Ministry of Higher Education and Scientific Research
Supervision and Scientific Evaluation Authority
Department of Quality Assurance and Academic Accreditation
Accreditation Section

Academic Program Specification Form For The Academic Year 2024-2025

2025

Introduction:

The educational program serves as a well-coordinated and organized package of academic courses that encompass structured procedures and experiences designed to develop and refine graduates' skills, making them qualified to meet labor market requirements. This program undergoes annual review and evaluation through internal or external auditing procedures, such as the External Examiner Program.

The academic program description provides a concise summary of the program's key features and courses, outlining the skills students are expected to acquire based on the program's academic objectives. The significance of this description lies in its role as a cornerstone for obtaining program accreditation, and it is prepared by the academic faculty under the supervision of scientific committees within the academic departments.

This second edition of the guide includes an updated description of the academic program, incorporating modifications based on recent developments in Iraq's educational system. It retains the traditional academic program description for annual and semester-based systems while also incorporating the standardized academic program description issued by the Directorate of Studies (reference T.M.3/2906 dated 3/5/2023) for programs that adopt the Bologna Process framework.

In this regard, we emphasize the importance of drafting detailed academic program descriptions and course outlines to ensure the smooth progression of the educational process.

Concepts and Terminologies:

- **Academic Program Description:** A concise summary of the program's vision, mission, and objectives, providing a precise description of the targeted learning outcomes based on specific learning strategies.
- **Course Description:** A brief overview of the course's key features and the expected learning outcomes that students should achieve, demonstrating whether they have maximized their learning opportunities. This description is derived from the academic program description.
- **Program Vision:** A forward-looking and ambitious depiction of the academic program's future, ensuring it remains innovative, inspiring, motivating, realistic, and applicable.
- **Program Mission:** A concise explanation of the goals and activities required to achieve them, outlining the program's development pathways and directions.
- **Program Objectives:** Statements describing what the academic program intends to accomplish within a specific timeframe. These objectives must be measurable and observable.
- **Curriculum Structure:** The complete set of courses included in the academic program, structured according to the adopted learning system (semester-based, annual, credit-hour system, or Bologna Process). It also specifies the required courses (at ministry, university, college, and departmental levels) and their respective credit units.
- **Learning Outcomes:** A set of aligned knowledge, skills, and values that a student acquires upon successfully completing the academic program. Each course must have defined learning outcomes that contribute to achieving the overall program objectives.

- **Teaching and Learning Strategies:** The methods employed by faculty members to enhance student learning and development. These strategies include structured plans that outline both classroom and extracurricular activities aimed at achieving the program's learning outcomes.

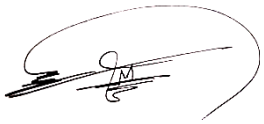
Academic Program Description Template

- **University Name:** Northern Technical University
- **College/Institute:** Al-Hawija Technical Institute
- **Scientific Department:** Forensic Evidence Techniques
- **Academic or Professional Program Name:** [To be specified according to the program]
- **Final Degree Awarded:** Technical Diploma
- **Study System:** Credit Hours (Modular System)
- **Date of Program Description Preparation:** 2/3/2025
- **Date of File Completion:** 2/3/2025

Signature

Head of Department Name: Atia suleiman khalifa
Date: 2/3/2025

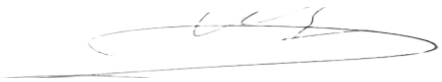
Name of the Scientific Assistant: Dr. Mohammed Jiad Laji
Date: 2/3/2025



Signature: _____

The file has been reviewed by Quality Assurance and University Performance Division Name of the Director of the Quality Assurance and University Performance Division: Hamza Omar Sadiq Date: 2/3/2025

Signature



Name of the Director of the Quality Assurance and University Performance Division: Hamza Omar Siddiq Date: 3/2/2025: _____

Approval of the Dean of the Technical Institute
Prof. Dr. Omar Khalil Ahmed

Program vision-1

It is to prepare distinguished graduates in the field of forensic evidence, capable of employing modern technology and scientific analysis methods to uncover crimes and contribute to achieving justice.

Program message-2

Providing specialized education in forensic evidence using the latest technologies, to prepare qualified cadres who contribute to uncovering crimes and supporting criminal justice with scientific and technical expertise.

Program objectives -3

- **Qualifying graduates with the technical and scientific skills to analyze forensic evidence.**
- **Promoting the use of advanced technology in criminal investigations.**
- **Developing students' research capabilities in the fields of forensic evidence.**
- **Supporting criminal justice by providing qualified professional cadres.**
- **Cooperating with security and judicial authorities to enhance community security.**

Programmatic accreditation -4

nothing

Other external influences -5

nothing

Program structure-6				
Notes	**percentage**	**Study unit**	**Number of courses**	**Program Structure**
There is one .elective course	**%15**	**20**	**10**	**Institutional Requirements**
There are two elective .courses	**%21**	**28**	**6**	**Institute Requirements**
There are two elective .courses	**%64**	**86**	**18**	**Department Requirements**
essential			**There is**	**Summer training**
				Other

Forensic Evidence Techniques Department - Level 1 Courses

نوع المتطلب	اسم المقرر		عدد الساعات النظرية	عدد الساعات العلمية	عدد الوحدات	الممهد ان وجد
	باللغة العربية	باللغة الانكليزية				
المتطلبات الجامعة	حقوق الانسان والديمقراطية (المستوى الاول) فصل أول	Human Rights	2	0	2	
	اللغة الإنكليزي/ (المستوى الاول) فصل ثاني	English language	2	0	2	
	مبادئ الحاسوب/ (المستوى الاول) فصل اول	computer Principles	1	1	2	
	لغة عربية (المستوى الاول) فصل ثاني	Arabic Language	2	0	2	
	اللغة الفرنسي (المستوى الاول) فصل أول	French language	2	0	2	

Forensic Techniques Department - Level 2 Courses

المستوى الدراسي (الثاني)					
نوع المتطلب	اسم المقرر		عدد الساعات النظرية	عدد الساعات العملية	عدد الوحدات
	باللغة العربية	باللغة الانكليزية			
متطلبات الجامعة	اللغة الانكليزية /	English language	2	0	2
	اللغة العربية /	Arabic language	2	0	2
	الحاسوب	Computer 2	1	1	2
	جرائم نظام البعث في العراق	The crimes of the Baath regime in Iraq	2	0	2
	اخلاقيات المهنة(المستوى الثاني)	Profession Ethics	2	0	2
متطلبات المعهد	مهارات دفاعية	Defensive Techniques	2	3	5
	كيمياء عضوية	organic chemistry	2	3	5
	كتابة التقارير	Report Writing	1	3	4
	الأسلحة والأعتدة	Ammunition and Weapons	2	3	5
	المتفجرات والحرائق	Explosives and fires	1	4	5

Program Description-7				
Credit hours		Course name	Course code	Year/Level
practical	theoretical			
41	25	Forensic Evidence Techniques First		First/2025-2024
41	29	Forensic Evidence Techniques II		second/2025-2024

Expected learning outcomes of the program - 8

أ- Cognitive objectives

1- Understand the basic principles of forensic evidence: Provide students with knowledge of the basics of forensic evidence, including the different types of evidence and methods of collecting and analyzing them.

2- Analysis of physical evidence: Providing students with the ability to analyze physical evidence such as fingerprints, biological traces(DNA) and chemical evidence (such as , drugs and toxins), and to use advanced tools and techniques for this purpose.

3- Familiarity with modern technological techniques: Teaching students how to use modern techniques in analyzing data and evidence, including digital imaging techniques, digital fingerprint analysis, and the use of specialized software.

4- Understanding legal frameworks: Introducing students to the legal aspects related to forensic evidence, including how to present evidence before courts and respect proper legal procedures to ensure the validity of evidence.

5- Developing research and investigation skills: Enhancing students' skills in conducting field investigations, starting from collecting evidence at the crime scene to analyzing it and presenting the results in a scientific and systematic manner.

6- Professional ethics: Instilling ethical concepts related to forensic work, including integrity, neutrality, and respect for the rights of individuals at all stages of work.

7- Scientific communication: Enabling students to present accurate scientific reports and convincing testimonies in courts based on scientific analysis of forensic evidence.

B - Program specific skill objectives

1- Accurately collect evidence from crime scenes while maintaining its integrity.
2- Analysis of laboratory evidence using chemical and biological techniques.
3- Using digital technologies to analyze electronic and digital evidence.
4 Crime scene assessment and interpretation of field evidence.
.5 Prepare clear criminal reports and provide convincing testimony in court.
6 Cooperation and teamwork with different investigation teams.
7 Critical thinking and problem solving in complex investigations.
8 Time management and organization in investigations.
9 Commitment to professional ethics in collecting and analyzing evidence.

Teaching and learning methods

1 Theoretical lectures: to provide students with the scientific and legal basics of forensic evidence.
2 Practical training: Applying skills in specialized laboratories to analyze physical evidence.
3 Field study: Visits to real or simulated crime scenes to develop evidence collection skills.
4 Project-based learning: Implement practical projects to analyze evidence and prepare forensic reports.
5 Software training: Use of specialized software to analyze digital evidence.
6 Group discussions: to analyze case studies and exchange opinions.
7 Problem-based learning: to develop critical thinking and the ability to solve criminal cases.

Evaluation methods

-1 .Written and oral exams (daily and semester)
-2 .Committees for discussing students' research and reports
-3 .Summer training

.C- Emotional and value goals
-1 .Creating a spirit of cooperation in the field of teamwork
-2 .Avoid bias and vengeful treatment
-3 .Make the set goal to improve the work reality
-4 .Humanity in dealing with others

Teaching and learning methods

-1 .Theoretical lectures
-2 .Documentary films
-3 .Scientific laboratories

-9 Evaluation methods

-1 .Daily exams
-2 .Semester exams
-3 .Direct questions

D - General and transferable skills (other skills related to employability and personal development).

1. 1 Effective communication skills
2. Critical thinking and information analysis.
3. Problem solving in investigations.
4. Time management and organization.
5. Teamwork and cooperation.
6. Mastery of specialized technologies and software.
7. Commitment to professional ethics.
8. Documenting evidence and preparing reports.

-10 Teaching and learning methods

-1 .Continuing education lectures
-2 .Summer training
-3 .Scientific visits to medical work sites
-4 .Direct meetings with specialists

Evaluation methods

-1 .Reports and research committees
-2 .Personal interviews
-3 .Observation at work
-4 .A form containing questions related to work in the criminal field

Faculty members and members of the scientific department -11						
Current Angel	Subspecialty	General specialization	Academic title	Certificate	Full name	T
Technical Institute / Al-Hawija	Special law	law	assistant professor	PhD	Dr. Attia Suleiman Khalifa	1
Technical Institute / Al-Hawija	Microscopic revival	Life Sciences	assistant professor	PhD	Dr. Mona Jalal Ali	2
Technical Institute / Al-Hawija	General surgery	medicine	Teacher	PhD	Dr. Luqman Hussein Ali	3
Technical Institute / Al-Hawija	General law	law	Teacher	PhD	Dr. Raad Hamza Awad	4
Technical Institute / Al-Hawija	Organic Chemistry	chemistry	Teacher	PhD	Dr. Wissam Mohammed Rashid	5
Technical Institute / Al-Hawija	Biochemistry	chemistry	Teacher	Master's	Sahera Ahmed Mahmoud	6
Technical Institute / Al-Hawija	General law	law	Assistant Professor	Master's	Ahmed Omar Ali	7
Current Angel		Specialization	Job Title	Certificate	Three-part name	T
Technical Institute / Al-Hawija		Life Sciences	Technical trainer	Master's	Falah Hassan Youssef	1
Technical Institute / Al-Hawija		Medical laboratories	Assistant Coach	Technical Diploma	Zubaida Hassan Mahmoud	2
Technical Institute / Al-Hawija		General law	Legal Advisor	Higher Diploma	Houari Ali Mutlaq	3
Technical Institute / Al-Hawija		business management	Chief Observer	Bachelor's	Sadiq Ibrahim Hilal	4

Professional development
Acceptance Criteria -12
Through central admission within the ministry’s plan, according to the student’s branch in .middle school, his grade point average, and his desire
Professional development for faculty members

 Specialized training: Attending training courses and workshops in the fields of forensic evidence and modern techniques used in investigations.
 Scientific research: Encouraging members of the Authority to conduct research and publish it in prestigious scientific journals, which enhances advanced knowledge in this field.
 Academic cooperation: establishing partnerships with international universities and institutions to exchange expertise and learn about the latest developments.
 Scientific conferences: Participation in local and international conferences and seminars to present research and learn about the latest developments.
 Practical training: Providing opportunities for practical training in cooperation with security agencies and forensic laboratories to develop practical skills.

1. **Self-assessment and feedback**: Conducting a periodic evaluation of the performance of faculty members and using feedback to improve teaching performance.

The most important sources of information about the program-13
The educational institution's website: ,provides details about the curriculum objectives, and teaching staff. **Academic guides**: Student handbooks or guides that provide details about courses and study plans. **Academic Advisor**: Provides direct guidance on academic path and program requirements. **Workshops and seminars**: events organized by the institution or specialized bodies to present developments in the field of forensic evidence.

Program development plan for the Forensic Evidence Department-14
Curriculum Update: Academic content is periodically reviewed to include the latest techniques and tools used in criminal investigations. **Enhancing the practical aspect**: Increasing opportunities for practical and field training in cooperation with security agencies and forensic laboratories. **Infrastructure development**: Equipping laboratories and facilities with modern technologies and advanced forensic analysis tools. **Continuous training for faculty members**: Providing training courses and workshops for faculty members to learn about the latest techniques and research in the field of forensic evidence. **Cooperation with external institutions**: Building partnerships with international forensic laboratories and local security institutions to exchange expertise and provide training opportunities. **Encouraging scientific research**: Supporting faculty members and students to conduct and publish innovative research in the field of forensic evidence. **Continuous evaluation**: Develop mechanisms for periodic evaluation of the program based on feedback from students, graduates and stakeholders. **Strengthening partnerships with security sectors**: to provide additional job and training opportunities for graduates

Curriculum Skills Chart																			
.Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed																			
Required learning outcomes of the program																			
and transferable skills (other skills related to employability and personal development (				Emotional and value goals				Program specific skill objectives				Cognitive objectives				essential Or optional	Course name	Course code	Year/Level
D4	D3	D2	D1	A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	General	Human Rights and Democracy (Level 1) Chapter 1	NTU 100	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	General	English /Language (First Level) Second Semester	NTU 101	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	General	Computer /Principles (Level 1) First Semester	NTU102	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	General	Arabic Language (First Level)	NTU 103	

																Second Semester		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**General**	French Language (First Level) First Semester	NTU 106	**the first**
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**General**	Sports (first level) first semester	NTU 104	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**assistant**	Life Sciences	TIHA100	**the first**
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	General Penal Code	TIHA102	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**General**	Principles of Psychology	OMT100	**the first**
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Criminology	OMT101	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	forensic photography	OMT102	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Hardware Technologies	OMT103	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Criminal investigation	OMT104	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	First aid	OMT105	
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**assistant**	crime scene	OMT106	
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	forensic science	OMT107	

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Introduction to Serology and Hematology	OMT108	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**General**	English language/	NTU 200	**the second**
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**General**	Arabic language/	NTU 202	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**General**	Computer	NTU 201	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**General**	Crimes of the Baath regime in Iraq	NTU 203	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**General**	Professional Ethics (Level Two)	NTU204	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**assistant**	Defensive skills	TIHAO200	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Organic Chemistry	TIMO202	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**General**	Report writing	TIHAO201	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Weapons and equipment	OMT 211	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Explosives and fires	OMT212	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**assistant**	Criminal Procedure Principles	OMT214	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Forensic medicine	OMT215	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	organized crime	OMT216	

*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**assistant**	Research project	OMT217	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Fingerprints and prints	OMT218	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Toxins and Drugs	OMT219	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Forgery and counterfeiting	OMT220	
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	**essential**	Traffic accidents	OMT221	

MODULE DESCRIPTION FORM
Course Description

Module Information Subject information			
Module Title	**Democracy and human rights**		**Module Delivery**
Module Type	**Support**		• ☒ Theory • ☒ Lecture • ☐ Lab • ☐ Tutorial • ☐ Practical • ☒ Seminar
Module Code	**NTU100**		
ECTS Credits	**2**		
SWL (hr/sem)	**50**		
Module Level	1	**Semester of Delivery**	1
Administration Department	FORE	**College**	Al-Huwayjah Polytechnic College
Module Leader	Ahmed Aomaer	**e-mail**	ihab.natiq@nahrainuniv.edu.iq
Module Leader's Acad. Title	Assistant Lecturer	**Module Leader's Qualification**	M.Sc
Module Tutor	None	**e-mail**	Email
Peer Reviewer Name	med Aomaer	**e-mail**	ihab.natiq@nahrainuniv.edu.iq
Scientific Committee Approval Date		**Version Number**	1.0

Relation with other Modules Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes and guiding content	
Module Aims Subject objectives	The aim of studying Human Rights and Democracy is to enhance understanding and awareness of human rights issues and the basic principles of democracy. There are some main objectives of studying this subject: 1. Understanding Human Rights: The study of human rights aims to introduce you to the basic concepts of human rights and their fundamental value in society. You will learn about the history and legal development of human rights and the international treaties and agreements related to this topic. Awareness of the basic principles of democracy: You will .2learn about the concept of democracy and its basic values, including the rule of law, citizenship rights, and political participation. You will also learn about different systems of government and how the principles of democracy are applied in different societies. Identify current challenges: You will learn about current challenges .3 and issues in the field of human rights and democracy. You will study ,issues related to discrimination, social justice, women's rights minority rights, children's rights, and refugee rights, and how to deal with these challenges within the framework ofdemocracy . :Applying concepts to reality .4You will learn how to apply the concepts and principles studied in human rights and democracy to practical reality. You will study the different roles of human rights organizations and democratic institutions and how they work to promote human rights and enhance democracy in societies. Develop critical and analytical skills: You will learn how to analyze .5 issues related to human rights and democracy and evaluate thelegal , ethical and political context surrounding them. You will practice formulating strong arguments and directing constructive criticism of unfair policies and practices. By studying Human Rights and Democracy, you will gain the knowledge and understanding necessary to contribute to the promotion of human rights and democracy in society and work to create positive .change
Module Learning Outcomes **Learning outcomes for the subject**	Through teaching the subject of human rights and democracy, Al-Nahrain University works to enhance education, awareness and training students on the importance of active participation in aspects of public ,life, such as enhancing respect for general human rights principles ,active participation in political and cultural life, and devoting values beliefs and attitudes that encourage all students to support their own rights and the rights of others. It also provides an understanding of the shared responsibility of this segment to make human rights a reality that they live and arm themselves with the knowledge, skills and attitudes .that enable them to realize these rights and commit to them
Indicative Contents Guidance Contents	• Knowing the concept of right and the concept of human being from a linguistic and technical perspective, knowing the concept of human rights, studying the legal personality of human beings, and .what are the characteristics of natural personality

	• Knowing the historical development of the idea of human rights in ancient and medieval times and the idea of human rights in heavenly laws • Study of local and international human rights sources • Study human rights guarantees and know what are the constitutional, judicial and human rights guarantees in Islam • Knowing the role of organizations in human rights at the regional and international levels • Study the extent of the impact of globalization on human rights • ,Study the concept of democracy and know its development definition and dimensions • Study representative democracy and know the representative system and its legal nature • Knowing the concept of election and its legal adaptation • ,Knowing how to organize elections, define electoral districts electoral lists, candidates, electoral campaign and voting • ,Studying electoral systems and knowing what direct election .indirect election, individual election, and list election are • Knowing the advantages and disadvantages of democracy

Learning and Teaching Strategies Learning and teaching strategies			
Strategies	1. POWERPOINT 2. Report writing 3. Online learning 4. Field visits		
Student Workload (SWL) Student's academic load			
Structured SWL (h/sem) Regular student load during the semester	33	**Structured SWL (h/w) Regular weekly student load**	2.2
Unstructured SWL (h/sem) Irregular student load during the semester	17	**Unstructured SWL (h/w) Irregular student load per week**	1.1
Total SWL (h/sem) The student's total academic load during the semester	50		

Module Evaluation Course material evaluation					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	10% (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10% (10)	2, 12	LO # 3, 4, 6 and 7
	Seminar	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	Midterm Exam	2 hours	20% (20)	7	LO #1-7
	Final Exam	2hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
Topics covered during the semester	Weeks
The concept of human rights	First week
Human rights in ancient civilizations	The second week
Human rights in divine laws and religions	The third week
Human rights sources	Week 4
Human rights guarantees and means of protection	Week 5
The role of organizations in protecting human rights	Week 6
Globalization and Human Rights	The seventh week
The concept of democracy	Week 8
Representative democracy	Week 9
The concept of election and its legal adaptation	The tenth week
Organizing the election process	Week eleven
Election systems	twelfth week
Electoral body composition	thirteenth week
Components and Obstacles to Good Governance (Good Governance)	Fourteenth week
Advantages and disadvantages of democracy	Week 15
Final Exam	Week 16

Learning and Teaching Resources Learning and teaching resources		
	Text	**Available in the Library?**
Required Texts	Maher Saleh Alawi Al-Jubouri, Human Rights, Children and Democracy, Legal Library, 2009	Yes
Recommended Texts	Dr. Hami D. Hanoun Khaled, Human Rights, Al-Sanhouri Library, 2015	no
Websites		

Grading Scheme Grading chart				
Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A -** Excellent	**privilege**	90 - 100	Outstanding Performance
	B - Very Good	**very good**	80 - 89	Above average with some errors
	C – Good	**good**	70 - 79	Sound works with notable errors
	D - Satisfactory	**middle**	60 - 69	Fair but with major shortcomings
	E - Sufficient	**acceptable**	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	**Precipitate (under (processing**	(45-49)	More work required but credit awarded
	F – Fail	**Failed**	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

Course Description

Module Information Subject information		
Module Title	**English language**	**Module Delivery**
Module Type	**Support**	• ☒ **Theory** • ☐ **Lecture** • ☐ **Lab** • ☐ **Tutorial**
Module Code	NTU101	
ECTS Credits	**2**	
SWL (hr/sem)	**50**	

			• ☐ **Practical** • ☒ **Seminar**
Module Level		**Semester of Delivery**	1
Administration Department	Computer Science	**College**	Al-Huwayjah Polytechnic College
Module Leader	Sara Burhan Abdula	**e-mail**	Israa.asultani@nahrainuniv.edu.iq
Module Leader's Acad. Title	Assistant Lecturer	**Module Leader's Qualification**	MA
Module Tutor	None	**e-mail**	None
Peer Reviewer Name		**e-mail**	
Scientific Committee Approval Date	11/25/2024	**Version Number**	1.0

Relation with other Modules **Relationship with other subjects**			
Prerequisite module	None	**Semester**	None
Co-requisites module	None	**Semester**	None

Module Aims, Learning Outcomes and Indicative Contents **Course objectives, learning outcomes and guiding content**	
Module Aims **Subject objectives**	1. Developing Basic Communication Skills: - Enable students to express themselves effectively in everyday situations. - Focus on building a foundation in speaking and listening. 2. Enhancing Reading Comprehension: - Improve students' ability to understand and interpret written texts. - Introduce strategies for effective reading comprehension. 3. Strengthening Writing Proficiency: - Develop students' writing skills across different genres (eg, essays, emails, reports). - Emphasize grammar, sentence structure, and vocabulary usage. 4. Expanding Vocabulary: - Introduce new words and phrases to broaden students' vocabulary. - Provide strategies for effective vocabulary acquisition and retention. 5. Grammar Mastery: - Ensure a solid grasp of essential grammar rules and structures. - Focus on practical application in spoken and written communication. 6. Listening Skills Development: - Improve students' ability to understand spoken English in various contexts.

	- Provide exposure to different accents and speaking speeds. 7. Critical Thinking through Discussions: - Encourage students to engage in discussions to develop critical thinking skills. - Promote the use of evidence and persuasive language in discussions. 8. Effective Presentation Skills: - Equip students with the skills to deliver clear and engaging presentations. - Focus on aspects such as organization, delivery, and visual aids.
Module Learning Outcomes **Learning outcomes for the subject**	1. Students will demonstrate the ability to initiate and sustain simple conversations in English. 2. Students will be able to ask and respond to basic questions related to personal information, daily activities, and immediate surroundings. 3. Students will improve exhibit reading comprehension by accurately summarizing and analyzing information from a variety of texts. 4. Students will produce well-organized written compositions with a clear introduction, body, and conclusion. 5. Students will apply correct grammar and sentence structures in spoken and written communication. 6. Students will demonstrate improved listening comprehension across a range of accents and contexts. 7. Students will actively participate in discussions, expressing and defending their opinions. 8. Students will deliver clear and organized presentations using appropriate language and visuals.
Indicative Contents Guidance Contents	Basic Communication Skills: [7 hrs] • Greetings and introductions • Describing daily routines • Asking and answering simple questions Reading Comprehension: [6 hrs] • Short stories and simple narratives • Comprehension exercises with questions Writing Proficiency: [6 hrs] • Sentence structure and composition • Paragraph writing Vocabulary Expansion: [6hrs] • Everyday vocabulary • Academic vocabulary Listening Skills Development: [7 hrs] • Listening to dialogues and conversations • Podcasts and audio materials

Learning and Teaching Strategies **Learning and teaching strategies**	
Strategies	Emphasize interactive and communicative activities to engage students actively in the learning process • Design tasks that require students to use English to accomplish specific goals, fostering language use in context. • Recognize and accommodate diverse learning styles and paces within the

	classroom. • Incorporate authentic materials like newspaper articles, blogs, or videos to expose students to real-life language use. • Implement ongoing formative assessments, such as quizzes, peer evaluations, and class discussions, to gauge student progress. • Provide constructive feedback on both spoken and written language, and encourage students to reflect on their learning experiences • Adapt lesson plans based on the evolving needs and interests of the students, allowing for flexibility in the teaching approach

Student Workload (SWL)
Student's academic load

Structured SWL (h/sem) **Regular student load during the semester**	32	**Structured SWL (h/w)** **Regular weekly student load**	2.13
Unstructured SWL (h/sem) **Irregular student load during the semester**	15	**Unstructured SWL (h/w)** **Irregular student load per week**	1.2
Total SWL (h/sem) **The student's total academic load during the semester**	50		

Module Evaluation
Course material evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	2	15% (15)	5, 10	LO #1, 3, 5, and 6
	Assignments	2	10% (10)	4, 12	LO # 2, 4, 5 and 6
	Projects / Lab.				
	Report	1	15% (15)	11	LO#4
Summative assessment	**Midterm Exam**	2hr	10% (10)	7	LO #1, 3,7, and 8
	Final Exam	2hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)
Theoretical weekly curriculum

	Material Covered
Week 1	Introduction to the course, syllabus, and expectations.
Week 2	Unit One of the textbook “Hello”: Basic greetings and practice activities: counting, and identifying objects in the classroom.
Week 3	Unit One of the textbook “ Hello ”: Icebreaker activities for student interaction, simple role-playing for greetings and numbers.
Week 4	Unit Two of the textbook “Your World”: Vocabulary related to daily routines and countries’ names. Present simple tense for daily activities. Describing things

	using adjectives.
Week 5	Unit Three of the textbook “All About You”: Vocabulary related to professions, questions and negatives, and social expressions.
Week 6	Unit Four of the textbook “Family and Friends”: Possessive Adjectives, Possessive ('s), and (Adjective+noun) • Reading and Speaking: Vocabulary related to food and meals, Reading and understanding a simple restaurant menu. • Role-playing restaurant scenarios.
Week 7	Mid-term Exam I
Week 8	Unit Five of the textbook “The Way I Live”: Uses of definite and indefinite articles, Adjectives + nouns. - Vocabulary related to food and meals. - Languages and Nationalities
Week 9	Unit Six of the textbook “Every day”: Adverbs of frequency used with present simple tense. - Vocabulary related to travel and transportation. -Asking for and giving directions. - Role-playing travel scenarios.
Week 10	Unit Seven of the textbook “My favourites”: Reading and writing a postcard and an e -mail to a friend. Adjectives and their opposites
Week 11	Unit Eight of the textbook “Where I live”: Vocabulary related to travel and transportation and asking for and giving directions. Introduction to prepositions (prepositions of place)
Week 12	-Writing and talking about personal interests. -Group activity: planning a class event based on shared interests.
Week 13	Vocabulary related to health and daily activities. Expressions for discussing health. Role-playing doctor-patient scenarios
Week 14	Mid-term Exam II
Week 15	**Preparatory Week**
Week 16	**Final Exam**

Delivery Plan (Weekly Lab. Syllabus) **Weekly lab schedule**	
	Material Covered
Week 1	
Week 2	

Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources **Learning and teaching resources**		
	Text	**Available in the Library?**
Required Texts	- " New Headway Plus - Beginner ", John and Liz Soars, 2014.	No
Recommended Texts	- Short story "The Sound of Thunder" by Ray Bradbury	No
Websites	www.youtube.com (short videos+ chosen movies)	

Grading Scheme **Grading chart**				
Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A -** Excellent	**privilege**	90 - 100	Outstanding Performance
	B - Very Good	**very good**	80 - 89	Above average with some errors
	C - Good	**good**	70 - 79	Sound works with notable errors
	D - Satisfactory	**middle**	60 - 69	Fair but with major shortcomings
	E - Sufficient	**acceptable**	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	**Precipitate (under (processing**	(45-49)	More work required but credit awarded
	F – Fail	**Failed**	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM
Course Description

Module Information Subject information					
Module Title	**Biology**			**Module Delivery**	
Module Type	**Basic**			☒**Theory** ☒**Lecture** ☒**Lab** ☐ **Tutorial** ☐**Practical** ☒**Seminar**	
Module Code	TIHA101				
ECTS Credits	**7**				
SWL (hr/sem)	**175**				
Module Level		1	**Semester of Delivery**		1
Administration Department		Forensic Science	**College**	**Al-Huwayjah Polytechnic College**	
Module Leader	Falah Hassan Youssef		**e-mail**	Orooba_alhammood@yahoo.com	
Module Leader's Acad. Title		Lecturer	**Module Leader's Qualification**		Ph.D.
Module Tutor	Lect. Dr. Omar Abed Kahim Ass. Lect. Muna Bahaa Al-Deen		**e-mail**		
Peer Reviewer Name		Name	**e-mail**	Email	
Scientific Committee Approval Date		8/10/2024	**Version Number**	1.0	

Relation with other Modules

Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes and guiding content	
Module Aims Subject objectives	1. Understand the fundamental principles and techniques of human biology. 2. Discovery & Cells: This guide provides keys to course success and introduces the course topics, including cells. 3. Integumentary: Skin, hair, and nails 4. human Biology and Physiology - Tissues, organelles, reproduction and development. Extensive analytic and synthetic problem-solving capabilities . 5. Storage of genetic information, gene expression and regulation, mitosis and meiosis, gene linkage and chromosome mapping. 6. Sufficient scientific background to undertake research .
7 Learning outcomes for the subject	1. Demonstrate a comprehensive understanding of the principles and techniques of human biology. 2. The Human Biology course begins with an introduction to key concepts in biology, from molecular and cellular features to the concept of evolution, including genetics and physiology. 3. Skills training is an integral part of the course at all levels. Identify and classify various types of blood. 4. Continuously update knowledge in the field of human biology through self-directed learning and research.
Indicative Contents Guidance Contents	Indicative content includes the following. Introduction to human biology: History and milestones in the field of human biology Basic concepts of human biology and applications. A blood type (also known as a blood group) is a classification of blood, based on the presence and absence of antibodies and inherited antigenic substances on the surface of red blood cells (RBCs). These antigens may be proteins, carbohydrates, glycoproteins, or glycolipids, depending on the blood group system. DNA as the genetic material because of the apparent simplicity of its chemistry. DNA was known to be a long polymer composed of only four types of subunits, which chemically resemble one another. A DNA molecule consists of two long polynucleotide chains composed of four types of nucleotide subunits. Each of these chains is known as a DNA chain, or a DNA strand. Hydrogen bonds between the base portions of the nucleotides hold the two

	chains together. Chromosomes are thread-like structures present in the nucleus. They are important because they contain the basic genetic material DNA. These are present inside the nucleus of plants as well as animal cells. Chromosomes were first discovered by Strasburger in 1815 and the term 'chromosome' was first used by Waldeyer in 1888. Human beings have 46 chromosomes in their body. These are arranged into 23 pairs. “A Chromosome looks like a thread and is coiled material, made of proteins. Chromosomes are present in the nucleus of all the cells and contain the basic genetic material DNA, which passes from one generation to another.” **Structure:** A chromosome has generally 8 parts; Centromere or primary constriction or kinetochore, chromatids, chromatin, secondary constriction, telomere, chromomere, chromonema, and matrix. Centromere or Kinetochore: It is the primary constriction at the center to which the chromatids or spindle fibers are attached. Its function is to enable movement of the chromosome during the anaphase stage of cell division. Chromatid: During cell division, a chromosome is divided into 2 identical half strands joined by a centromere. Role of nanobiotechnology in availability of a wide variety of core materials as well as the unique physical and chemical properties of these nanoscale materials. Laboratory Skills: Laboratory technician skills refer to the ability to carry out specialized tasks in a laboratory setting. Laboratory technicians perform specialized scientific tests, often for technical or diagnostic purposes, for which tasks such as hypothesizing, keeping records, dissecting, pipetting, measuring and sterilizing are common. To complete these tasks and others, laboratory technicians need a combination of hard and soft skills to ensure they follow guidelines and produce accurate laboratory results.

Learning and Teaching Strategies Learning and teaching strategies	
Strategies	Type something like: The main strategy that will be adopted in delivering this module is to encourage students' participation in the exercises, while at the same time refining and expanding their critical thinking skills. This will be achieved through classes, interactive tutorials, and by considering types of simple experiments involving some sampling activities that are interesting to the students.

Student Workload (SWL) .The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Regular student load during the semester	93	**Structured SWL (h/w)** Regular weekly student load	6
Unstructured SWL (h/sem) Irregular student load during the semester	82	**Unstructured SWL (h/w)** Irregular student load per week	5
Total SWL (h/sem) The student's total academic load during the semester	175		

Module Evaluation Course material evaluation					
		Time/Number	**Weight (Marks)**	**Week Due**	**Relevant Learning Outcome**
Formative assessment	**Quizzes**	2	10% (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10% (10)	2, 12	LO # 3, 4, 6 and 7
	Projects / Lab.	1	10% (10)	Continuous	All
	Report	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	**Midterm Exam**	2 hours	10% (10)	7	LO #1-7
	Final Exam	2hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
	Material Covered
Week 1	Introduction and basic principle of human biology
Week 2	Cell: Structure, properties and classification (part 1)
Week 3	Cell: Structure, properties and classification (part2)
Week 4	Tissue: Structure, properties; classification and function(patr1)
Week 5	Tissue: Structure, properties; classification and function(part2)
Week 6	Circulatory system; Blood

Week 7	Skin and Hair
Week 8	Mid exam
Week 9	Structure and Function of DNA
Week 10	Structure and Function of DNA
Week 11	Genetic basis of DNA typing
Week 12	Human chromosomes
Week 13	Chromosome variations
Week 14	Human genetics
Week 15	Semi-lethal gene
Week 16	**Preparatory week before the final exam**

Delivery Plan (Weekly Lab. Syllabus) Weekly lab schedule	
	Material Covered
Week 1	Laboratory safety roles
Week 2	Types of microscopes and Parts of the Microscope
Week 3	Eukaryotic Cell Structure
Week 4	Organic Substances in the Cells
Week 5	Water, Acids, Bases and pH Enzymes in Living Tissues
Week 6	Mid exam
Week 7	DNA The Foundation of Life
Week 8	DNA Extraction and Gel Electrophoresis
Week 9	The Cell Cycle & Mitosis, Patterns of Inheritance
Week 10	Explain hematocrit, including the significance of values outside of the normal range
Week 11	Determine hematocrit from a blood sample image.
Week 12	Explain the ABO and Rh blood groups and their clinical significance.
Week 13	Identify and describe all formed elements in a human blood smear.
Week 14	State the relative proportions of formed elements in human blood
Week 15	Second Exam

Learning and Teaching Resources Learning and teaching resources		
	Text	**Available in the**

		Library?
Required Texts	Reference book: Johnks and lnglis (eds.) Text book of Human Biology, 3rd Ed.	No (Available as an e-book)
Recommended Texts		
Websites		

Grading Scheme Grading chart				
Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A** - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX** – Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM
Course Description

Module Information Subject information		
Module Title	**General Penal Code**	**Module Delivery**

Module Type	**Core**		☒**Theory** ☐**Lecture** ☐**Lab** ☐**Tutorial** ☐**Practical** ☐**Seminar**
Module Code	OMT100		
ECTS Credits	6		
SWL (hr/sem)	150		

Module Level	1	**Semester of Delivery**	1
Administration Department	MPHY	**College**	poy
Module Leader	Dr. Raad Hamza Awad	**e-mail**	mohanad.al.sallami@kus.edu.iq
Module Leader's Acad. Title	Lecturer	**Module Leader's Qualification**	
Module Tutor	Name (if available)	**e-mail**	Email
Peer Reviewer Name	none	**e-mail**	none
Scientific Committee Approval Date	10/10/2024	**Version Number**	1.0

Relation with other Modules

Relationship with other subjects

Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes and guiding content

Module Aims Subject objectives	, **To familiarize students with the general principles and foundations of criminal law** including types of crimes, prescribed penalties, and conditions of criminal liability, with the aim of enabling them to understand how the law is applied to crimes and ensure justice in society.
Module Learning Outcomes Learning outcomes for the subject	• **Understanding the basic principles**: the ability to interpret the basic concepts of criminal law. • **Crime discrimination**: identifying and classifying types of crimes. • **Conditions of criminal liability**: understanding the elements necessary to file a criminal case. • **Application of penalties**: Knowing the penalties prescribed for various crimes and how to apply them. • **Legal Analysis**: The ability to analyze legal cases and make judgments based on laws.
Indicative Contents Guidance Contents	• **Introduction to the Penal Code**: its definition and importance. • **Types of crimes**: criminal, civil and dishonorable. • **Criminal liability**: its conditions and types. • **Elements of the crime**: the material element and the moral element.

	• **Penalties**: types and rules of application. • **Criminal trials**: procedures and rights of the accused. • **Legal defenses**: defense of non-liability and legitimate defense. • **Compensation for damages**: claims and types of compensation. • **Recent developments**: the impact of social changes and cybercrime. • **Case Studies**: Analysis of Real-Life Cases. This summary provides a brief overview of the main topics of the material. 20 hrs]

Learning and Teaching Strategies

Learning and teaching strategies

Strategies	:In this regard, we aim to do the following • **Interactive lectures**: Presentation of concepts with discussions. • **Presentations**: Students participate in presenting topics. • **Case studies**: analysis of real-life issues. • **Group discussions**: exchanging opinions and ideas. • **Individual research**: Encouraging students to research. • **Field visits**: learning about legal work in the field. 1. • **Periodic tests**: assessing understanding and achievement.

Student Workload (SWL)

Student's academic load

Structured SWL (h/sem) Regular student load during the semester	63	**Structured SWL (h/w)** Regular weekly student load	4
Unstructured SWL (h/sem) Irregular student load during the semester	87	**Unstructured SWL (h/w)** Irregular student load per week	5.8
Total SWL (h/sem) The student's total academic load during the semester	150		

Module Evaluation

Course material evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative	**Quizzes**	2	10 % (10)	5, 10	LO #1, 2, 10 and 11

assessment	**Assignments**	2	10 % (10)	2, 12	LO # 3, 4, 6 and 7
	Projects / tutorial .	1	10 % (10)	Continuous	
	Report	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	**Midterm Exam**	1 hour	10 % (10)	7	LO #1-7
	Final Exam	2 hours	5 0% (5 0)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

	Material Covered
Week 1	• **Week 1**: Introduction to Criminal Law.
Week 2	• **Week 2**: Types of crimes.
Week 3	• **Week 3**: Elements of crime.
Week 4	• **Week 4**: Criminal Liability.
Week 5	• **Week 5**: Sanctions: Types and purposes.
Week 6	• **Week 6**: Legal Defenses.
Week 7	• **Week 7**: Criminal Procedure.
Week 8	• **Week 8**: Rights of the accused.
Week 9	• **Week 9**: Compensation for damages.
Week 10	• **Week 10**: Honor crimes.
Week 11	• **Week 11**: Economic crimes.
Week 12	• **Week 12**: Cybercrimes.
Week 13	• **Week 13**: Issue Analysis: Case Studies.
Week 14	• **Week 14**: Legal Updates.
Week 1 5	• **Week 15**: Comprehensive review and final exam.

Learning and Teaching Resources

Learning and teaching resources

	Text	**Available in the Library?**
Required Texts	Book/ General Penal Code D. Suhail Hassan Masoud	Yes
Recommended Texts	Book / Crimes and their types Dr. Falah Hassan Al-Sayed	No
Websites		

Grading Scheme

Grading chart				
Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A** - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX** – Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM
Course Description

Module Information Subject information				
Module Title	**Criminology**		**Module Delivery**	
Module Type	**Core**		☒**Theory** ☒**Lecture** ☒**Lab** ☐**Tutorial** ☐**Practical** ☐**Seminar**	
Module Code	OMT102			
ECTS Credits	**6**			
SWL (hr/sem)	**150**			
Module Level	1	**Semester of Delivery**	2	
Administration Department	FORN	**College**		
Module Leader		**e-mail**	Email	
Module Leader's Acad. Title		**Module Leader's Qualification**		
Module Tutor	Name (if available)	**e-mail**	Email	

Peer Reviewer Name	Name	**e-mail**	Email
Scientific Committee Approval Date	01/10/2024	**Version Number**	1.0

Relation with other Modules Relationship with other subjects			
Prerequisite module	none	**Semester**	2/1
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes and guiding content	
Module Aims Subject objectives	• Understand the theoretical foundations of criminology and study the causes of crime. • Analysis of different criminal patterns and the phenomena associated with them. • Understanding the impact of social, psychological and economic factors on criminal behavior. • Identify crime prevention mechanisms and punishment methods. • Study the role of legal and security institutions in combating crime.
Module Learning Outcomes Learning outcomes for the subject	• To be able to analyze the causes and patterns of different crimes. • Understanding the relationship between social and psychological factors and criminal behavior. • Evaluating the effectiveness of preventive measures and punitive policies. • Developing research and analysis skills in crime cases. • Learn about the role of legal institutions in combating crime and .achieving justice
Indicative Contents Guidance Contents	• Introduction to Criminology. • Types of crimes. • Causes of crime. • Theories of crime explanation. • Crime prevention. • The role of legal institutions.

Learning and Teaching Strategies Learning and teaching strategies	
Strategies	• **For interactive lectures**: to explain basic concepts and theories. • **Group discussions**: to promote critical thinking and analysis of crime

	issues. • **Case studies**: to understand the practical applications of criminological theories. • **Research and articles**: to develop research and analysis skills. • **Field visits**: to see the work of legal institutions. • **Presentations**: To develop presentation and communication skills

Student Workload (SWL)

Student's academic load

Structured SWL (h/sem) Regular student load during the semester	63	**Structured SWL (h/w)** Regular weekly student load	4
Unstructured SWL (h/sem) Irregular student load during the semester	87	**Unstructured SWL (h/w)** Irregular student load per week	5.8
Total SWL (h/sem) The student's total academic load during the semester	150		

Module Evaluation

Course material evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	2	10 % (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10 % (10)	2, 12	LO # 3, 4, 6 and 7
	Projects / Lab.	1	10 % (10)	Continuous	
	Report	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	**Midterm Exam**	2 hours	10 % (10)	7	LO #1-7
	Final Exam	2 hours	5 0% (5 0)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

	Material Covered
Week 1	Week 1: Introduction to Criminology.
Week 2	Week 2: Types of crimes.
Week 3	Week 3: Classical Theories of Crime.

Week 4-5	Week 4: Biological and Psychological Theories.
Week 6	Week 5: Social and Environmental Theories.
Week 7	Week 6: Factors affecting criminal behavior.
Week 8	Week 7: Crime Prevention Strategies.
Week 9	Week 8: The role of police and institutions in prevention.
Week 10	Week 9: Punishments and Rehabilitation.
Week 11	Week 10: Organized Crime and Terrorism.
Week 12	Week 11: Cybercrime.
Week 12-13	Week 12: The role of legal institutions.
Week 14	Week 13: Criminal Case Studies.
Week 15	Week 14: Scientific research in criminology.
Week 16	Week 15: Review and Evaluation.

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	Cook, T. Hill, M. and Hibbitt, S. (2016) Blackstone's Crime Investigator's Handbook. Oxford: Oxford University Press.	Yes
Recommended Texts	Beaufort- Moore, D. (2015) Crime Scene Management and Evidence Recovery, 2nd Edition. Oxford: Oxford University Press	No
Websites	Self html (the English version is still (early 2005) in its infancy at: http://www.selfhtml.org/	

Grading Scheme

Grading chart

Group	Grade	Appreciation	Marks (%)	Definition
Success Group (50 - 100)	**A** - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
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	F – Fail	Failed	(0-44)	Considerable amount of work required

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MODULE DESCRIPTION FORM
Course Description

Module Information Subject information					
Module Title	**TechniquesLaboratory Instrument &**			**Module Delivery**	
Module Type	**CORE**			☒**Theory** ☒**Lecture** ☒**Lab** ☐**Tutorial** ☐**Practical** ☐**Seminar**	
Module Code	TIHA101				
ECTS Credits	**6**				
SWL (hr/sem)	**175**				
Module Level	1		**Semester of Delivery**	1	
Administration Department	Type Dept. Code		**College**	poly	
Module Leader	FADLA S. AZIZ		**e-mail**	asmaa.mansoor@kus.edu.iq	
Module Leader's Acad. Title	Professor		**Module Leader's Qualification**	Ph.D.	
Module Tutor	Name (if available)		**e-mail**	Email	
Peer Reviewer Name	As maa Mansour		**e-mail**	asmaa.mansoor@kus.edu.iq	
Scientific Committee Approval Date	01/09/2024		**Version Number**	1.0	

Relation with other Modules Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes and guiding content

Module Aims Subject objectives	This module aims to introduce students to Microscope and types, the spectroscopic and chromatographic techniques, Electrophoresis, Balance, Temperature control instrument, PCR & RT-PCR and provide them with hands-on experience of laboratory instrumental analysis, further developing the practical skills gained in the Laboratory Chemical & Biological module. This module also aims to provide training to the students on the research methodology and skills, *eg* . Literature survey, experimental design, data acquisition, result analysis and report writing-up, which will pave the way for their final year research project.
Module Learning Outcomes Learning outcomes for the subject	Knowledge and Understanding: Formulate experimental methods for all instrument and design appropriate experimental set-ups. Demonstrate the sample preparation and operational skills using the advanced all this instrument. Acquire and critically assess experimental results with comparison to standards or databases. Transferable/Key Skills and other attributes: • Safe-working laboratory practices • Observation, recording and presenting complex scientific data • Numeracy, literacy, IT and information management • Time management • Problem solving skills • Literature search, data processing and academic writing skills • Team working
Indicative Contents Guidance Contents	Indicative content includes the following. <u>Part A - primary information of laboratory instrument & techniques</u> On completion of this module, students are expected to be able to: 1 Demonstrate knowledge of introduction of instrument & types 2 Demonstrate knowledge of the principle & application & types of instrument. 3 Demonstrate an understanding of Microscope. [15 hrs] 4 Demonstrate understanding of the Electron Microscope. [15 hrs] Balance, Temperature control instrument (Incubator, Water bath, Autoclave, Hot air oven, Hotplate Magenetic Stirrer) and types . [16 h] PCR & RT- PCR, Electrophoresis, chromatography, pHmeter, Ultrasonic, Centrifuge. [15 hrs] <u>Part B - essentials and details</u> Fundamentals To publicize the key learning resources that are important or essential for those studying the module or to demonstrate the academic foundation of the module. To provide a short list, indicating the type and level of information that students are expected to consult. Further, in depth, guidance and a comprehensive list of reading and resources should be made available . [15 hrs]

	Normally a short list of books or articles in reference format (author, date, title, and publisher). If a core text or textbook exists, this should be indicated. Lists should be indicative, rather than a full bibliography. . [7 hrs] To identify where the whole module may be taken by students at a distance, either by arrangement with the Program Director or because it forms part of a program that is wholly or partly delivered virtually. If distance learning is possible, a second module descriptor will need to be created, to identify learning, teaching, assessment and contact methods/support for students in the distance learning version of the module. . [15 hrs]

Learning and Teaching Strategies

Learning and teaching strategies

Strategies	To describe the learning activities of the students and the teaching methods of the staff. Effective module design should result in a varied range of active learning experiences for students, including learning activities which are 'research-like'. Activities should, of course, motivate and encourage deep learning (reflection on wider meanings, rather than superficial memorisation of information). They should also be varied and flexible enough to accommodate different learning styles and orientations, and allow for inclusivity of students from different backgrounds and with different kinds of learning abilities. Learning activities therefore need to include reference to independent, interdependent (peer-supported) and online activities, as well as participation in different types of taught class.

Student Workload (SWL)

Student's academic load

Structured SWL (h/sem) Regular student load during the semester	63	**Structured SWL (h/w)** Regular weekly student load	4
Unstructured SWL (h/sem) Irregular student load during the semester	112	**Unstructured SWL (h/w)** Irregular student load per week	7.5
Total SWL (h/sem) The student's total academic load during the semester	175		

Module Evaluation

Course material evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	2	10 % (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10 % (10)	2, 12	LO # 3, 4, 6 and 7
	Projects / Lab.	1	10 % (10)	Continuous	
	Report	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	**Midterm Exam**	2 hours	10 % (10)	7	LO #1-7
	Final Exam	2 hours	5 0% (5 0)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

	Material Covered
Week 1	Introduction of instrument
Week 2	Microscope, light microscope and electron microscope
Week 3	Balance, Temperature control instrument (Incubator, Water bath) and types.
Week 4	Temperature control instrument (Autoclave, Hot air oven, Hotplate Magenetic Stirrer) and types.
Week 5	Polymerase chain reaction (PCR)
Week 6	Exam Mid-term Exam
Week 7	Real-time polymerase chain reaction
Week 8	Electrophoresis
Week 9	Spectrophotometer
Week 10	Laboratory Centrifuge (principle, types & application).
Week 11	Chromatography (principle, types & application).
Week 12	Ultrasonic (principle, types & application).
Week 13	PHmeter (principle, types & application).
Week 14	HPLC
Week 15	EXAM
Week 16	**Preparatory week before the final exam**

Delivery Plan (Weekly Lab. Syllabus)

Weekly lab schedule

	Material Covered
Week 1	Lab 1: Introduction of instrument
Week 2	Lab 2: Microscope, light microscope and electron microscope (particle application on use instrument).

Week 3	Lab 3: Balance, Temperature control instrument (Incubator, Water bath) and types. (particle application on use instrument).
Week 4	Lab 4: Temperature control instrument (Autoclave, Hot air oven, Hot plate Magenetic stirrer) and types. (particle application on use instrument).
Week 5	Lab 5: Polymerase chain reaction (PCR) (particle application on use instrument).
Week 6	Exam Mid-term Exam (particle application on use instrument).
Week 7	Lab 6: Real-Time polymerase chain reaction (particle application on use instrument).
Week 8	Lab 7: Electrophoresis (particle application on use instrument).
Week 9	Lab 8: Spectrophotometey (particle application on use instrument).
Week 10	Lab 9: Laboratory Centrifuge (principle, types & application). (particle application on use instrument).
Week 11	Lab 10: Chromatography (principle, types & application). (particle application on use instrument).
Week 12	Lab 11: Ultrasonic (principle, types & application). (particle application on use instrument).
Week 13	Lab 12: PHmeter (principle, types & application). (particle application on use instrument).
Week 14	Lab 113: HPLC (principle, types & application). (particle application on use instrument).
Week 15	Exam

Learning and Teaching Resources

Learning and teaching resources

	Text	**Available in the Library?**
Required Texts	FReece J, Urry L, Cain M, Wasserman S, Minorsky P, Jackson, R. (Eds) 9th Global Edition, 2011, Campbell Biology, Pearson Benjamin Cummings.	Yes
Recommended Texts	Lobban CS (1992) *Successful Lab Reports: A Manual for Science Students*, Cambridge University Press. Higson, S.P.J. (2003) *Analytical Chemistry* , Oxford University Press. Skoog, DA, Holler, FJ and Nieman, TA (1998) *Principles of instrumental analysis* , Orlando: Harcourt Brace College Publishers. Mathew Folaranmi Olaniyan (2017) **LECTURE NOTES ON LABORATORY INSTRUCTION AND TECHNIQUES .** Edition: 1 ST Editor: ACHIEVERS UNIVERSITY, OWO-NIGERIA/DR AA OLADELE(READER) ISBN: ACHIEVERS UNIVERSITY, OWO-NIGERIA	No
Websites	Mathew Olaniyan | Professor | PhD; Cert. in Immunology: PGDE; FMLSCN; FWAPCMLS in Immunology | Medical Laboratory Science/School of Postgraduate Studies | Research profile (researchgate.net)	

Grading Scheme Grading chart				
Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A** - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX** – Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM
Course Description

Module Information Subject information				
Module Title	**Basic Computer Science**		**Module Delivery**	
Module Type	**support**		☒**Theory** ☒**Lecture** ☒**Lab** ☐**Tutorial** ☒**Practical** ☒**Seminar**	
Module Code	NTU102			
ECTS Credits	3			
SWL (hr/sem)	**75**			
Module Level	First	**Semester of Delivery**	2	

Administration Department		FOR	**College**	poly	
Module Leader	Dr. FAHAD AHMED		**e-mail**	daar63@kus.edu.iq	
Module Leader's Acad. Title		Assistant Professor	**Module Leader's Qualification**		Ph.D.
Module Tutor	Lecturer: Osama Mohammed		**e-mail**	osama20111989@kus.edu.iq	
Peer Reviewer Name		Name	**e-mail**	Email	
Scientific Committee Approval Date		10/17/2024	**Version Number**	1.0	

Relation with other Modules Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes and guiding content	
Module Aims Subject objectives	The computer course includes, on the theoretical side, the basics of computers, as well as a brief historical summary of the development and generations of computers. It also covers different computer types. There is a detailed explanation of computer components (hardware and software), along with an introduction to number systems (decimal and binary) from the student's perspective. Furthermore, the course provides a manual for operating MATLAB, presenting its code capabilities required for general programming. On the practical side, students are taught ready-made basic programs that include Microsoft Office and the Windows operating system. The course includes practical hours, with the main goal being the student's mastery in using the calculator as an essential tool.
Module Learning Outcomes Learning outcomes for the subject	The learning outcomes of studying medical image analysis include : 1. Defining computer components (hardware and software) to the students. 2. Explaining input and output devices to the students. 3. Enabling students to recognize different types of memory. 4. Teaching students about number systems and how to convert between decimal and binary. 5. Providing the student with cognitive skills from the basic concepts of programming language and enables them to the skills to run the MATLAB programand deal with the MATLAB windows and all the types of Statements . 6. Enables students to understand and run all Statements (Loop, Control, Branch

	), reading and writing data file. 7. Providing the student with cognitive skills to deal with operations with Arrays or Matrices. 8. Providing hands-on experience with basic programs, including Microsoft Office and the Windows operating system, to students.
Indicative Contents Guidance Contents	Indicative content includes the following. <u>Part A</u> Introduction to Computer, Definition of Computer, Computer History, Generations of Computers, Categories of Computer, Computer Components, Software. [8 hrs] <u>Part B</u> Computer Components, Hardware, Input Devices, Output Devices, Components of the System Unit, Central Processing Unit (CPU), Memory .[10 hrs] <u>Part C</u> Hardware, Cache Memory, Primary, Memory (Main Memory) ,Random Access Memory, Read Only Memory, Secondary Memory, Memory Units, Storage Devices. [10 hrs] <u>Part D</u> Numbers Systems, Decimal Number System, Binary Number System, Convert Decimal to Binary System, Numbers Systems, Convert Binary to Decimal System. [8 hrs] <u>Part E</u> Defining Internet and Intranet, Types of Computer Network, Computer network. [5 hrs] <u>Part F</u> MATLAB Windows: Window layout, Command Windows, History Window, WorkspaceWindow , Editor Window, Figure Window, General MATLAB Code: Types of Statements, Rules for Statement Editing, ArithmeticStatement . Constant Value, Variables , Numerical. Variable, Logical Variable, Character Variable . [6 hours] <u>Part G</u> Arrays and Matrices: Index Concept Numerical Arrays and Matrices, Operations on one, Arrays orMatrices , N-Dimension Matrices, Logical Arrays, character and String Variables, Operators, Expression, Loop Statement, Control Statement, Branch Statement, reading andwriting data file. [7 hours] <u>Part H</u> Plotting -Plotting Elementary Function :Title and Axis Labels. [6 hours]

Learning and Teaching Strategies Learning and teaching strategies	
Strategies	In order to enable students to learn computer skills effectively and programming using MATLAB, here are some strategies that can be employed : 1. Provide hands-on activities: Incorporate hands-on activities, projects, and exercises to engage students actively in the learning process. Practical application of concepts helps students understand how computers work and reinforces their understanding. 2. By using visual aids and interactive resources: Utilize visual aids, diagrams, charts , and interactive resources like educational software, simulations, and coding platforms to make abstract concepts more tangible and engaging.

	3. Foster a collaborative learning environment: Encourage students to work in teams or pairs on projects or coding exercises. Collaborative learning allows students to share ideas, help one another, and learn from different perspectives . 4. Personalize the learning experience: Recognize that students have different learning styles and paces. Provide opportunities for individualized learning, allowing students to progress at their own speed and explore topics of interest to them. Tailor the learning experience to accommodate diverse learning needs. 5. Encourage exploration and experimentation: Encourage students to explore and experiment with different programming languages, tools, and technologies . Let them pursue their own coding projects and interests. This fosters curiosity and self-directed learning. 6. Connect with real-world applications: Demonstrate how computer skills are applied in various fields and industries. Show examples of how coding is used in creating websites, mobile apps, robotics, or data analysis. Connecting computer skills to real-world applications can motivate students and help them understand the practical significance of what they are learning . 7. Through updated with technology trends: Stay abreast of the latest technology trends, tools, and programming languages. Integrate relevant and up-to-date content into the curriculum to ensure students are learning skills that are in demand in the job market. It is important to create a supportive and inclusive learning environment where students feel encouraged to ask questions, take risks, and explore their interests. By implementing these strategies, we can help students develop a solid foundation in computer skills and foster their passion for technology.

Student Workload (SWL)

Student's academic load

Structured SWL (h/sem) Regular student load during the semester	48	**Structured SWL (h/w)** Regular weekly student load	3.2
Unstructured SWL (h/sem) Irregular student load during the semester	27	**Unstructured SWL (h/w)** Irregular student load per week	1.8
Total SWL (h/sem) The student's total academic load during the semester	75		

Module Evaluation

Course material evaluation

	Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome

Formative assessment	**Quizzes**	2	5 % (5)	6, 13	LO # 2,3,4,5,11 and 12
	Assignments	2	10 % (10)	9, 15	LO # 6,7,8, 13 and 14
	Projects / Lab.	1	20 % (20)		
	Report	1	5% (5)	11, 16	LO # 1,9,10 and 15
Summative assessment	**Midterm Exam**	2hr	10 % (10)	9	LO #1-8
	Final Exam	2 hours	5 0% (5 0)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

	Material Covered
Week 1	Introduction to Computer, Definition of Computer, Computer History, Generations of Computers ,
Week 2	Categories of Computer .
Week 3	Computer Components, Software
Week 4	Computer Components, Hardware, Input Devices, Output Devices.
Week 5	Components of the System Unit, Central Processing Unit (CPU), Memory
Week 6	Hardware, Cache Memory, Primary, Memory (Main Memory) ,Random Access Memory, Read Only Memory, Secondary Memory, Memory Units, Storage Devices
Week 7	Numbers Systems, Decimal Number System, Binary Number System,
Week 8	Numbers Systems, Convert Decimal to Binary System, Numbers Systems, Convert Binary to Decimal System, Examples
Week 9	Defining Internet and Intranet
Week 10	Types of Computer Network, Computer network
Week 11	MATLAB Windows: Window layout, Command Windows, History Window, Workspace Window , Editor Window, Figure Window.
Week 12	General MATLAB Code: Types of Statements, Rules for Statement Editing, Arithmetic Statement . Constant Value, Variables , Numerical. Variable, Logical Variable, Character Variable.
Week 13	Arrays and Matrices: Index Concept Numerical Arrays and Matrices, Operations on one Arrays or .Matrices , N-Dimension Matrices, Logical Arrays, character and String Variables
Week 14	Operators, Expression, Loop Statement, Control Statement, Branch Statement, reading and writing data file.
Week 15	Plotting -Plotting Elementary Function :and Axis Labels.
Week 16	**Preparatory week before the final exam**

Delivery Plan (Weekly Lab. Syllabus)

Weekly lab schedule

	Material Covered
Week 1	Lab 1: Windows 10: An introduction to windows 10, The start menu, Notification pane and action .center, Cortana, Microsoft edge, Use multiple desktops, Tablet mode, The settings App
Week 2	Lab 2: Microsoft word 2016: An introduction to Microsoft Word 2016, Starting Word, The Home Ribbon, The Insert Ribbon, Adding Tables, Headers and Footers, Inserting Headers & Footers, Editing Headers & Footers .

Week 3	Lab 3: Page Numbering: The Design Ribbon (Page Borders, Page Color, Watermarks, Page Numbering : The Page Layout Ribbon, Page Setup, The References Ribbon, The Mailings , Ribbon The Format Ribbon, File Backstage, Saving Documents, Saving as a Different Format , Opening Saved Documents, Printing Documents.
Week 4	Lab 4: Microsoft Excel 2016: An introduction to Microsoft Excel 2016, Starting Excel, The Home Ribbon, The Insert Ribbon, The Page Layout Ribbon, The Formulas Ribbon, The Data Ribbon , The Review Ribbon, The View Ribbon, File Backstage , Introduction to a Spreadsheet, .Entering Data
Week 5	Lab 5: Simple Text Formatting, Text Orientation, Resizing Rows and Columns, inserting Rows & Columns, Cut, Copy & Poste, Sorting Data, Formatting Spreadsheet, Cell Alignment, Text Format , Cell Borders, Using Formulas, Using Functions, Count , Count IF, Auto Sum, Average, Max & Min, lF Function, Adding Charts, Change Chart Type.
Week 6	Lab 6: MATLAB Windows, example of Constant Value, Variables , Numerical. Variable, Logical Variable , Character Variable, Examples of Arrays and Matrices
Week 7	Lab 7: Examples of Expression, Loop Statement, Control Statement, Branch Statement , reading and writing data file, Examples of Plotting.

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	1- Ata Elahi, "Computer Systems, Digital Design, Fundamentals of Computer, Architecture and Assembly Language", Springer International Publishing AG 2018. 2- Peter Norton "Introduction to Computers", sixth edition, 2008, ISBN- 13 :978-0-07-059374-9. 3- B. Hemanta, Computer Fundamental, Stratford College London, pp.1-20 . 4- R Mansfield, "Mastering VBA for Microsoft Office", 2019, 944 Pages. 5- Matlab: Numerical Computing, Tutorials, point , 2014.	Yes
Recommended Texts	1- Steven Freund, Gary B. Shelly, Thomas J. Cashman, Misty Vermaat, Introduction to Computers, Eighth Edition, 2012, ISBN10 143908131X, ISBN13 9781439081310	No
Websites		

Grading Scheme

Grading chart

Group	Grade	Appreciation	Marks (%)	Definition
Success Group (50 - 100)	**A** - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX** – Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM
Course Description

Module Information Subject information			
Module Title	Chemistry		**Module Delivery**
Module Type	Basic		• ☒ **Theory** • ☒ **Lecture** • ☒ **Lab** • ☐ **Tutorial** • ☐ **Practical** • ☐ **Seminar**
Module Code	TIHA101		
ECTS Credits	8		
SWL (hr/sem)	200		
Module Level	1	**Semester of Delivery**	2
Administration Department	Forensic Science	**College**	**Al-Huwayjah Polytechnic College**
Module Leader	Fadila Salman	**e-mail**	mustafa.abdallh@nahrainuniv.edu.iq
Module Leader's Acad. Title	Assistant Professor	**Module Leader's Qualification**	Ph.D.

Module Tutor	Ass. Prof. Dr. Dalia Mahmood Jamil Lect. Dr. Athraa Gazi Abdul Razzak	**e-mail**	
Peer Reviewer Name		**e-mail**	
Scientific Committee Approval Date	08/10/2024	**Version Number**	1.0

Relation with other Modules **Relationship with other subjects**			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents **Course objectives, learning outcomes and guiding content**	
Module Aims **Subject objectives**	The primary objective of this course is to acquire basic concepts, principles, and techniques of modern analytical chemistry that would empower students with an analytical mind set and the abilities to solve diverse analytical problems in an efficient and quantitative way that conveys the importance of accuracy and precision of the analytical results. On successful completion of this course, students will be able: 1. T o develop an understanding of the range and uses of analytical methods in chemistry. 2. T o establish an appreciation of the role of chemistry in quantitative analysis 3. T o develop an understanding of the broad role of the chemistry in measurement and problem solving for analytical tasks. 4. T o provide an understanding of chemical methods employed for elemental and compound analysis.

	5. T o provide experience in some scientific methods employed in analytical chemistry. 6. T o develop some understanding of the professional and safety responsibilities responsible in working on chemical analysis.
Module Learning Outcomes **Learning outcomes for the subject**	After attending t his course in Analytical Chemistry, **t** he students have to be able to develop a basic knowledge of main principles of analytical methods as follows - To understand qualitative and quantitative properties of solutions, understanding all kinds of analytical concentrations. - To describe and explain chemical equilibriums of acid base reactions - To know basic definitions, properties and nomenclature of alkan, alkenes, alcohol etc. - Understanding the principles of gravimetric and spectrochemical methods - Understanding the acid/base reactions and titration methods Effectively teach practical science through the context of analytical chemistry Design problem solving activities to challenge student understanding of analytical chemistry Understanding the safe handling of chemicals and the principles of apparatus and unit operation in analytical chemistry .
Indicative Contents Guidance Contents	

Learning and Teaching Strategies **Learning and teaching strategies**	
Strategies	The main strategy that will be adopted in delivering this module is to encourage students' participation in the exercises presented during the class, home works and quizzes. Furthermore, encourage the student participation in panel discussion.

Student Workload (SWL) Student's academic load			
Structured SWL (h/sem) **Regular student load during the semester**	108	**Structured SWL (h/w)** **Regular weekly student load**	7
Unstructured SWL (h/sem) **Irregular student load during the semester**	92	**Unstructured SWL (h/w)** **Irregular student load per week**	6
Total SWL (h/sem) **The student's total academic load during the semester**	200		

Module Evaluation Course material evaluation					
		Time/Number	**Weight (Marks)**	**Week Due**	**Relevant Learning Outcome**
Formative assessment	**Quizzes**	2	10% (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10% (10)	2, 12	LO # 3, 4, 6 and 7
Summative assessment	**Midterm Exam**	2 hours	30% (10)	7	LO #1-7
	Final Exam	2hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
	Material Covered
Week 1	Chemicals, Apparatus, and Unit Operations of Analytical Chemistry
Week 2	Concentrations of solutions: molarity, normality, part per million and percentage
Week 3	Aqueous solutions : solution and Chemical Equilibria
Week 4	
Week 5	Gravimetric method of analysis
Week 6	Acid and Bases : pH buffer acid-base and titration
Week 7	Introduction to Spectrochemical Methods
Week 8	The nature of chelation : Equilibria in solution of chelating ligands. Conditions for chelation.
Week 9	Med exam
Week 10	Organic Chemistry: Alkanes
Week 11	Alkenes and Alkynes, Nomenclature of Alkenes and Alkynes
Week 12	Aromatic compounds: Nomenclature of Benzene Derivatives
Week 13	Structure and Properties of Alcohols: Ethers: Thiols

Week 14	Final exam
Week 15	Final exam
Week 16	**Preparatory week before the final exam**

Delivery Plan (Weekly Lab. Syllabus) **Weekly lab schedule**	
	Material Covered
Week 1	Lab 1: Safety rules and laboratory equipment
Week 2	Lab 2: PH and indicators
Week 3	Lab 3: Acid base titration
Week 4	Lab 4: Preparation of sodium hydroxide
Week 5	Lab 5: Effect of concentration on reaction rate
Week 6	Lab 6: Preparation and reaction of barium peroxide
Week 7	Lab 7: Calculation the percentage of water in hydrated salt

Learning and Teaching Resources **Learning and teaching resources**		
	Text	**Available in the Library?**
Required Texts	1. Fundamental of analytical chemistry: Nine edition, Skoog	Yes
Recommended Texts	Fundamentals of chemistry: Fourth Edition, David E. Goldberg	No
Websites	Different websites	

Grading Scheme **Grading chart**				
Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A -** Excellent	**privilege**	90 - 100	Outstanding Performance
	B - Very Good	**very good**	80 - 89	Above average with some errors
	C - Good	**good**	70 - 79	Sound works with notable errors
	D - Satisfactory	**middle**	60 - 69	Fair but with major shortcomings
	E - Sufficient	**acceptable**	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	**Precipitate (under (processing**	(45-49)	More work required but credit awarded
	F – Fail	**Failed**	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM
Course Description

Module Information Subject information					
Module Title	**first aid**			**Module Delivery**	
Module Type	**Core**			☒**Theory** ☒**Lecture** ☒**Lab** ☐**Tutorial** ☐**Practical** ☐**Seminar**	
Module Code	OMT103				
ECTS Credits	**6**				
SWL (hr/sem)	**150**				
Module Level	1		**Semester of Delivery**	2	
Administration Department	FORN		**College**	poly	
Module Leader			**e-mail**	Email	
Module Leader's Acad. Title			**Module Leader's Qualification**		
Module Tutor	Name (if available)		**e-mail**	Email	
Peer Reviewer Name	Name		**e-mail**	Email	
Scientific Committee Approval Date	01/10/2024		**Version Number**	1.0	

Relation with other Modules Relationship with other subjects			
Prerequisite module	**FORN 104 (Molecular biology)**	**Semester**	2/1
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes and guiding content	
Module Aims Subject objectives	• **Understanding basic first aid principles** : Knowledge of the purpose and importance of first aid. • **Recognizing emergencies** : Ability to quickly identify and assess emergency situations. • **Performing basic life-saving techniques** : Training in CPR (Cardiopulmonary Resuscitation) and the use of an AED (Automated External Defibrillator). • **Managing injuries** : Skills for treating wounds, fractures, burns, and other common injuries. • **Handling medical emergencies** : Learning how to respond to conditions like heart attacks, strokes, and choking. • **Promoting safety** : Understanding preventive measures to avoid accidents and injuries. • **Providing emotional support** : Helping to calm and reassure the injured or ill until professional help arrives.
Module Learning Outcomes Learning outcomes for the subject	Module Learning Outcomes for a First Aid course typically include: 1. **Knowledge of First Aid Principles** : Understand the fundamental principles of first aid and its importance in emergency situations. 2. **Emergency Recognition and Assessment** : Ability to recognize and assess various medical emergencies, including injury and illness. 3. **CPR and AED Proficiency** : Demonstrate the ability to perform Cardiopulmonary Resuscitation (CPR) and use an Automated External Defibrillator (AED) effectively. 4. **Injury Management Skills** : Ability to apply first aid techniques for wounds, burns, fractures, sprains, and other common injuries. 5. **Handling Medical Emergencies** : Competence in managing medical emergencies such as heart attacks, strokes, allergic reactions, and choking. 6. **Promoting Accident Prevention** : Awareness of safety measures and preventive actions to reduce the risk of accidents and injuries. 7. **Providing Psychological Support** : Demonstrate the ability to provide emotional and psychological support to victims in emergency situations. 8. **Collaboration with Emergency Services** : Understanding the proper procedures for contacting and communicating with emergency medical services (EMS).

Indicative Contents
Guidance Contents
	Indicative content includes the following. :
	
	1. **Introduction to First Aid** :
	  ○ Importance and objectives of first aid.
	  ○ Legal and ethical considerations.
	2. **Basic Life Support (BLS)** :
	  ○ Cardiopulmonary Resuscitation (CPR) for adults, children, and infants.
	  ○ Use of Automated External Defibrillator (AED).

	3. **Managing Unconsciousness** : o Recovery position. o Responding to fainting, shock, and seizures. 4. **Choking Management** : o Techniques for assisting choking victims (adults, children, infants). 5. **Bleeding and Wound Care** : o Types of bleeding (minor, major, internal). o Applying bands, pressure, and dressings. 6. **Fractures, Sprains, and Dislocations** : o Identifying and stabilizing broken bones and sprains. o Basic splinting techniques. 7. **Burns and Scalds** : o First aid for different types of burns (thermal, chemical, electrical). 8. **Medical Emergencies** : o Responding to heart attacks, strokes, diabetic emergencies, and asthma attacks. o Managing allergic reactions and anaphylaxis. 9. **Poisoning** : o Identifying symptoms and initial treatment for poisoning (ingestion, inhalation, skin contact). 10. **Heat and Cold-Related Injuries** : • Managing hypothermia, heat exhaustion, and heat stroke. 11. **Bites and Stings** : • Treatment of animal, insect, and snake bites. 12. **Psychological Support** : • Providing reassurance and maintaining calm in emergencies. 13. **First Aid Kits** : • Essential items in a first aid kit and their uses. 14. **Collaboration with Emergency Services** : • Contacting and coordinating with emergency medical services (EMS). 4o

Learning and Teaching Strategies Learning and teaching strategies	
Strategies	

- **Interactive Lectures** :
    - Engaging presentations that introduce key concepts and encourage participation through questions and discussions.
- **Demonstrations** :
    - Instructors demonstrating first aid techniques, such as CPR, bandaging, and wound care, to provide visual learning.
- **Hands-On Practice** :
    - Providing students with opportunities to practice skills on mannequins and each other under supervision to build confidence and competence.
- **Group Activities** :
    - Collaborative exercises where students work in teams to assess scenarios, discuss responses, and role-play emergency situations.
- **Case Studies** :
    - Analyzing real-life scenarios to apply theoretical knowledge and improve critical thinking skills in emergency response.
- **Simulations** :
    - Conducting realistic simulations of emergency situations to enhance problem-solving skills and decision-making under pressure.
- **Multimedia Resources** :
    - Utilizing videos, online tutorials, and instructional materials to reinforce learning and provide diverse perspectives on first aid practices.
- **Quizzes and Assessments** :
    - Implementing formative assessments to measure understanding and retention of knowledge throughout the course.
- **Feedback and Reflection** :
    - Encouraging students to provide and receive constructive feedback on their performance and reflecting on their learning experiences.
    -

Student Workload (SWL) Student's academic load			
Structured SWL (h/sem) Regular student load during the semester	78	**Structured SWL (h/w)** Regular weekly student load	5
Unstructured SWL (h/sem) Irregular student load during the semester	72	**Unstructured SWL (h/w)** Irregular student load per week	4.8
Total SWL (h/sem) The student's total academic load during the semester	150		

Module Evaluation Course material evaluation					
		Time/Number	**Weight (Marks)**	**Week Due**	**Relevant Learning Outcome**
Formative assessment	**Quizzes**	2	10 % (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10 % (10)	2, 12	LO # 3, 4, 6 and 7
	Projects / Lab.	1	10 % (10)	Continuous	
	Report	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	**Midterm Exam**	2 hours	10 % (10)	7	LO #1-7
	Final Exam	2 hours	5 0% (5 0)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
	Material Covered
Week 1	Introduction to First Aid
Week 2	Overview and legal considerations.
Week 3	Basic Life Support (BLS)
Week 4	CPR and AED training.
Week 5	Unconsciousness Management
Week 6	Recovery position and emergency responses.
Week 7	Choking Management
Week 8	Techniques for choking victims.
Week 9	Wound Care and Bleeding Control
Week 10	Bandaging and bleeding management.

Week 11	Week 6: Fractures and Sprains
Week 12	Identifying and stabilizing fractures.
Week 13	Burns and Scalds
Week 14	First aid for different types of burns.
Week 15	Medical Emergencies
Week 16	

Delivery Plan (Weekly Lab. Syllabus)

Weekly lab schedule

	Material Covered
Week 1	Handling heart attacks and strokes.
Week 2	Poisoning
Week 3	Managing poisoning cases.
Week 4	Heat and Cold Injuries
Week 5	First aid for heat-related and cold-related injuries.
Week 6	Bites and Stings
Week 7	Treatment for animal and insect bites.
Week 8	Psychological First Aid
Week 9	Providing emotional support in emergencies.
Week 10	First Aid Kits
Week 11	Essentials and their uses.
Week 12	Review and Practical Skills
Week 13	Skills review and practice sessions.
Week 14	Final Assessment
Week 15	Exam

Learning and Teaching Resources

Learning and teaching resources

	Text	**Available in the Library?**
Required Texts	FReece J, Urry L, Cain M, Wasserman S, Minorsky P, Jackson, R. (Eds) 9th Global Edition, 2011, Campbell Biology, Pearson Benjamin Cummings.	Yes
Recommended Texts	Butler, J. (2005) Forensic DNA Typing 2nd Ed. Elsevier (MA) ISBN: 9780121479527 Forensic Science – Jackson AR & Jackson J., Prentice Hall, ISBN: 130432512	No
Websites	Cochrane reviews: http://www.cochrane.org/cochrane-reviews Pubmed/MedLine: http://www.ncbi.nlm.nih.gov/pubmed	

Grading Scheme Grading chart				
Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A** - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX** – Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM
Course Description

Module Information Subject information				
Module Title	**crime scene**		**Module Delivery**	
Module Type	**Core**		☒**Theory** ☒**Lecture** ☒**Lab** ☐**Tutorial** ☐**Practical** ☐**Seminar**	
Module Code	OMT104			
ECTS Credits	**4**			
SWL (hr/sem)	**100**			
Module Level	1	**Semester of Delivery**	2	

Administration Department	FORN	**College**	
Module Leader		**e-mail**	Email
Module Leader's Acad. Title		**Module Leader's Qualification**	
Module Tutor	Name (if available)	**e-mail**	Email
Peer Reviewer Name	Name	**e-mail**	Email
Scientific Committee Approval Date	01/10/2024	**Version Number**	1.0

Relation with other Modules

Relationship with other subjects

Prerequisite module	none	**Semester**	2/1
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes and guiding content

Module Aims Subject objectives	Upon completion of this module, the student can: 1-Explain the key theories and approaches of Crime Science. differentiate the (classical) sociological-criminological approach from modern Crime Science. 2-apply the Crime Science mind-set to real-life crime and security problems. 3-critically reflect upon crime prevention and security policymaking. 4-Formulate a response strategy to security and crime problems. 5-long-standing analysis as well as pressing future issues in crime prevention and detection. 6-Upon completion of this module, the student can: 7-Explain the key theories and approaches of Crime Science. 8-differentiate the (classical) sociological-criminological approach from modern Crime Science. 9-apply the Crime Science mind-set to real-life crime and security problems. 10-critically reflect upon crime prevention and security policymaking. 11-formulate a response strategy to security and crime problems. 12-long-standing analysis as well as pressing future issues in crime prevention and detection.
Module Learning Outcomes	On successfully completing the module you will be able to...

Learning outcomes for the subject	1. Describe in some detail and discuss the cellular and molecular basis of inheritance 2. Explain the differences between acquired, monogenic, polygenic and epigenetic disease 3. Explain the different mechanisms by which genes are regulated in humans 4. Discuss the contribution of genetics and environment to disease processes in humans 5. Show awareness of, and discuss the ethical issues in modern genetics 6. Discuss with examples the importance of interaction between patients, scientists and clinicians
Indicative Contents Guidance Contents	Lectures: [6 h] Introduction to Forensic Science, Crime Scene to Court Process. Scenes of Crime: The role of crime scene investigators in the preservation, recovery and recording of evidence at the scene of crime and evaluation of crime scene evidence. Overview of Forensic Science in the UK: Police Forces Scientific Support in relation to other Forensic Agencies. Overview of physical evidence including DNA, toxicology, footwear and tool marks, finger-marks. Introduction to forensic evidence associated with arson, explosions and firearms. Courts and their structure. Giving expert testimony; evidence-in-chief and cross-examination. Admissibility of forensic evidence in Court: differences between UK and USA. Writing of laboratory reports and expert witness statements. Health and safety issues at scenes and in forensic examination. Thus: the main inductive contents include: [4h for each part] 1-The importance of a crime scene and of material evidence in criminal proceedings 2-The role of the court-appointed expert in criminal proceedings 3- Forms of evidence, kinds of traces and methods of analysis 4-Searching for and securing evidence and case study 5-Searching for and recovering evidence that is accepted in court 6- Independent analysis and documentation of this evidence 7- Defense and discussion of the results. 8-Computer systems and IT/computing science Internet, WWW, HTML Calculations based on spreadsheet programs Basics of programming. 9-The students provide evidence of active participation in the tutorial relating to the lecture by solving exercises in class and/or by taking a written test at the end of the semester.

Learning and Teaching Strategies Learning and teaching strategies	
Strategies	Students will attend formal timetabled lectures throughout the module. There will be class discussions and the opportunity to share information, and develop good communication skills. Students will visit a series of simulated crime scenes, where they will gain practical experience of crime scene examination. This will include the search, identification and recording of evidence located at these scenes. Students will complete reports on crime scene examination including, risk assessment, results and evaluation.

Student Workload (SWL) Student's academic load			
Structured SWL (h/sem) Regular student load during the semester	33	**Structured SWL (h/w)** Regular weekly student load	2.2
Unstructured SWL (h/sem) Irregular student load during the semester	77	**Unstructured SWL (h/w)** Irregular student load per week	5
Total SWL (h/sem) The student's total academic load during the semester	100		

Module Evaluation Course material evaluation					
		Time/Number	**Weight (Marks)**	**Week Due**	**Relevant Learning Outcome**
Formative assessment	**Quizzes**	2	10 % (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10 % (10)	2, 12	LO # 3, 4, 6 and 7
	Projects / Lab.	1	10 % (10)	Continuous	
	Report	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	**Midterm Exam**	2 hours	10 % (10)	7	LO #1-7
	Final Exam	2 hours	5 0% (5 0)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
	Material Covered
Week 1	Introduction - crime science
Week 2	collect and package evidence, prepare laboratory submission forms and identify errors in them,
Week 3	Recover contact trace material in practical forensic examination, and write a simple expert report
Week 4-5	The role of crime scene investigators in the preservation, recovery and recording of evidence at the crime scene and evaluation of crime scene evidence.
Week 6	the scope, methods and limitations of crime scene examination and forensic enquiry in the crime to court process.
Week 7	main evidence types in volume, major and serious crimes
Week 8	Evidence found at crime scenes.

Week 9	□ Investigation of crime scenes. □ □ □
Week 10	Search techniques.
Week 11	Recovering evidence and other information. □
Week 12	Team working at crime scenes.
Week 12-13	Reporting crime
Week 14	scene investigations.
Week 15	Exam
Week 16	**Preparatory week before the final exam**

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	Cook, T. Hill, M. and Hibbitt, S. (2016) Blackstone's Crime Investigator's Handbook. Oxford: Oxford University Press.	Yes
Recommended Texts	Beaufort- Moore, D. (2015) Crime Scene Management and Evidence Recovery, 2nd Edition. Oxford: Oxford University Press	No
Websites	Self html (the English version is still (early 2005) in its infancy at: http://www.selfhtml.org/	

Grading Scheme

Grading chart

Group	Grade	Appreciation	Marks (%)	Definition
Success Group (50 - 100)	**A** - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX** – Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone “near-pass fails” so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM
Course Description

Module Information Subject information					
Module Title	Investigation and criminal investigation			**Module Delivery**	
Module Type	**Core**			☒**Theory** ☒**Lecture** ☒**Lab** ☐**Tutorial** ☐**Practical** ☐**Seminar**	
Module Code	OMT103				
ECTS Credits	**7**				
SWL (hr/sem)	**175**				
Module Level	1		**Semester of Delivery**	2	
Administration Department	FORN		**College**	poly	
Module Leader			**e-mail**	Email	
Module Leader's Acad. Title			**Module Leader's Qualification**		
Module Tutor	Name (if available)		**e-mail**	Email	
Peer Reviewer Name	Name		**e-mail**	Email	
Scientific Committee Approval Date	01/10/2024		**Version Number**	1.0	

Relation with other Modules Relationship with other subjects			
Prerequisite module	none	**Semester**	2/1
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes and guiding content	
Module Aims Subject objectives	If the ultimate goal of criminal investigation is to search and investigate the truth, the investigator alone cannot do this alone, especially if the .crime committed is ambiguous Ambiguity and lack of knowledge of all its aspects, especially if the investigation is related to facts of a scientific .nature Or a technical matter that is difficult for the investigator to ,understand and analyze, not because of a lack of intelligence experience, or awareness, but because The investigator's background

	and legal experience do not allow him to perceive matters that are appropriate for him . Technicians and specialists. Therefore, in this section we will discuss the definition of expertise and explain its importance in criminal evidence .
Module Learning Outcomes Learning outcomes for the subject	The expert's mission is characterised by a number of characteristics. It is a technical, specific mission of a judicial nature and an optional procedure for the court. On this basis, the expert must possess the following skills : Artistic skill -1 The most important feature of expertise is that it is of a technical nature, and the judge or investigator resorts to the assistance of an expert only because the issue raised in the criminal case is of a technical nature that neither of them can assess according to his qualifications and experience. Accordingly, the expert's task assumes the expert's assistance with his technical information, and accordingly, the one whom the judge assigns to conduct an inspection in which he relies only on his senses is not considered an expert, but the one whom the court assigns to conduct an inspection and present the results of this observation if it requires the application of scientific or technical methods is considered an expert. Skill of being able to determine the size of the behavior -2 When the expert is appointed, the task he is to perform and the issues he is obligated to answer, disclose or analyse in a manner consistent with his technical or professional specialisation are specified. The judge clearly and specifically designates the subject of his task for the expert, and in some cases sets specific questions for him that the expert must answer. The expert's task may not be general and include expressing an opinion on the case, as this is considered an abandonment by the judge of his mission . . Judicial skill -3 This means that the issue of resorting to expertise is a matter decided by the court alone, either based on a request from the parties to the criminal case or based on a decision it takes on its own initiative, according to its assessment of the issue before it and its need for a technical opinion. The issue of selecting the expert is up to the court, which takes into account his technical knowledge. It may consult the parties in this regard, but it is not bound by their request. The expert does not perform his task except by judicial delegation, except by judicial delegation, and he performs his task under the supervision of the judge. The summary of the expert's work included in his report is ultimately subject to the judge's discretion . . Optional skill -4 The basis of expertise is that it is an optional procedure for the court. This means that the court is not obligated to respond to the opponents' requests to appoint an expert in the case as long as it sees in the evidence of the case presented to it what enables it to decide the case without resorting to the expert's opinion . . In application of this, the Egyptian Court of Cassation ruled that "there is no prejudice to the right of defense if the court does not respond to the request to appoint an expert to examine the contract of minds as forged, provided that what was stated in its ruling by way of forgery and its proof against the accused indicates that the court was convinced by what it saw and what it found out from the facts of the case and the statements of the witnesses that forgery had occurred and that it did not need to seek the assistance of a technical opinion in this regard." The Iraqi Court of Cassation ruled that "the court is not obligated to summon another expert if the fact being investigated is sufficiently clear, and in this case the court must provide reasons for its refusal".
Indicative Contents Guidance Contents	If the investigator has to devote himself to research and investigation work such as interrogation, discussing witnesses, inspection, search and gathering other information, then the care and examination of the effects should be left to an expert specialised in this type of work. Therefore, the expert is the person who has acquired practical and technical experience as a result of scientific studies such as a forensic doctor or chemical analyst or as a result of practising a certain profession for a period of time such as craftsmen and industrialists such as carpenters, blacksmiths and others. . It is permissible for the expert to give his opinion orally before the investigator, who must record it in the investigation report, and then both of them must sign it. Therefore, the work of the forensic doctor or the forensic laboratory expert with the investigator is a must to remove the veil from the ambiguity and circumstances surrounding the crime. The more this cooperation between the two increases, the easier it is to discover the crime and identify its perpetrator. It is worth noting that the investigator or judge is not obligated to take the expert's opinion into account, according to the principle of the judge's subjective conviction and forming his opinion and belief in conviction or innocence in criminal matters according to his belief, as he is the expert of experts and has the final say in criminal matters. The judge's authorization of the expert to give his advice regarding the incident or regarding the defendant's responsibility is a type of agency. This opinion has been subject to many criticisms, including that the expert's opinion does not bind anyone, and the expert is not responsible for his minor errors, unlike the relationship that links the agent to the client, as the former represents the latter in a way that binds him towards others, and this is binding upon him according to the agency contract,

	because the purpose of the agency is to carry out legal work on behalf of the client. Likewise, the agent does not have more powers than his client, while expertise is completely different from this matter, as it does not obligate the judge to take it, on the one hand, and the judge cannot carry out the . .work of the expert, and it does not have the powers of the judge

Learning and Teaching Strategies

Learning and teaching strategies

Strategies	Expertise represents technical information obtained by the investigator from masters of art, crafts and knowledge. This information helps him solve the problems that he faces that cannot be solved with his own information and reach decisive results regarding them due to his lack of familiarity with the matters and issues that may depend on reaching evidence, which is evidence of committing the crime and attributing it to its perpetrator. For example, the criminal investigator or the judge cannot reach the efficiency of the toxic substance used by the perpetrator to cause death unless he seeks the assistance of a specialist chemist to find out . Especially since there are many cases in which expertise plays an effective and primary role in deciding the subject and revealing the circumstances .of the crime . Sometimes, expertise is the only evidence that can be used to reach the desired proof Thus, expertise is a method of investigation . One of the ironies of the situation is that expertise may be in contrast to many pieces of evidence , and despite that, the researcher relies on it because it is . based on the certainty of specialists and it is rare for doubt and possibility to creep into it The expert obtains his expertise through practicing a specific profession, work, or scientific specialization , but we do not accept the statement that anyone to whom the investigator or judge assigns a task of a special nature is considered an expert unless he possesses the qualities of . perception and deduction, in addition to honesty and loyalty

Student Workload (SWL)

Student's academic load

Structured SWL (h/sem) Regular student load during the semester	93	**Structured SWL (h/w)** Regular weekly student load	6.2
Unstructured SWL (h/sem) Irregular student load during the semester	82	**Unstructured SWL (h/w)** Irregular student load per week	5.4
Total SWL (h/sem) The student's total academic load during the semester	175		

Module Evaluation

Course material evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	2	10 % (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10 % (10)	2, 12	LO # 3, 4, 6 and 7
	Projects / Lab.	1	10 % (10)	Continuous	

	Report	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	**Midterm Exam**	2 hours	10 % (10)	7	LO #1-7
	Final Exam	2 hours	5 0% (5 0)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

	Material Covered
Week 1	The concept of criminal expert-1
Week 2	The relationship between the criminal expert and the civil expert -2
Week 3	Legal organization of the criminal expert-3
Week 4	Legal responsibility of the forensic expert -4
Week 5	Mechanisms of the forensic expert's work -5
Week 6	Legal protection for the criminal expert-6
Week 7	The relationship between the investigator and the expert -7
Week 8	Characteristics of a forensic expert -8
Week 9	Exam-9
Week 10	Civil liability of the expert-10
Week 11	Criminal responsibility of the expert-11
Week 12	Procedures for appointing a criminal expert -12
Week 13	Criminal expertise fees -13
Week 14	The legal value of criminal expertise-14
Week 15	Exam
Week 16	**Preparatory week before the final exam**

Delivery Plan (Weekly tot. Syllabus)

Weekly lab schedule

	Material Covered
Week 1	The relationship between the criminal expert and the civil expert -2
Week 2	Legal responsibility of the forensic expert -4
Week 3	Mechanisms of the forensic expert's work -5
Week 4	The relationship between the investigator and the expert -7
Week 5	Criminal responsibility of the expert-11
Week 6	The legal value of criminal expertise-14
Week 7	The legal value of criminal expertise-14

Learning and Teaching Resources

Learning and teaching resources		
	Text	**Available in the Library?**
Required Texts		Yes
Recommended Texts		No
Websites		

Grading Scheme

Grading chart

Group	Grade	Appreciation	Marks (%)	Definition
Success Group (50 - 100)	**A** - Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
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	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM
Arabic language subject description form

Module Information

Subject information

Module Title	**Arabic**	**Module Delivery**	
Module Type	**support**	☒**Theory** ☐**Lecture** ☐**Lab** ☐**Tutorial** ☐**Practical** ☐**Seminar**	
Module Code	NTU103		
ECTS Credits	**2**		
SWL (hr/sem)	**50**		
Module Level	1	**Semester of Delivery**	2
Administration Department	MPH	**College**	poly
Module Leader	Dr. Ahmed Kahlaf	**e-mail**	Ahmed.k@kus.edu.iq

Module Leader's Acad. Title	lecturer	**Module Leader's Qualification**	Ph.D.
Module Tutor	Name (if available)	**e-mail**	Email
Peer Reviewer Name	none	**e-mail**	none
Scientific Committee Approval Date	11/06/2024	**Version Number**	1.0

Relation with other Modules

Relationship with other subjects

Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents

Course objectives, learning outcomes and guiding content

Module Aims Subject objectives	1- Learn proper Arabic as it is the official language of the country 2- Language is the essence and symbol of identity 3- .Language is different from dialect, the former is universal and the latter is local 4- Employing eloquent vocabulary in academic formulation of scientific research Translated into its classical equivalent 5- Ability to write research and articles with purely scientific content in classical Arabic 6- .Avoid common writing mistakes and choose the right vocabulary 7- Enriching the student's lexical store to help build the charisma of verbal communication 8- Reviewing examples of Arabic literature, both poetry and prose, as they are a .basis for building the diverse cultural aspect of the student 9- .Writing numbers is very important. Please write correctly in formal requests 10- Learn about the phonetic lesson in the Arabic language and its relation to physics
Module Learning Outcomes Learning outcomes for the subject	:Upon completion of the course material, the student will be able to 1- Correct writing free of errors 2- Correct academic scientific expression 3- Using eloquent vocabulary in terms of usage and pronunciation 4- Adding vocabulary and new concepts to word meanings 5- Ability to address administrative requests
	Every specialization has its own language that refers to it and indicates it, and the language - 1 of every science stems from the nature of its essence. Scientific specializations have their own lexicon that expresses their essence and content, in addition to their own terminology that indicates them, as well as the scientific sources to which they are referred. The situation is the same as in literary language; it also has its own vocabulary, method of writing, expression and . through it, and its own terminology that expresses and indicates it[4 hrs]

Indicative Contents Guidance Contents	Dictionaries - in general - with their different resources represent the content and cover of - 2 the vocabulary of any language coupled with the explanation and interpretation of that vocabulary. As for dictionaries in the Arabic language, they are wide and varied; there are dictionaries other than language dictionaries. Arabic has the first geographical dictionary in history, the Dictionary of Countries by (Yaqut al-Hamawi) , in addition to dictionaries specialized in a specific part, such as dictionaries of rhetoric, in addition to the diversity of schools in composing dictionaries, classifying them, and the method of searching for a word in . them[4 hrs] ,The mark falls within the field of semiotics, and punctuation marks are important topics -3 especially in academic research, regardless of the specialization, whether the specialization is hence : The importance of punctuation marks comes from their ,scientific or humanistic important semiotic and semantic role in textual writing and in constructing the text , as they facilitate understanding for the reader, and clarify the intended meaning, through reading and pronouncing the phrase, as punctuation marks are the best way to show frankness and clarity in written speech ; because it indicates to the viewer those conventional marks and the relationships that link parts of speech to each other in general, and parts of each sentence in particular , and as specialists say about punctuation marks: that the pause is not independent, but rather it is a consequence of thinking , that is: the pauses established in precise amounts in certain places are not merely breathing stations in the biological sense of breathing, but rather primarily moral ,pauses. The point from a linguistic perspective is not for the reader to regain his senses but rather what is important is for the reader to use silence in known amounts, and in specific places in the spoken chain, to remove ambiguity and protect the speaker's intention from change , as these signs embody the writer's feelings and intentions in .them[6 hrs] The writing style represents the fingerprint of the writer who produces it, and is -4 embodied in the reader. Each writer has his own style, which is reflected in the writer's output. Style has different types, such as the scientific style, the literary style, and the .rhetorical style. Each type has its own characteristics and the form in which it is formed [4 hrs] Events that are associated with time represent verbs, and verbs in Arabic correspond -5 to tenses in other languages from a certain aspect, or from a certain part, and Arabic ,contains a large number of roots, verb roots, in Arabic there are triliteral, quadriliteral quintiliteral and sextiliteral verbs, and the verb is an important part of the basic parts of speech, in addition to the phonetic aspect of these roots, so the science of (physical) sounds) is one of the important sciences in the Arabic language, as the science of acoustic sounds) is a science closer to physics than to the human sciences, and it represents the middle stage between the science of phonetics and the science of auditory phonetics , and its relationship with the Arabic language starting from the first .seed in studying the exits of letters physically and semantically[4 hrs]
Indicative Contents Guidance Contents	Talking about poetry is endless; poetry is the embodiment of the feelings of the -6 .individual represented by the poet, and the collective feelings of humanity as a whole It exists in all human beings, and ancient Arabic poetry was like a national anthem for ,them, representing their solid cultural identity and a record of their history and glories despite its different purposes of flirting, praise, elegy, and others. The poetic meters in Arabic poetry are built with a unique phonetic structure through the activations that Al- .Khalil bin Ahmed Al-Farahidi established and set its philosophy, essence, and rules Poetry is a cultural asset, an argument in speech, and an adornment and splendor that .is added to the personality of the individual and society in general[4 hrs] The hamza is one of the procedural topics for the individual writer, regardless of the -7 specialization. Every individual who speaks and writes with it needs it. It has its rules that emanate from it, and it is written in the correct form. The subject of drawing the hamza is very important; drawing it changes the meaning, so it must be placed and .drawn in the correct form to ensure accurate expression of the intended meaning[4 hrs] Objects in the Arabic language are an important topic in the study of the Arabic -8 language, and every student must know them in general. There are different opinions

	?among rhetoricians and grammarians about objects . Are those objects superfluous Or is it a main component of the sentence? Grammarians see it as an extra part of the ,sentence, and that the two main components of the sentence are: the verb, The subject but the rhetoricians see: it is not superfluous. Rather, it is a basic component of the sentence , because every word indicates a meaning in the sentence, and if it indicates a meaning, it is not considered superfluous. It is a main pillar In the sentence and its structure, the opinion of rhetoricians is closer to the truth than the opinion of grammarians , so studying it in Arabic for non-specialists adds to them a diverse .expressive store[4 hrs] From The known presence phenomenon Errors Linguistic Grammatically She was or -9 Spelling or Stylistic , when Speakers the language Arabic Especially when not Specialists, especially those working in the media field, And this The phenomenon Expanded And he added Its spread in The era Talk, So I took This is amazing Errors ,invade Areas the study All of them, from that Subject (number) in the language Arabic We find a lot from Students And also from General the people They use Numbers Instead from Writing it In letters; And that To avoid Falling in Error This guide weakness no It suits In school Anyway He was His specialty ; And that's why On the subject number And rules Writing it in the language Arabic An indispensable topic in the age of . the language of numbers[4 hrs] There is a group of widely used words that are used in the wrong place and for what -10 they were not intended for. These words are used in official administrative correspondence in the incorrect or imprecise meaning that these words carry, in addition to the importance of being precise in using these words in official requests that are submitted on different topics. The request must be brief and focused, giving the concise idea and the intended goal towards the owner of the administration to whom the requests are submitted, and what this has of positives in reducing and shortening the effort and time in implementing the administrative tasks assigned to individuals of .different ranks[4 hrs]

Learning and Teaching Strategies

Learning and teaching strategies

Strategies	Creating an integrated personality for the university student in terms of precise scientific specialization and supporting specialization

Student Workload (SWL)

Student's academic load

Structured SWL (h/sem) Regular student load during the semester	33	**Structured SWL (h/w)** Regular weekly student load	2
Unstructured SWL (h/sem) Irregular student load during the semester	17	**Unstructured SWL (h/w)** Irregular student load per week	1
Total SWL (h/sem) The student's total academic load during the semester	50		

Module Evaluation

Course material evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	2	10 % (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10 % (10)	2, 12	LO # 3, 4, 6 and 7
	Projects / Lab.	1	10 % (10)	Continuous	
	Report	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	**Midterm Exam**	1 hour	10 % (10)	7	LO #1-7
	Final Exam	2 hours	5 0% (5 0)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

	Material Covered
Week 1	The difference between scientific language and literary language
Week 2	Arabic dictionaries and their types
Week 3	punctuation marks
Week 4	Style
Week 5	Verbs - Types and Divisions
Week 6	Selected examples of ancient Arabic poetry - Islamic poetry - Umayyad poetry
Week 7	Mid-term Exam
Week 8	’Drawing the hamza / hamzat al-wasl and hamzat al-qata
Week 9	Writing the hamza at the beginning and end of a word
Week 10	Subject and predicate - number writing skills

Week 11	Objects / Object – Object for
Week 12	The accompaniment - the object in which - the absolute object
Week 13	Arabic prose
Week 14	Common Mistakes – How to Write Formal Requests
Week 15	Selected examples of Abbasid and modern poetry
Week 16	Preparatory week before the final exam

Learning and Teaching Resources

Learning and teaching resources

	Texts	Available in the Library?
Required Texts	**Book : University Arabic for Non-Specialists / Dr. Abdo Al-Rajhi** Book : Applied Grammar / Dr. Abdo Al Rajhi	both
Recommended Texts	Applied Exchange / Dr. Abdo Al Rajhi Comprehensive Grammar / Abbas Hassan History of Arabic Literature / Shawqi Dayf	both
Websites	Al-Faseeh Network for Arabic Language Sciences	

Grading Scheme

Grading chart

Group	Grade	Appreciation	Marks (%)	Definition
Success Group (50 - 100)	**A** – Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C – Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E – Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX** – Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.