

- **the goal:** Improving the quality of the educational process and providing a stimulating and supportive learning environment.
- **Activities:**
  - ❖ Encouraging faculty members to adopt interactive teaching methods (such as problem-based learning, case studies, group discussions, and projects).

- ❖ Providing workshops and training courses for faculty members on modern teaching strategies and e-learning techniques.
- ❖ Developing an effective system for evaluating teaching performance by students, colleagues, and the head of department.
- ❖ Creating academic support units for students to help them overcome academic difficulties.
- ❖ Activating the role of the academic advisor in guiding students and providing them with support.
- ❖ Providing diverse educational resources (visual materials, applications, (simulations.
- ❖ Encouraging the use of e-learning platforms in managing courses and communicating with students.
- ❖ Providing opportunities for students to participate in extracurricular activities (sports clubs, workshops, seminars).

- **Performance indicators:**

- ❖ Results of student evaluation of teaching performance.
- ❖ Student success and graduation rates.
- ❖ Student satisfaction level with the educational environment.
- ❖ Number of faculty members who participated in workshops and training courses on teaching.

**Third axis: Developing research capabilities**

- **the goal:** To promote a culture of scientific research and develop research skills among students and faculty members.
- **Activities:**
  - ❖ Including courses in scientific research methodologies and biostatistics.
  - ❖ Encouraging students to participate in research projects supervised by faculty members.

- ❖ Providing workshops and training courses on writing research proposals, conducting research, analyzing data, and writing scientific reports.
- ❖ Supporting faculty members in obtaining research funding from internal and external sources.
- ❖ Providing incentives for faculty members and students to publish research in peer-reviewed scientific journals and prestigious conferences.
- ❖ Organizing seminars and workshops to present and discuss scientific research conducted by faculty members and students.
- ❖ Creating a database of research published by faculty members and students.

- **Performance indicators:**

- ❖ Number of research papers published in peer-reviewed scientific journals.
- ❖ Number of funded research projects.
- ❖ Number of students participating in scientific research.
- ❖ Quality of published research (assessed by experts).

**Fourth axis: Strengthening community and professional partnerships**

- **the goal:** Building strong relationships with relevant institutions to promote training, employment, and exchange of experiences.

- **Activities:**

- ❖ Signing cooperation agreements with sports clubs, sports federations, schools, health centers, and relevant governmental and private institutions .
- ❖ Providing practical training opportunities for students in these institutions.
- ❖ Inviting specialists from these institutions to give lectures and workshops to students and faculty members.
- ❖ Organizing joint events (seminars, conferences, workshops) with these institutions.

- ❖ Involving representatives from the labor market in evaluating curricula and identifying their needs for graduates.
- ❖ Establishing a graduates unit to track them and provide them with support in obtaining job opportunities.
- **Performance indicators:**
  - ❖ Number of cooperation agreements signed.
  - ❖ Number of students who completed practical training.
  - ❖ The percentage of graduates who obtained jobs in their field of specialization within a specific time period after graduation.
  - ❖ The extent to which partner institutions are satisfied with the performance of graduates.

**Fifth axis: Developing educational infrastructure and resources**

- **the goal:** Providing a modern and well-equipped educational and research environment.
- **Activities:**
  - ❖ Updating and developing scientific laboratories (such as the exercise physiology laboratory, the kinesiology laboratory, and the measurement (and evaluation laboratory).
  - ❖ Equipping classrooms with the latest educational technologies (projectors, sound systems, internet network.
  - ❖ Developing and upgrading stadiums, sports halls and training facilities.
  - ❖ Providing modern educational resources (books, scientific journals, electronic databases, simulation programs.
  - ❖ Developing the digital library and providing access to electronic resources.
  - ❖ Providing technical support for the maintenance and upgrading of devices and equipment.
- **Performance indicators:**

- ❖ The extent of modernity and equipment of laboratories, classrooms and sports facilities.
- ❖ The extent to which modern educational resources are available and easily accessible.
- ❖ Level of satisfaction among students and faculty members with the educational infrastructure and resources.

**Sixth axis: Developing the capabilities of faculty members**

- **the goal:** Developing the academic and professional competencies of faculty members.
- **Activities:**
  - ❖ Providing ongoing professional development programs for faculty members in the areas of teaching, scientific research and management.
  - ❖ Encouraging faculty members to participate in local, regional and international conferences, workshops and seminars.
  - ❖ Providing opportunities for academic exchange and scientific visits to prestigious universities.
  - ❖ Supporting faculty members in obtaining specialized professional certifications.
  - ❖ Providing mentoring programs for new faculty members.
  - ❖ Encouraging collaborative research among faculty members from different disciplines and universities.
  - ❖ Providing incentives for excellence in teaching, scientific research, and community service.
- **Performance indicators:**
  - ❖ Number of faculty members participating in professional development programs.
  - ❖ Number of conferences, workshops and seminars attended by faculty members.

- ❖ Number of visits and academic exchanges undertaken by faculty members.
- ❖ Number of professional certifications obtained by faculty members.

**Seventh axis: Enhancing quality and academic accreditation**

- **the goal:** Achieving quality standards and academic accreditation at various levels.
- **Activities:**
  - ❖ Implementing an internal quality assurance system in the college.
  - ❖ Conducting periodic self–assessments of the academic program.
  - ❖ Preparing for evaluation and accreditation processes by national, regional and international bodies.
  - ❖ Implementing the recommendations of the evaluation and review committees to improve performance.
  - ❖ Spreading a culture of quality among all members of the college.
  - ❖ Developing Key Performance Indicators(KPIs) to measure the quality of the academic program.
- **Performance indicators:**
  - ❖ Obtaining academic accreditation institutional and programmatic .
  - ❖ Results of internal and external quality assessment.
  - ❖ Level of application of quality standards in various aspects of the academic program.

**Implementation, monitoring and evaluation mechanisms:**

- ❖ A higher committee was formed to develop the academic program, chaired by the Dean of the College and including department heads, distinguished faculty members, and representatives of students, graduates, and stakeholders.
- ❖ Forming specialized subcommittees for each axis of the plan.

- ❖ Develop detailed work plans for each of the activities mentioned above, including responsibilities, timelines, and required resources.
- ❖ Regular meetings were held for the Supreme Committee and subcommittees to monitor progress in implementing the plan.
- ❖ Preparing periodic reports on work progress, achievements and challenges.
- ❖ Conduct a periodic (annual) evaluation of the effectiveness of the plan and the achievement of its objectives based on the defined performance indicators.
- ❖ Make adjustments to the plan based on the evaluation results and new developments.

**Required resources:**

- ❖ A budget allocated for implementing the activities of the development plan .
- ❖ Qualified human resources to implement, monitor and evaluate the plan.
- ❖ Support from the university administration to provide the necessary resources and facilities.
- ❖ Building partnerships with external institutions to benefit from their expertise.

**The entities responsible for implementation:**

- ✓ Deanship of the Faculty of Physical Education and Sports Sciences.
- ✓ The college's departments are (Sports Science, Physical Education).
- ✓ The Quality Assurance Unit at the College and University.
- ✓ Faculty members, students, and staff.

**Expected results:**

- ✓ A distinguished academic program accredited at the national and regional levels .

- ✓ Qualified graduates who possess the knowledge, skills and values necessary to compete in the job market and contribute to society.
- ✓ A stimulating educational and research environment that fosters innovation and excellence.
- ✓ To enhance the college's standing and reputation at the local and regional levels
- ✓ Active contribution to achieving the goals of Al-Mustaqbal University in serving the community and sustainable development

## Skills Plan Program

			Learning outcomes required from the program																	
Stage	Course code	Course Name	essential My choice	Knowledge and understanding				Subject-specific skills				thinking skills	General and transferable skills (or) other skills related to employability and personal development							
				A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	Part 1	Part 2	Part 3	Q 4	D 1	D 2	D 3	D 4	
First		The square and the field	essential	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	
		basketball	essential	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
		Women's Football/Gymnastics	essential	*	*		*	*	*	*		*	*	*	*	*	*	*	*	

	<b>Philosophy and History</b>	essential	*	*	*	*	*		*	*	*		*	*	*	*	*	*	*
	<b>Anatomy</b>	essential	*	*	*	*	*		*	*	*		*	*		*	*	*	*
	<b>Weightlifting for male students / Fitness for female students</b>	essential	*		*	*	*	*	*	*	*		*	*	*	*	*	*	*
	<b>Swimming</b>	essential	*	*	*	*	*	*	*		*		*	*	*	*		*	*
	<b>Scouts</b>	essential	*	*	*	*	*	*	*	*	*		*	*	*	*		*	*
	<b>human rights</b>	essential	*	*	*	*	*		*	*	*		*	*		*	*	*	*
	<b>Arabic</b>	essential	*		*	*	*	*	*	*	*		*	*	*	*	*	*	*
	<b>English language</b>	essential	*	*	*	*		*	*	*	*		*	*	*	*	*		*

		computers	essential	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Second		Training basics	essential		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		Biomechanics	essential	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		Gymnastics skills	essential	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*
		Testing and measuring	essential	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
		Athletics	essential		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		Volleyball skills	essential	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		Handball skills	essential	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
		count athlete	essential	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*

	<b>Boxing/Rhythmic</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>The square and the field</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>Statistics</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Third</b>	<b>Scientific research</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>Physiology</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>Racket games</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>teaching strategies</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>Injuries and Rehabilitation</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>Sports medicine</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	duel	essential	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Volleyball	essential	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*
	Handball	essential	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Gymnastics equipment	essential	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	teaching methods	essential	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Fourth	Sports training	essential	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*
	Volleyball	essential	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	The square and the field	essential	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*
	Handball	essential	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	<b>Football/Fitness</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>Teaching methods</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>kinematic analysis</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>Psychology</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>Management and Organization</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>Research project</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>basketball</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>Sports of the elite</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	<b>The app</b>	<b>essential</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

