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

Academic Program Specification Form For The Academic Year 2021-2022

University: University of Baghdad
College : College of Veterinary Medicine
Number Of Departments In The College : Microbiology
Date Of Form Completion :

Dean's Name
Date : 15 / 5 / 2022
Signature

Dean's Assistant For Scientific Affairs
Date : 13 / 4 / 2022
Signature

The College Quality Assurance And University Performance Manager
Date : 12 / 4 / 2022
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

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

1. Teaching Institution	College of Veterinary Medicine
2. University Department/Centre	Microbiology
3. Programme Title	Baccalaureus of Veterinary Medicine/ Microbiology
4. Title of Final Award	Baccalaureus of Veterinary Medicine/ Microbiology
5. Modes of Attendance offered	yearly
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Programme	
Vision: Looks College of Veterinary Medicine to become an educational institution	

research guidance and be prominent and distinct in the field of education, community service and systems that ensure the development of livestock in the country to provide graduates with high quality and be aware of the importance of this profession and governing their work and achieve commitment and responsibility and leadership towards excellence and creativity in the field of profession.

Message:

1. Prepare graduates distinct from students with the expansion of the admission of students, to not be at the expense of what the student gets it of developments in the field of graphic science.
2. Be output College of Veterinary Medicine are the basic blocks for Graduate distinct in the country.
3. Draw a road map for the sustainability of the development of the teaching staff at the college through put in courses outside of Iraq.
4. Give a greater role and incentives for research centers that can provide services to the community.
5. Ensure the quality of the needs of society through the promotion of outstanding research projects for teachers.
6. Work to make college an example of a scientific environment exchange of students and professors prestigious university traditions and assigning the role of educational guidance in addressing the problems of students.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1.

A2.

A3.

A4.

A5.

A6.

B. Subject-specific skills

B1.

B2.

B3.

Teaching and Learning Methods

Power point, Seminar, Discussion, Lecture, Test

Assessment methods

Quizzes; first term. Second term exam. And final exam.

C. Thinking Skills

C1.

C2.

C3.

C4.

Teaching and Learning Methods
Power point, Seminar, Discussion, Lecture, Test
Assessment methods
Quizzes; first term. Second term exam. And final exam.

D. General and Transferable Skills (other skills relevant to employability and personal development) D1. D2. D3. D4.
Teaching and Learning Methods
Power point, Seminar, Discussion, Lecture, Test

Assessment Methods
Quizzes; first term. Second term exam. And final exam.

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
First year		Biology	3	Bachelor Degree
				Requires (x) credits
Third year		veterinary microbiologist	4	
Third year		Immunology	3	

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

Curriculum Skills Map																			
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																			
				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
First year		Biology	C																
		Physiology	C																
Third year		veterinary microbiology	C																
		Immunology	C																

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	College of Veterinary Medicine
2. University Department/Centre	Microbiology
3. Course title/code	Veterinary microbiologist
4. Programme(s) to which it contributes	Seminar, Website, Internet
5. Modes of Attendance offered	
6. Semester/Year	Yearly
7. Number of hours tuition (total)	6 hours
8. Date of production/revision of this	2014

specification	

9. Aims of the Course

The course focuses on history of microbiology and bacterial cells structure with function, bacterial classification, nutrition and growth, sterilization and disinfection, antibiotics and chemotherapeutic agent, virulence, genetic and pathogenesis. The course describes also an introduction to the general mycology (mold and yeast), characterization and diagnosis of fungal diseases. Also course focuses on general properties of viruses, structure, classification, replication, pathogenesis, antiviral drugs, vaccines, diagnosis and viral families.

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1.

A2.

A3.

A4.

A5.

A6 .

B. Subject-specific skills

B1.

B2.

B3.

Teaching and Learning Methods

Power point, Seminar, Discussion, Lecture, Test

Assessment methods
Quizzes; Midterm exam. And final exam.
C. Thinking Skills C1. C2. C3. C4.
Teaching and Learning Methods
Power point, Seminar, Discussion, Lecture, Test
Assessment methods
Quizzes; Midterm exam. And final exam.

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

D1.

D2.

D3.

D4.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
			Veterinary Microbiology/ First course		
1	2		Introduction	Lecture	First Term exam. and Quizzes
2	2		History of microbiology	Power point, Lecture	Second Term exam. and Quizzes
3	2		Bacterial cell structure and function	Power point, Lecture	Laboratory Work exam. and Quizzes
4	2		Bacterial cell structure and function	Power point, Lecture	Final exam.
5	2		Bacterial nutrition and growth	Power point, Lecture	
6	2		Bacterial classification	Power point, Lecture	
7	2		Sterilization and disinfection	Power point, Lecture	
8	2		Sterilization and disinfection	Power point, Lecture	
9	2		Antibiotic and chemotherapeutic agent	Power point, Lecture	
10	2		Bacterial virulence	Power point,	

				Lecture	
11	2		Bacterial pathogenesis	Power point, Lecture	
12	2		Bacterial genetic	Power point, Lecture	
13	2		Introduction of fungi	Power point, Lecture	
14	2		Types of yeast and mold	Power point, Lecture	
15	2		Diagnosis and fungal disease	Power point, Lecture	
			Veterinary Microbiology/ second course		
1	2		Staphylococcus	Power point, Lecture	
2	2		Streptococcus	Power point, Lecture	
3	2		Corynebacterium	Power point, Lecture	
4	2		Listeria	Power point, Lecture	
5	2		Enterobacterium	Power point, Lecture	
6	2		Pasteurella manhemia	Power point, Lecture	
7	2		Campylobacter pseudomonas	Power point, Lecture	
8	2		Burkholdiria bacillus	Power point, Lecture	

9	2		Clostridium	Power point, Lecture	
10	2		Brucella +nocardia	Power point, Lecture	
11	2		Actinomyces+ actinobacillus	Power point, Lecture	
12	2		Moraxella +bordetella +leptospira	Power point, Lecture	
13	2		Rickettsia + Chlamydia	Power point, Lecture	
14	2		Mycobacterium +haemophillus	Power point, Lecture	
			Virology /First course		
1	1		General properties of viruses	Power point, Lecture	
2	1		Virus structure and virus chemistry	Power point, Lecture	
3	1		Classification of viruses	Power point, Lecture	
4	1		Replication of viruses	Power point, Lecture	
5	1		Types of propagation	Power point, Lecture	
6	1		Virus pathogenesis	Power point, Lecture	
7	1		Genetics of animal viruses	Power point, Lecture	
8	1		Antiviral immunity	Power point, Lecture	

9	1		Interferon	Power point, Lecture	
10	1		Antiviral drugs	Power point, Lecture	
11	1		Vaccines	Power point, Lecture	
12	1		Reaction to physical and chemical agent	Power point, Lecture	
13	1		Diagnosis of viruses	Power point, Lecture	
			Virology / Second course		
1	1		Paramyxoviruses	Power point, Lecture	
2	1		Orthomyxoviruses	Power point, Lecture	
3	1		Bunyaviridae	Power point, Lecture	
4	1		Coronaviridae	Power point, Lecture	
5	1		Picoronavviridae	Power point, Lecture	
6	1		Rhabdoviridae	Power point, Lecture	
7	1		Reoviridae	Power point, Lecture	
8	1		Herpesviridae	Power point, Lecture	
9	1		Poxviridae	Power point, Lecture	

10	1		Retroviridae	Power point, Lecture	
11	1		Parvoviridae	Power point, Lecture	
12	1		Adenoviridae	Power point, Lecture	
13	1		Ppilloma virus and polyoma virus	Power point, Lecture	

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	1. Essentials of veterinary bacteriology and mycology (sixth edition) Carter, G.R. and Darla, j. wise (2004). 2. Veterinary microbiology and microbial disease. Quninn, P.j.; markey, B.K.; Carter, M.E.; Donnelly, W.Y. and laonard, F.C.(2008).
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

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

TEMPLATE FOR TYPICAL SITE VISIT CHEDULE

1. The typical site visit schedule is designed for two or three days. It includes pre-arranged meetings. The responsibility for arranging these meetings and fitting the template to the circumstances rests with the Universities Quality Assurance and University Performance departments

2. Site visits will normally commence at 09:00 on day 1. Start times of pre-arranged meetings are indicated. Pre-arranged meetings should not normally last more than one hour. The schedule should not completely fill all times with meetings, but leave space for additional activities by peer reviewers including preparing for meetings, updating notes and records and drafting paragraphs for the draft Programme Review report

Table (1)

Session	Time	Activity
Day 1		
1	09:00	Welcome and introductions; brief introduction to the review (purposes, intended outcomes, use of evidence and self-evaluation report) – Programme Team
2	09:30	Curriculum; discussion with faculty members
3	11:00	Meeting with a group of students
4	12:30	Efficiency: tour of resources
5	14:00	Review panel meeting: scrutiny of additional documentation including sample of students' assessed work
6	15:00	Efficiency: meeting with faculty members
7	16:00	Review panel meeting: review of the evidence and any gaps or matters to follow-up
8	17:00	Meeting with external stakeholders (sample of graduates, employers, other partners)
Day 2		
9	08:45	Review meeting with review chairperson, review coordinator, programme leader: summary of day 1 findings, addressing any gaps, adjust the schedule for day 2 if required
10	09:00	Academic standards: meeting with faculty members
11	10:30	Effectiveness of quality management and assurance: meeting

		with faculty members
12	12:00	Review panel meeting: review of evidence and any matters still to be addressed
13	14:00	Flexible time to pursue any matters arising
14	14:30	Review panel final meeting: decisions on outcomes and drafting oral feedback
15	16:30	Oral feedback by review chairperson to review coordinator and faculty members
	17:00	Close

TEMPLATE FOR THE FOLLOW-UP PROCESS AND REPORT, AND OUTLINE OF TYPICAL SITE VISIT SCHEDULE FOR FOLLOW-UP

TEMPLATE FOR FOLLOW-UP REPORT

Quality Assurance and Academic Accreditation Directorate / International Accreditation Department.

Institution:

Faculty:

Programme:

Follow-up Report

1. This report presents the findings of the follow-up visit, which took place on / /20__. This is part of the Universities Quality Assurance and University Performance departments arrangements to provide continuing support for the development of internal quality assurance processes and continuing improvement

2. The purposes of the follow-up review are to assess the progress made in the programme since the Programme Review report, and to provide further information and support for the continuing improvement of academic standards and quality of higher education in Iraq.

3. The evidence base used in this follow-up review and report includes:

a) Self-Evaluation Report for the programme together with supporting information
b) Improvement plan prepared and implemented since the Programme Review report
c) Programme Review Report
d) Higher Education Quality Review Report and institutional strategic plan (if any)
e) Additional evidence presented during the follow-up visit.

4. The overall conclusions reached as the outcome of the follow-up review are as follows:

a) The programme (give title) at (give name of institution) has/has not successfully implemented an improvement plan.

b) Good practice in the indicators demonstrated since the Programme Review site visit includes: (insert)
c) Matters of particular importance that should be addressed by the institution in its
continuing improvement of the programme are: (insert and indicate if they are, or as yet are not, addressed by the improvement plan).

5. The detailed report is provided in Annexure A below.

Annexure A

Name of Institution_____

Date of initial Programme Review site visit_____

Date visited in follow-up _____

Date of follow-up report _____

Names of follow-up reviewers Position/title Signed

Part 1: The Internal Quality Assurance System in operation				
	Questions	**Yes? (√)**	**Comment**	**Further action required?**
1	Is the programme Self- Evaluation Report complete?			
2	Do the most recent self-evaluation reports indicate the extent to which the criteria in the Framework for Evaluation are met and/or are being addressed?			
3	Is there an improvement plan in place, informed by external and internal review?			
4	Are there any major gaps that appear not to be addressed?			
5	Is progress with the improvement plan monitored?			
6	Are there any major obstacles to the expected achievementof the improvement plan?			
7	What is the institution's estimate of the time needed to complete improvements to the programme?			

8	What is the reviewers' assessment of the time needed to complete improvements to the programme that would demonstrate the indicators?			

Part 2: Progress demonstrated with the indicators			
Indicators (refer to Framework of Evaluation)	Improvement plan points (comment on match with the Programme Review report's recommendations)	New information from follow-up site visit	Overall conclusion
<u>Curriculum</u> Aims and ILOs Syllabus (content) Progression year on year Teaching and Learning Student assessment			

Efficiency Profile of admitted students Human resources Physical resources Uses made of available resources Student support Ratios of graduation to admitted students			
Academic Standards Clearly articulated standards Use of appropriate benchmarks Achievement of graduates Standards of students' assessed work			
Programme management and Assurance Arrangements for programme management Policies and procedures applied Structured comments collected and used Staff development needs identified and addressed			

Improvement planning processes working			

CRITERIA FOR A SUCCESSFUL REVIEW AND EVALUATION OF THE PROCESS

CRITERIA FOR A SUCCESSFUL REVIEW

1. The criteria for a successful review that informs the arrangements for Programme Review and its evaluation are as follows:

   i. The programme being reviewed is supported by existing or developing internal systems including specifications and review with a culture of self-evaluation and continuing improvement. These features of internal review provide a sound basis for the external review.
   ii. The timing of the external review is appropriate.
   iii. The profile of the visiting peer review panel matches in broad terms the profile of the academic activities in the institution.
   iv. There is due attention to detail in planning and preparation, by -
      a. The Quality Assurance and Academic Accreditation Directorate applies consistently its procedures for working with the institution and the reviewers and provides appropriate support for the external review as required
      b. The review coordinator: ensures that the evidence base generated by internal review and reporting systems is available on time to the visiting peer reviewers, and any requirements for clarification and supplementary information are satisfied
      c. The institution: provides a self-evaluation report for the programme to be externally reviewed
      d. The peer reviewers: undertake their preparation for the visit including reading the advance documentation and preparing initial commentaries that inform the conduct of the visit
   v. There is consistency in the application of the published review method and the protocols by all participants in a way that respects and supports the mission and philosophy of the overall process for continuing review and continuing improvement.
   vi. Reviewers and representatives of the institution conduct an open dialogue throughout the review that shows mutual respect.
   vii. The judgements reached by the reviewers are clear, based on the evidence available and systematically recorded.
   viii. The review report is produced on time in line with the standard report structure and is confirmed by the institution to be factually accurate.
   ix. The set of conclusions arising from the review are constructive, offering a fair and balanced view of the programme.

x. The institution is able to benefit from the external review by giving due reflection and consideration to the findings and preparing where appropriate a realistic improvement plan

EVALUATION

2. The Quality Assurance and Academic Accreditation Directorate wishes to establish and implement procedures for the systematic evaluation of all external Programme Reviews arranged by it. The institution, the review chairperson and the peer reviewers will all routinely be asked to evaluate each external review by completing a short questionnaire. The structured comments will be analysed by the Quality Assurance and Academic Accreditation Directorate and where necessary the Quality Assurance and Academic Accreditation Directorate will take action to follow-up any difficulties highlighted. In addition, the Quality Assurance and Academic Accreditation Directorate will collate the structured comments to compile regular summary reports indicating the main features of the review process in practice, including the overall levels of satisfaction expressed by the participants, together with examples of good practice and opportunities for continuing improvement.

GLOSSARY OF TERMS IN PROGRAMME RE-VIEW

DEFINITIONS OF TERMS USED IN THE PROGRAMME REVIEW HANDBOOK

Some of the terms used in the Handbook and/or used in internal and external review and reporting may have different meanings according to the context in which they are used. To remove possible ambiguities, the following working definitions of the terms are offered.

ADEMIC FIELDS/SUBJECT AREAS/DISCIPLINES

Academic fields categorise recognisable and coherent domains or the scope of study such as Mathematics, Medicine, Engineering and Philosophy. Fields that have a wide scope are often subdivided; for example, Humanities include subjects like History and Literature and Arts may include separate disciplines of Fine Arts and Photography. The curriculum of some programmes may combine academic fields, or may include different subjects and disciplines such as Mathematics in Engineering or Accountancy in Business Administration.

ACADEMIC STANDARDS

Specific standards decided by the institution, and informed by external reference points. They include the minimum or threshold level of knowledge and skills to be gained by the graduates

from the programme, and can be used in evaluation and review.

ACCREDITATION

The recognition accorded by an agency or other organisation to either an education programme or to an institution to confirm that it can demonstrate that the programme(s) meet acceptable standards and that the institution has effective systems to ensure the quality and continuing improvement of its academic activities, according to published criteria.

ACTION OR IMPROVEMENT PLANS

Realistic plans for improvement derived from the consideration of available evidence and evaluations; they may be implemented for more than one year, but should be prepared and reviewed annually at each level of courses, programmes and the institution.

ADMITTED STUDENTS

Students registered on a programme, including those accepted holding prior credits for admission after year 1.

BENCHMARK/REFERENCE POINTS

Benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given academic field or subject. Reference standards may be external or internal. External reference points allow comparison of the academic standards and quality of a programme with equivalent programmes in Iraq and internationally. Internal reference points may be used to compare one academic field with another, or to identify trends over a given time period.

COMMUNITY

A defined segment of wider society served by the institution, as determined in its mission and bylaws. It may be defined geographically or in terms of the range of organizations, groups and individuals engaged in its activities.

COURSE AIMS

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant and assessable qualities. They should contribute to the achievement of defined aims within one or more education programmes.

CURRICULUM OR (IN THE PLURAL) CURRICULA

The complete organised learning as designed and managed by an institution for an admitted student, determined by the intended learning outcomes (ILOs) and comprising the content, the arrangements for teaching and learning and assessments of students' achievements together with the access to the range of facilities available within the University and, by arrangement, outside it, including libraries, computers studies, social, sports, internships and field studies.

DIRECTED SELF-LEARNING/INDEPENDENT LEARNING

The active promotion of personal skills included in the curriculum that support the student and graduate to seek, assimilate and learn from a range of structured and unstructured experiences. Methods of promotion include e-learning, personal and autonomous learning and fieldwork, assignments, internships, and reflexive learning. Devices commonly used that support directed self-learning beyond formal teaching lectures include logbooks, self-assessment reports, interactive learning tools or the equivalent.

E-LEARNING

Electronic-based learning using information technology may be the primary or secondary element in material associated with a programme or a course. It may be stand-alone or integrated with other teaching and learning approaches. It may include self-determination

of aims, ILOs and materials using self-selection and will usually include self-assessment. It generally increases the levels of autonomy in, and responsibility for, learning. Converting existing texts or lecture notes to a website or pre-recorded media alone is generally not considered to be e-learning.

EXTERNAL EVALUATOR/EVALUATION

An appointment to a specific programme, part of a programme or course(s) by the institution to establish an independent and external professional opinion on the academic standards set

and achieved in the examinations for the award of the degree.

FRAMEWORK FOR EVALUATION

The framework for evaluation provides a standard structure for evaluation of programmes. It will form the basis for self-evaluation, the site visit by external peer reviewers and the Programme Review report. It is designed to operate in all academic fields and institutions, and to apply to internal and external reviews.

GENERAL PRECEPTS/BY-LAWS

Principles, by-laws and regulations, which the educational institution must have as part of the policies covering its operations.

HIGHER EDUCATION INSTITUTE (HEI)/INSTITUTION

A Faculty, College or University providing higher education programmes leading to a first university degree (B.Sc. or B.A.) or a higher degree.

INTENDED LEARNING OUTCOMES (ILOS)

The ILOs are the outcome-related definition of knowledge, understanding and skills which

the institution intends for its programmes. They should be mission-related, capable of measurement (assessable) and reflect the use of external reference standards at appropriate

level.

INTERNAL SYSTEM FOR QUALITY MANAGEMENT AND ASSURANCE

The system adopted by the institution to ensure that its education programmes and contributing elements meet specified needs and are continually reviewed and improved. An outcomes-related system of quality management involves precise specifications for quality from design to delivery; evaluation; the identification of good practice as well as of learning deficiencies and obstacles; performance follow-up; suggestions for development and enhancement; and the systematic review and development of processes for establishing

effective policies, strategies and priorities to support continuing improvement.

JOB/LABOUR MARKET

The availability of professional, commercial, research-oriented or other fields of employment that a graduate is qualified to join upon graduation.

MISSION STATEMENT

A brief statement clearly identifying the educational institution's duty and its role in the development of the community; a mission statement may also offer brief supporting statements on the vision, values and strategic objectives of the institution.

PEER REVIEWER

A person who is professionally equal in calibre and with management and/or subject expertise to those delivering the provision, but not from the same institution and without any conflict of interest, who can contribute to the review of an education programme for internal and external quality assurance or for accreditation purposes.

PROGRAMME

For the purpose of Programme Review an education programme is defined as one which admits students who, on successful completion, receive an academic award.

PROGRAMME AIMS

The broad purposes for providing the programme which in turn guide the development and

implementation of strategic objectives (to ensure that the aims are met) and ILOs (to ensure that the students work towards attaining the specified outcomes).

PROGRAMME REVIEW

Programme Review applies to all education programmes in all higher education institutions.

Where the programme is studied in more than one institution, the whole programme is included in Programme Review. Programme Review in Iraq has three objectives:

1) To provide decision-makers (in the higher education institutions, Quality Assurance and Academic Accreditation Directorate , parents, students, and other stakeholders) with evidence-based judgements on the quality of learning programmes
2) To support the development of internal quality assurance processes with information on emerging good practice and challenges, evaluative comment and continuing improvement
3) To enhance the reputation of Iraq's higher education internationally.

QUALITY ASSURANCE

The institution has the means of assuring that for each education programme, academic standards are defined and achieved in line with equivalent national and international standards, that the quality of the curriculum and related infrastructure are appropriate and fulfil the expectations of the range of stakeholders, that its graduates represent the range of attributes specified and that the organisation is capable of sustained, continuing improvement.

REVIEW COORDINATOR

The nominee of an institution to coordinate a Programme Review to assist in the gathering and interpretation of information and to support the application of published methods of review.

REPORT

The regular reports prepared on the basis of Programme Reviews and evaluations of its education programme.

SELF-EVALUATION

n institution's process of evaluating a programme as part of Programme Review and within an internal system of quality management and assurance.

SITE VISIT

A scheduled visit by external peer reviewers as part of Programme Review. Normally the site visit will be for two or three days. A typical outline timetable is provided in Appendix(1).

SPECIFICATION

The detailed description of the aims, construction and intended outcomes of a programme, and any courses, specific facilities or resources that contribute to it. The specification provides information to design, manage, deliver and review the programme.

STAKEHOLDER

Those organisations, groups or individuals which have a legitimate interest in the educational activities of the institution both in respect of the quality and standards of the education and also in respect of the effectiveness of the systems and processes for assuring the quality. An effective strategic review process will include the key stakeholder groups. The precise range of stakeholder groups and their differentiated interests depend upon the mission of the institution, its range of educational activities and local circumstances. The range is usually defined by a scoping study. Examples of groups with a legitimate interest include current students, graduates, intending students and their parents or family, staff in the institution, the employing community, the relevant Government ministries, the sponsors and other funding organisations and, where appropriate, professional organisations or syndicates.

STRATEGIC OBJECTIVES/PLANS

A collection of institution-specific objectives that are derived from its mission and developed into a realistic plan based on evidence-based evaluations. Objectives concentrate on the means by which an institution seeks to deliver its mission. The plan sets out the matters to be addressed, timeframe, person responsible and estimate of costs, and is accompanied by an implementation plan with arrangements for monitoring the progress and evaluating impact.

STUDENTS'ASSESSMENT

A set of processes, including examinations and other activities conducted by the institution to measure the achievement of the intended learning outcomes of a programme and its courses. Assessments also provide the means by which students are ranked according to their

achievement. Diagnostic assessment seeks to determine the existing range of knowledge and skills of a student with a view to constructing an appropriate curriculum. Formative assessment provides information on the student's performance and progress to support further learning, without necessarily counting a grade towards graduation. Summative assessment determines the final level of attainment of the student on the programme or at the end of a course that contributes credits to the programme.

STUDENTS' EVALUATIONS

The systematic gathering of students'opinions on the quality of their programme in a standardized structure together with the analysis and outcomes. Surveys using questionnaires are the most frequently used methods to collect opinions; other mechanisms include websites conferences, panels or focus groups, and representation on councils or other committees.

TEACHING AND LEARNING METHODS

The range of methods used by teachers to help students to achieve the ILOs for the course.

Examples include: lectures, small group teaching such as tutorials, seminars and syndicate groups; a case study to teach students how to analyse information and reach a decision; assignments such as writing a review paper for the students to gain the skills of self-learning and presentation; field trips; practical sessions for the students to gain practical skills; and carrying out experiments to train the students to analyse the results, reach specific conclusions and prepare a report, presentation or poster.

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

Academic Program Specification Form For The Academic Year 2021-2022

University: University of Baghdad
College : College of Veterinary Medicine
Number Of Departments In The College :Animal health
Date Of Form Completion :

Dean ' s Name
Date : 15/ 5 / 2022

Dean ' s Assistant For Scientific Affairs
Date : 15 / 4 / 2022

The College Quality Assurance And University Performance Manager
Date : 12 / 4 / 2022

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

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

1. Teaching Institution	College of Veterinary Medicine
2. University Department/Centre	Dept. of Veterinary Public Health
3. Programme Title	Bachelor Vet. Med. And Surgery
4. Title of Final Award	Bachelor Vet. Med. And Surgery
5. Modes of Attendance offered	Terms and Full Year
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Programme	
Enable the enrolled student to disseminate 1. Knowledge for controlling the spreading of epidemic infectious disease between animals. 2. To understand the feed regimes, housing formulation of feed and digestion of nutrients. 3. To enhance the productivity and reproductivity. 4. To understand the poultry industry, hatching eggs and marketing of poultry products….5. Scientific judgment	

for carcasses and their organs. 6. Control of food born diseases.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

B. Knowledge and Understanding

A1.Hygienic requirements of the animal environment

A2.Prevent spreading of epidemic infectious disease between animals.

A3.Principle basis for milk and meat hygiene

A4.transmission of zoonotic disease by food of animals origin.

A5.the new ways of hygienic measurements to controls and ensure safe food.

A6.

B. Subject-specific skills

B1.skills for identification of food – borne disease .

B2.taxanomic arrangement of bacteria, fungi and parasites on families and species level.

B3.Diagtnostic skills for food born infection and intoxications.

Teaching and Learning Methods

Giving theoretical and practical lessons by new media and new technical methods.

Assessment methods

By conduction quizzes, mid. term and final examinations in oral and written and practical approaches.

C. Thinking Skills

C1.promote the ability for speculation and commentory

C2.skill developing for parasitic ,viral and bacterial effect on animals

C3.skill for attending good hygienic measurements to control the transmission of disease.

C4.

Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides and fresh speciments obtained from the slaughter houses.

Assessment methods

Quick examinations (Quizes) with both terminal and final examinations

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

D1.Stimulate and activate the spirit of society service .

D2.Activation of team work

D3. Activation creative ability for students.

D4.Leadership activation

Teaching and Learning Methods

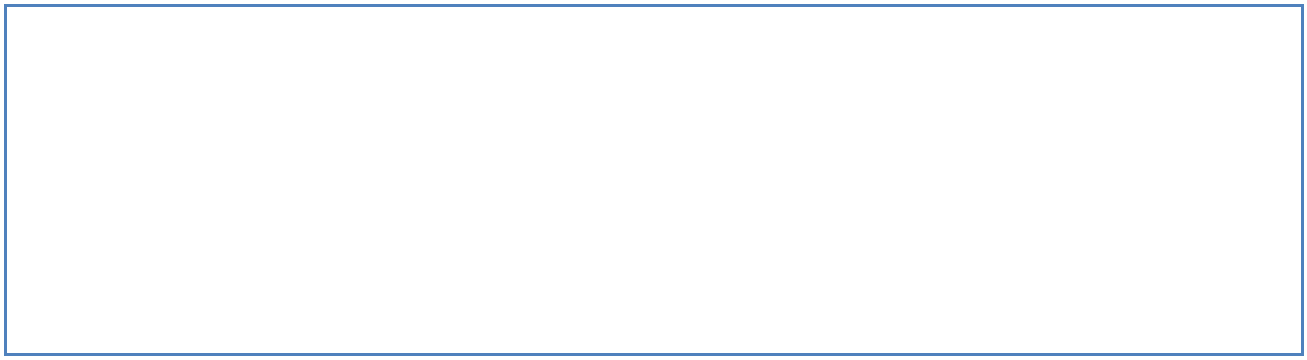
Using the excitation art to pay attention and changing the old style exhibition of tasks of subjects, making students to share in the discussions.

Assessment Methods
Oral, practical, written and report activities and collection ,drawing and identification of the causative agents for food –borne infections , intoxications and toxi-infections.

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
First year		**Poultry management**	**45 hrs 3 units**	Bachelor Degree Requires (x) credits
		Animal Management	**90 hrs 3 units**	
		Computer	**90 hrs 3 units**	Bachelor Degree
		English language	**90 hrs 3 units**	
Second year		**Animal Nutrition**	**90 hrs 3 units**	
		Genetics	**45 hrs 3 units**	
		Statistics	**45 hrs**	

			3 units	
Fifth year		**Food hygiene** **(milk, meat and animal hygiene)**	**90 hrs** **3 units**	

13. Personal Development Planning
Discover of personal interests and ability to encourage students skill concentration on specialized scientific subjects, team work.
14. Admission criteria .
Central admission programme.
15. Key sources of information about the programme



Curriculum Skills Map																			
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																			
				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
First year		**Poultry managem**	**Obligatory**	¤	¤		¤	¤	¤	¤		¤	¤	¤		¤	¤	¤	¤
		Animal	**Obligatory**	¤	¤		¤	¤	¤	¤		¤	¤	¤		¤	¤	¤	¤
		Computer	**Obligatory**									¤				¤	¤	¤	¤
		English language	**Obligatory**									¤				¤	¤	¤	¤
Second year		**Animal Nutrition**	**Obligatory**	¤	¤	¤	¤	¤	¤	¤		¤	¤	¤		¤	¤	¤	¤
		Genetics	**Obligatory**									¤				¤	¤	¤	¤
		Statistics	**Obligatory**									¤				¤	¤	¤	¤
Fifth year		**Food Hygiene**	**Obligatory**	¤	¤	¤	¤	¤	¤	¤		¤	¤	¤		¤	¤	¤	¤

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	Dept. of Veterinary Public Health
2. University Department/Centre	College of Veterinary Medicine, University of Baghdad
3. Course title/code	Food Hygiene
4. Programme(s) to which it contributes	Obligatory
5. Modes of Attendance offered	
6. Semester/Year	Year
7. Number of hours tuition (total)	90 hrs/3 hrs per a week for 30 weeks
8. Date of production/revision of this	

specification	

9. Aims of the Course
Control measurements to prevent the spreading of epidemic infectious disease between animals and from animal to human.
The hygienic requirements for animals environments.
The hygienic requirements for production of clean milk.
Prevent the microbial spoilage of milk and ensure safe milk.
Controlling the spreading of zoonotic disease through the consumption of milk and meat.
To provide meat fit for human consumption by good scientific judgments inside the slaughter houses by disposing any infected organ or carcass not fit for human consumption.

10· Learning Outcomes, Teaching ,Learning and Assessment Methode
B- Knowledge and Understanding A1. The hygienic requirements of animal environment A2.Control spreading of epidemic infectious diseases. A3.Protection of human health by ensuring food safety. A4.Scintific judgment for carcasses and their organs. A5.Control measurements of food-borne diseases. A6.
B. Subject-specific skills B1.Identification of all risks leading to public health hazard. B2. Identification of all factors for disease transmission. B3. Identification of food poisoning causative agents.
Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides and fresh speciments obtained from the slaughter houses.

Assessment methods

By conduction quizzes, mid. term and final examinations in oral and written and practical approaches.

C. Thinking Skills

C1.Controlling the spreading of zoonotic disease.

C2.Evaluation of bacterial .fungal and parasitic effect on both animal and human health

C3.skill for attending good hygienic measurements to control the transmission of disease.

C4. Human and animal role for the transmission of disease through milk and meat.

Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides and fresh speciments obtained from the slaughter houses.

Assessment methods

Quick examinations (Quizes) with both terminal and final examinations

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

D1.Take the advantage of modern methods of learning

D2.the use of laboratory equipment.

D3.Agility in dealing with the various data.

D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-4	12		Milk hygiene	lectures	Examination
5-8	12		Milk spoilage	lectures	Examination
9-12	12		Milk-borne disease	lectures	Examination
13-15	9		Animal hygiene	lectures	Examination
16-20	15		Meat hygiene	lectures	Examination
21-25	15		Meat inspection	lectures	Examination
26-30	15		Meat science	lectures	Examination

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS	Milk hygiene by Najim 2012 Animal hygiene

· OTHER	Meat hygiene
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	50
Maximum number of students	200

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	Dept. of Veterinary Public Health
2. University Department/Centre	College of Veterinary Medicine, University of Baghdad
3. Course title/code	Poultry management
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	
6. Semester/Year	Course
7. Number of hours tuition (total)	
8. Date of production/revision of this specification	
9. Aims of the Course…… Teaching the 1st year student	
1. This course includes learning students and gives them an idea on poultry industry starting from showing the different breeds and types of poultry. Other management practices are also included such as brooding chicks , and showing slides and visits to the farm for learning how poultry housing is demonstrated .Hatching egg is also one of the important subjected learned to students . Nutrition and marketing of poultry products are given an	

important attention to be learned by students.

2. Management of poultry (Broilers and layers)
3. Method of poultry nutrition program
4. Production diseases and their effect on nutritional economic.
5. Management of hatcheries.

10· Learning Outcomes, Teaching ,Learning and Assessment Method

A- Knowledge and Understanding

A1. The hygienic requirements of animal environment

A2.Control spreading of epidemic infectious diseases.

A3.Protection of human health by ensuring food safety.

A4.Scintific judgment for carcasses and their organs.

A5.Control measurements of food-borne diseases.

A6.knowledg of management and nutrition program, and how to rearing the chicks up to marketing of age.

B. Subject-specific skills

B1.Identification of all risks leading to public health hazard.

B2. Identification of all factors for disease transmission.

B3. Identification of food poisoning causative agents.

Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides and fresh speciments obtained from the slaughter houses.

Assessment methods

By conduction quizzes, mid. term and final examinations in oral and written and practical approaches.

C. Thinking Skills

C1.Controlling the spreading of zoonotic disease.

C2.Evaluation of bacterial .fungal and parasitic effect on both animal and human health

C3.skill for attending good hygienic measurements to control the transmission of disease.

C4. Human and animal role for the transmission of disease through milk and meat.

Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides and fresh speciments obtained from the slaughter houses., using power point,practical work in the fffeild.

Assessment methods

Quick examinations (Quizes) with both terminal and final examinations

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

personal development)

D1.Take the advantage of modern methods of learning

D2.the use of laboratory equipment.

D3.Agility in dealing with the various data.

D4.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-2	4		Poultry industry	lectures	Examination
3-5	6		Poultry breeding	lectures	Examination
6-8	6		Raring of broilers and layers	lectures	Examination
9-10	4		Nutrition of chickens	lectures	Examination
11-12	4		Hatching chicks	lectures	Examination
13-14	4		Poultry hygiene	lectures	Examination
15	2		Production diseases	lectures	Examination

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Poultry production

Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

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

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	Dept. of Veterinary Public Health
2. University Department/Centre	College of Veterinary Medicine, University of Baghdad
3. Course title/code	Animal management
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	
6. Semester/Year	Year
7. Number of hours tuition (total)	90 hrs
8. Date of production/revision of this specification	
9. Aims of the Course…… Teaching the 1st year student	
To take care of cattle, Buffaloes, Camels, Sheep, Goats and horses from birth up to weaning	
and then to puberty and mating to parturition concerning their feeding regimes ,housing, productivity and re productivity and keep them in good physiological state at different periods of their life and to be in a good healthy state.	

10· Learning Outcomes, Teaching ,Learning and Assessment Method

B- Knowledge and Understanding

A1. Hygienic requirements of animal environment

A2. Take care of all farm animals from birth to puberty.

A3. Take care of animals feeding regimes and housing.

A4.knowledge about their productivity and reproductivity.

A5.keeping the animals in good healthy state.

A6.

B. Subject-specific skills

B1. Productivity .

B2. Reproductivity

B3. Feeding regimes and housing.

Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides and field visits.

Assessment methods

By conduction quizzes, mid. term and final examinations in oral and written and practical approaches inside the animal field.

C. Thinking Skills

C1.Increase the Productivity.

C2.Enhancing good Reproductivity.

C3.Enhancing good hygienic requirements.

C4.

Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides and field visits.
Assessment methods
Quick examinations (Quizes) with both terminal and final examinations

D. General and Transferable Skills (other skills relevant to employability and personal development)
D1.Take the advantage of modern methods of learning
D2.the use of laboratory equipment.
D3.Agility in dealing with the various data.
D4.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
I/8	6		Animal wealth	lectures	Examination
	6		Cattle management	lectures	Examination
	4		Horse management	lectures	Examination
6	4		Animal wealth	lectures	Examination
	6		Cattle management	lectures	Examination
	10		Horse management	lectures	Examination
	4		Production diseases	lectures	Final Examination
II/7	4		Sheep ,Goat,Camel	lectures	Examination
7	4		Animal dis.buffalo	lectures	Examination
	2		Health sign detection	lectures	Final Examination

I=first term II= second term

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

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

COURSE SPECIFICATION

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

1. Teaching Institution	Dept. of Veterinary Public Health
2. University Department/Centre	College of Veterinary Medicine, University of Baghdad
3. Course title/code	Genetics
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	
6. Semester/Year	Course
7. Number of hours tuition (total)	
8. Date of production/revision of this specification	
9. Aims of the Course	
Educate the student the science of principle of genetic, molecular genetics, mutation in genetics molecular of individual and their relation to genetics disease.	

10· Learning Outcomes, Teaching ,Learning and Assessment Method

A- Knowledge and Understanding

A1. Educate the student the science of principle of genetic, A2.

A3. molecular genetics,

A4. mutation in genetics molecular of individual and their relation to genetics disease.

A5.

B. Subject-specific skills

B1.

B2.

B3.

Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides.

Assessment methods

By conduction quizzes, mid. term and final examinations in oral and written and practical approaches .

C. Thinking Skills

C1

C2.

C3.

C4.

Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams,

films, slides .

Assessment methods

Quick examinations (Quizes) with both terminal and final examinations

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

D1.Take the advantage of modern methods of learning

D2.the use of laboratory equipment.

D3.Agility in dealing with the various data.

D4.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
0-2	4		Development of genetics science	lectures	Examination
2-4	4		Type of hybridization	lectures	Examination
4-6	4		Deviation from	lectures	Examination
6-8	4		Set-determination	lectures	Examination
8-10	4		Molecular genetics	lectures	Examination
10-12	4		Genetic engineering	lectures	Examination
12-15	6		Mutation	lectures	Examination

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

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

COURSE SPECIFICATION

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

1. Teaching Institution	Dept. of Veterinary Public Health
2. University Department/Centre	College of Veterinary Medicine, University of Baghdad
3. Course title/code	Statistics
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	
6. Semester/Year	Course
7. Number of hours tuition (total)	
8. Date of production/revision of this specification	
9. Aims of the Course	
Educate the student the science of description, Statistics , probability, normal distribution and different test used for analysis of data	

10· Learning Outcomes, Teaching ,Learning and Assessment Method

A- Knowledge and Understanding

A1. Educate the student the science of description.

A2. Statistics , probability.

A3. normal distribution and different test used for analysis of data .

A4.

A5.

B. Subject-specific skills

B1.

B2.

B3.

Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides.

Assessment methods

By conduction quizzes, mid. term and final examinations in oral and written and practical approaches.

C. Thinking Skills

C1

C2.

C3.

C4.

Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides.
Assessment methods
Quick examinations (Quizes) with both terminal and final examinations

D. General and Transferable Skills (other skills relevant to employability and personal development)
D1.Take the advantage of modern methods of learning
D2.the use of laboratory equipment.
D3.Agility in dealing with the various data.
D4.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
0-2	8		Description Statistics and type of sampling	lectures	Examination
2-4	8		Ventral Tendency and dispensing measurement	lectures	Examination
4-6	8		Probability and normal distribution	lectures	Examination
6-8	8		normal distribution and nulr hypnotism	lectures	Examination
8-10	8		Confidence cuferwl and t. test	lectures	Examination
10-12	8		Type of X^2 (Ckisquare test)	lectures	Examination
12-15	12		Analysis of variance and correlation and regression	lectures	Examination

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	

COURSE SPECIFICATION

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

1. Teaching Institution	Dept. of Veterinary Public Health

2. University Department/Centre	College of Veterinary Medicine, University of Baghdad
3. Course title/code	Computer
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	
6. Semester/Year	Year
7. Number of hours tuition (total)	90 hrs
8. Date of production/revision of this specification	
9. Aims of the Course	
Educate the student the principle science of Computer, Dos , Windows, Microosoft, word ,acess, Excel, power point, spss program for analyzing.	

10· Learning Outcomes, Teaching ,Learning and Assessment Method
A- Knowledge and Understanding A1. A2. A3. A4. A5.

B. Subject-specific skills

B1.

B2.

B3.

Teaching and Learning Methods

Lectures in theoretical and practical using Computers .

Assessment methods

By conduction quizzes, mid. term and final examinations in oral and written and practical approaches.

C. Thinking Skills

C1

C2.

C3.

C4.

Teaching and Learning Methods

Lectures in theoretical and practical using of Computers.

Assessment methods

Quick examinations (Quizes) with both terminal and final examinations

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

D1.Take the advantage of modern methods of learning

D2.the use of laboratory equipment.

D3.Agility in dealing with the various data.

D4.

11. Course Structure/two course/I and II					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
I/0-5	8		Description Statistics and type of sampling	lectures	Examination
I/5-10	8		Ventral Tendency and dispensing measurement	lectures	Examination
I/10-15	8		Probability and normal distribution	lectures	Examination
II/0-3	8		normal distribution and nulr hypnotism	lectures	Examination
II/3-7	8		Confidence cuferwl and t. test	lectures	Examination
II/7-11	8		Type of X^2 (Ckisquare test)	lectures	Examination
II/11-15	12		Analysis of variance and correlation and regression	lectures	Examination

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	

COURSE SPECIFICATION

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

1. Teaching Institution	Dept. of Veterinary Public Health
2. University Department/Centre	College of Veterinary Medicine, University of Baghdad

3. Course title/code	English language
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	
6. Semester/Year	Year
7. Number of hours tuition (total)	
8. Date of production/revision of this specification	
9. Aims of the Course	
English course for Vet. students aimed to 1. Enable students to read and write vet. Topics with correct grammar 2. Families students with vet. Terms in order to be ready for using them specially for those new students at the first year …3. Encourage students to participate inside lectures freely using by different words and expressions related to their field at study.	

10· Learning Outcomes, Teaching ,Learning and Assessment Method
A- Knowledge and Understanding A1. Enable students to read and write vet. Topics with correct grammar A2. Families students with vet. Terms in order to be ready for using them A3. A4. A5.

B. Subject-specific skills

B1. Encourage students to participate inside lectures freely using by different words and expressions related to their field at study.

B2.

B3.

Teaching and Learning Methods

Lectures in theoretical and Discussions .

Assessment methods

By conduction quizzes, mid. term and final examinations in oral and written and practical approaches.

C. Thinking Skills

C1

C2.

C3.

C4.

Teaching and Learning Methods

Lectures in theoretical and practical.

Assessment methods

Quick examinations (Quizes) with both terminal and final examinations

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

D1.Take the advantage of modern methods of learning

D2.the use of laboratory equipment.

D3.Agility in dealing with the various data.

D4.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-4	4 hrs		Grammar past-present Reading :veterinary caravans	lectures	Examination
2-8	4 hrs		Continuous How to become vet.	Discussion	Examination
8-12	4 hrs		Used to ,wish Side bone	Group work	Examination
12-16	4 hrs		Likes, dislikes Diseases	lectures	Examination
16-20	4 hrs		Have/has been done Drugs	lectures	Examination
20-24	4 hrs		Since-for Vet. technologist	Web-based	Examination
24-30	6 hrs		Have to Vet. term	lectures	Examination

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	

COURSE SPECIFICATION

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

1. Teaching Institution	Dept. of Veterinary Public Health
2. University Department/Centre	College of Veterinary Medicine,

	University of Baghdad
3. Course title/code	Animal nutrition
4. Programme(s) to which it contributes	B.Sc
5. Modes of Attendance offered	
6. Semester/Year	Year
7. Number of hours tuition (total)	90 hrs
8. Date of production/revision of this specification	
9. Aims of the Course	
Teaching the 2nd year student…..1. Feed and Feeding …2. Digestion of nutrient in farm animals …3. Evaluation of feed …4. Formulation of feed.	

10· Learning Outcomes, Teaching ,Learning and Assessment Method
A- Knowledge and Understanding A1. Knowledge of animal feeding A2. How to form a diet for animals. A4. A5.

B. Subject-specific skills

B1. Use his Knowledge in the field.

B2. How prevent all cases of malnutrition in the farm.

B3.

Teaching and Learning Methods

Using up to date methods of teaching by using power point in the theory lectures and new modern of instrument for feed analysis in the practical part.

Assessment methods

By conduction quizzes, mid. term and final examinations in oral and written and practical approaches.

C. Thinking Skills

C1

C2.

C3.

C4.

Teaching and Learning Methods

Using up to date methods of teaching by using power point in the theory lectures and new modern of instrument for feed analysis in the practical part.

Assessment methods

Quick examinations (Quizes) with both terminal and final examinations

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

D1.Take the advantage of modern methods of learning

D2.the use of laboratory equipment.

D3.Agility in dealing with the various data.

D4.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
12	2 hrs		Feed and Feeding	lectures	Examination
12	2 hrs		Digestion of feed	lectures	Examination
4	2 hrs		Feed evaluation	lectures	Examination
2	2 hrs		Vitamin and minerals deficiency	lectures	Examination

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

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

13. Admissions	
Pre-requisites	
Minimum number of students	

TEMPLATE FOR TYPICAL SITE VISIT CHEDULE

1. The typical site visit schedule is designed for two or three days. It includes pre-arranged meetings. The responsibility for arranging these meetings and fitting the template to the circumstances rests with the Universities Quality Assurance and University Performance departments

2. Site visits will normally commence at 09:00 on day 1. Start times of pre-arranged meetings are indicated. Pre-arranged meetings should not normally last more than one hour. The schedule should not completely fill all times with meetings, but leave space for additional activities by peer reviewers including preparing for meetings, updating notes and records and drafting paragraphs for the draft Programme Review report

Table (1)

Session	**Time**	**Activity**
Day 1		
1	09:00	Welcome and introductions; brief introduction to the review (purposes, intended outcomes, use of evidence and self-evaluation report) – Programme Team
2	09:30	Curriculum; discussion with faculty members

3	11:00	Meeting with a group of students
4	12:30	Efficiency: tour of resources
5	14:00	Review panel meeting: scrutiny of additional documentation including sample of students' assessed work
6	15:00	Efficiency: meeting with faculty members
7	16:00	Review panel meeting: review of the evidence and any gaps or matters to follow-up
8	17:00	Meeting with external stakeholders (sample of graduates, employers, other partners)
Day 2		
9	08:45	Review meeting with review chairperson, review coordinator, programme leader: summary of day 1 findings, addressing any gaps, adjust the schedule for day 2 if required
10	09:00	Academic standards: meeting with faculty members
11	10:30	Effectiveness of quality management and assurance: meeting with faculty members
12	12:00	Review panel meeting: review of evidence and any matters still to be addressed
13	14:00	Flexible time to pursue any matters arising
14	14:30	Review panel final meeting: decisions on outcomes and drafting oral feedback
15	16:30	Oral feedback by review chairperson to review coordinator and faculty members
	17:00	Close

TEMPLATE FOR THE FOLLOW-UP PROCESS AND REPORT, AND OUTLINE OF TYPICAL SITE VISIT SCHEDULE FOR FOLLOW-UP

TEMPLATE FOR FOLLOW-UP REPORT

Quality Assurance and Academic Accreditation Directorate / International Accreditation

Department.

Institution:

Faculty:

Programme:

Follow-up Report

1. This report presents the findings of the follow-up visit, which took place on / /20__. This is part of the Universities Quality Assurance and University Performance departments arrangements to provide continuing support for the development of internal quality assurance processes and continuing improvement

2. The purposes of the follow-up review are to assess the progress made in the programme since the Programme Review report, and to provide further information and support for the continuing improvement of academic standards and quality of higher education in Iraq.

3. The evidence base used in this follow-up review and report includes:

f) Self-Evaluation Report for the programme together with supporting information
g) Improvement plan prepared and implemented since the Programme Review report
h) Programme Review Report
i) Higher Education Quality Review Report and institutional strategic plan (if any)
j) Additional evidence presented during the follow-up visit.

4. The overall conclusions reached as the outcome of the follow-up review are as follows:

d) The programme (give title) at (give name of institution) has/has not successfully implemented an improvement plan.

e) Good practice in the indicators demonstrated since the Programme Review site visit includes: (insert)
f) Matters of particular importance that should be addressed by the institution in

its
continuing improvement of the programme are: (insert and indicate if they are, or as yet are not, addressed by the improvement plan).

5. The detailed report is provided in Annexure A below.

Annexure A

Name of Institution_____

Date of initial Programme Review site visit_____

Date visited in follow-up _____

Date of follow-up report _____

Names of follow-up reviewers Position/title Signed

Part 1: The Internal Quality Assurance System in operation				
	Questions	**Yes? (√)**	**Comment**	**Further action required?**
1	Is the programme Self- Evaluation Report complete?			
2	Do the most recent self-evaluation reports indicate the extent to which the			

	criteria in the Framework for Evaluation are met and/or are being addressed?			
3	Is there an improvement plan in place, informed by external and internal review?			
4	Are there any major gaps that appear not to be addressed?			
5	Is progress with the improvement plan monitored?			
6	Are there any major obstacles to the expected achievementof the improvement plan?			
7	What is the institution's estimate of the time needed to complete improvements to the programme?			
8	What is the reviewers' assessment of the time needed to complete improvements to the programme that would demonstrate the indicators?			

Part 2: Progress demonstrated with the indicators			
Indicators (refer to Framework of Evaluation)	Improvement plan points (comment on match with	New information from follow-up site visit	Overall conclusion

	the Programme Review report's recommendations)		
<u>Curriculum</u> Aims and ILOs Syllabus (content) Progression year on year Teaching and Learning Student assessment			
<u>Efficiency</u> Profile of admitted students Human resources Physical resources Uses made of available resources Student support Ratios of graduation to admitted students			
<u>Academic Standards</u> Clearly articulated standards Use of appropriate benchmarks Achievement of graduates Standards of students' assessed work			

Programme management and Assurance Arrangements for programme management Policies and procedures applied Structured comments collected and used Staff development needs identified and addressed Improvement planning processes working			

CRITERIA FOR A SUCCESSFUL REVIEW AND EVALUATION OF THE PROCESS

CRITERIA FOR A SUCCESSFUL REVIEW

1. The criteria for a successful review that informs the arrangements for Programme Review and its evaluation are as follows:

xi. The programme being reviewed is supported by existing or developing internal systems including specifications and review with a culture of self-evaluation and continuing improvement. These features of internal review provide a sound basis for the external review.

xii. The timing of the external review is appropriate.

xiii. The profile of the visiting peer review panel matches in broad terms the profile of the academic activities in the institution.

xiv. There is due attention to detail in planning and preparation, by -

a. The Quality Assurance and Academic Accreditation Directorate applies consistently its procedures for working with the institution and the reviewers and provides appropriate support for the external review as required

b. The review coordinator: ensures that the evidence base generated by internal review and reporting systems is available on time to the visiting peer reviewers, and any requirements for clarification and supplementary information are satisfied

c. The institution: provides a self-evaluation report for the programme to be externally reviewed

d. The peer reviewers: undertake their preparation for the visit including reading the advance documentation and preparing initial commentaries that inform the conduct of the visit

xv. There is consistency in the application of the published review method and the protocols by all participants in a way that respects and supports the mission and philosophy of the overall process for continuing review and continuing improvement.

xvi. Reviewers and representatives of the institution conduct an open dialogue throughout the review that shows mutual respect.

xvii. The judgements reached by the reviewers are clear, based on the evidence available and systematically recorded.

xviii. The review report is produced on time in line with the standard report structure and is confirmed by the institution to be factually accurate.

xix. The set of conclusions arising from the review are constructive, offering a fair and balanced view of the programme.

xx. The institution is able to benefit from the external review by giving due reflection and consideration to the findings and preparing where appropriate a realistic improvement plan

EVALUATION

2. The Quality Assurance and Academic Accreditation Directorate wishes to establish and implement procedures for the systematic evaluation of all external Programme Reviews arranged by it. The institution, the review chairperson and the peer reviewers will all routinely be asked to evaluate each external review by completing a short questionnaire. The structured comments will be analysed by the Quality Assurance and Academic Accreditation Directorate and where necessary the Quality Assurance and Academic Accreditation Directorate will take action to follow-up any difficulties highlighted. In addition, the Quality Assurance and Academic Accreditation Directorate will collate the structured comments to compile regular summary reports indicating the main features of the review process in practice, including the overall levels of satisfaction expressed by the participants, together with examples of good practice and opportunities for continuing improvement.

GLOSSARY OF TERMS IN PROGRAMME RE-VIEW

DEFINITIONS OF TERMS USED IN THE PROGRAMME REVIEW HANDBOOK

Some of the terms used in the Handbook and/or used in internal and external review and reporting may have different meanings according to the context in which they are used. To remove possible ambiguities, the following working definitions of the terms are offered.

ADEMIC FIELDS/SUBJECT AREAS/DISCIPLINES

Academic fields categorise recognisable and coherent domains or the scope of study such as

Mathematics, Medicine, Engineering and Philosophy. Fields that have a wide scope are often subdivided; for example, Humanities include subjects like History and Literature and Arts may include separate disciplines of Fine Arts and Photography. The curriculum of some programmes may combine academic fields, or may include different subjects and disciplines such as Mathematics in Engineering or Accountancy in Business Administration.

ACADEMIC STANDARDS

Specific standards decided by the institution, and informed by external reference points. They include the minimum or threshold level of knowledge and skills to be gained by the graduates from the programme, and can be used in evaluation and review.

ACCREDITATION

The recognition accorded by an agency or other organisation to either an education programme or to an institution to confirm that it can demonstrate that the programme(s) meet acceptable standards and that the institution has effective systems to ensure the quality and continuing improvement of its academic activities, according to published criteria.

ACTION OR IMPROVEMENT PLANS

Realistic plans for improvement derived from the consideration of available evidence and evaluations; they may be implemented for more than one year, but should be prepared and reviewed annually at each level of courses, programmes and the institution.

ADMITTED STUDENTS

Students registered on a programme, including those accepted holding prior credits for admission after year 1.

BENCHMARK/REFERENCE POINTS

Benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given academic field or subject. Reference standards may be external or internal. External reference points allow comparison of the academic standards and quality of a programme with equivalent programmes in Iraq and internationally. Internal reference points may be used to compare one academic field with

another, or to identify trends over a given time period.

COMMUNITY

A defined segment of wider society served by the institution, as determined in its mission and bylaws. It may be defined geographically or in terms of the range of organizations, groups and individuals engaged in its activities.

COURSE AIMS

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant and assessable qualities. They should contribute to the achievement of defined aims within one or more education programmes.

CURRICULUM OR (IN THE PLURAL) CURRICULA

The complete organised learning as designed and managed by an institution for an admitted student, determined by the intended learning outcomes (ILOs) and comprising the content, the arrangements for teaching and learning and assessments of students' achievements together with the access to the range of facilities available within the University and, by arrangement, outside it, including libraries, computers studies, social, sports, internships and field studies.

DIRECTED SELF-LEARNING/INDEPENDENT LEARNING

The active promotion of personal skills included in the curriculum that support the student and graduate to seek, assimilate and learn from a range of structured and unstructured experiences. Methods of promotion include e-learning, personal and autonomous learning and fieldwork, assignments, internships, and reflexive learning. Devices commonly used that support directed self-learning beyond formal teaching lectures include logbooks, self-assessment reports, interactive learning tools or the equivalent.

E-LEARNING

Electronic-based learning using information technology may be the primary or secondary element in material associated with a programme or a course. It may be stand-alone or

integrated with other teaching and learning approaches. It may include self-determination

of aims, ILOs and materials using self-selection and will usually include self-assessment. It generally increases the levels of autonomy in, and responsibility for, learning. Converting existing texts or lecture notes to a website or pre-recorded media alone is generally not considered to be e-learning.

EXTERNAL EVALUATOR/EVALUATION

An appointment to a specific programme, part of a programme or course(s) by the institution to establish an independent and external professional opinion on the academic standards set and achieved in the examinations for the award of the degree.

FRAMEWORK FOR EVALUATION

The framework for evaluation provides a standard structure for evaluation of programmes. It will form the basis for self-evaluation, the site visit by external peer reviewers and the Programme Review report. It is designed to operate in all academic fields and institutions, and to apply to internal and external reviews.

GENERAL PRECEPTS/BY-LAWS

Principles, by-laws and regulations, which the educational institution must have as part of the policies covering its operations.

HIGHER EDUCATION INSTITUTE (HEI)/INSTITUTION

A Faculty, College or University providing higher education programmes leading to a first university degree (B.Sc. or B.A.) or a higher degree.

INTENDED LEARNING OUTCOMES (ILOS)

The ILOs are the outcome-related definition of knowledge, understanding and skills which

the institution intends for its programmes. They should be mission-related, capable of measurement (assessable) and reflect the use of external reference standards at appropriate

level.

INTERNAL SYSTEM FOR QUALITY MANAGEMENT AND ASSURANCE

The system adopted by the institution to ensure that its education programmes and contributing elements meet specified needs and are continually reviewed and improved. An outcomes-related system of quality management involves precise specifications for quality from design to delivery; evaluation; the identification of good practice as well as of learning deficiencies and obstacles; performance follow-up; suggestions for development and enhancement; and the systematic review and development of processes for establishing effective policies, strategies and priorities to support continuing improvement.

JOB/LABOUR MARKET

The availability of professional, commercial, research-oriented or other fields of employment that a graduate is qualified to join upon graduation.

MISSION STATEMENT

A brief statement clearly identifying the educational institution's duty and its role in the development of the community; a mission statement may also offer brief supporting statements on the vision, values and strategic objectives of the institution.

PEER REVIEWER

A person who is professionally equal in calibre and with management and/or subject expertise to those delivering the provision, but not from the same institution and without any conflict of interest, who can contribute to the review of an education programme for internal and external quality assurance or for accreditation purposes.

PROGRAMME

For the purpose of Programme Review an education programme is defined as one which admits students who, on successful completion, receive an academic award.

PROGRAMME AIMS

The broad purposes for providing the programme which in turn guide the development and

implementation of strategic objectives (to ensure that the aims are met) and ILOs (to ensure that the students work towards attaining the specified outcomes).

PROGRAMME REVIEW

Programme Review applies to all education programmes in all higher education institutions.

Where the programme is studied in more than one institution, the whole programme is included in Programme Review. Programme Review in Iraq has three objectives:

4) To provide decision-makers (in the higher education institutions, Quality Assurance and Academic Accreditation Directorate , parents, students, and other stakeholders) with evidence-based judgements on the quality of learning programmes
5) To support the development of internal quality assurance processes with information on emerging good practice and challenges, evaluative comment and continuing improvement
6) To enhance the reputation of Iraq's higher education internationally.

QUALITY ASSURANCE

The institution has the means of assuring that for each education programme, academic standards are defined and achieved in line with equivalent national and international standards, that the quality of the curriculum and related infrastructure are appropriate and fulfil the expectations of the range of stakeholders, that its graduates represent the range of attributes specified and that the organisation is capable of sustained, continuing improvement.

REVIEW COORDINATOR

The nominee of an institution to coordinate a Programme Review to assist in the gathering and interpretation of information and to support the application of published methods of review.

REPORT

The regular reports prepared on the basis of Programme Reviews and evaluations of its education programme.

SELF-EVALUATION

n institution's process of evaluating a programme as part of Programme Review and within an internal system of quality management and assurance.

SITE VISIT

A scheduled visit by external peer reviewers as part of Programme Review. Normally the site visit will be for two or three days. A typical outline timetable is provided in Appendix(1).

SPECIFICATION

The detailed description of the aims, construction and intended outcomes of a programme, and any courses, specific facilities or resources that contribute to it. The specification provides information to design, manage, deliver and review the programme.

STAKEHOLDER

Those organisations, groups or individuals which have a legitimate interest in the educational activities of the institution both in respect of the quality and standards of the education and also in respect of the effectiveness of the systems and processes for assuring the quality. An effective strategic review process will include the key stakeholder groups. The precise range of stakeholder groups and their differentiated interests depend upon the mission of the institution, its range of educational activities and local circumstances. The range is usually defined by a scoping study. Examples of groups with a legitimate interest include current students, graduates, intending students and their parents or family, staff in the institution, the employing community, the relevant Government ministries, the sponsors and other funding organisations and, where appropriate, professional organisations or syndicates.

STRATEGIC OBJECTIVES/PLANS

A collection of institution-specific objectives that are derived from its mission and developed into a realistic plan based on evidence-based evaluations. Objectives concentrate on the means by which an institution seeks to deliver its mission. The plan sets out the matters to be addressed, timeframe, person responsible and estimate of costs, and is accompanied by an implementation plan with arrangements for monitoring the progress and evaluating impact.

STUDENTS'ASSESSMENT

A set of processes, including examinations and other activities conducted by the institution to measure the achievement of the intended learning outcomes of a programme and its courses. Assessments also provide the means by which students are ranked according to their achievement. Diagnostic assessment seeks to determine the existing range of knowledge and skills of a student with a view to constructing an appropriate curriculum. Formative assessment provides information on the student's performance and progress to support further learning, without necessarily counting a grade towards graduation. Summative assessment determines the final level of attainment of the student on the programme or at the end of a course that contributes credits to the programme.

STUDENTS' EVALUATIONS

The systematic gathering of students'opinions on the quality of their programme in a standardized structure together with the analysis and outcomes. Surveys using questionnaires are the most frequently used methods to collect opinions; other mechanisms include websites conferences, panels or focus groups, and representation on councils or other committees.

TEACHING AND LEARNING METHODS

The range of methods used by teachers to help students to achieve the ILOs for the course.

Examples include: lectures, small group teaching such as tutorials, seminars and syndicate groups; a case study to teach students how to analyse information and reach a decision; assignments such as writing a review paper for the students to gain the skills of self-learning and presentation; field trips; practical sessions for the students to gain practical skills; and carrying out experiments to train the students to analyse the results, reach specific conclusions and prepare a report, presentation or poster.

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

Academic Program Specification Form For The Academic Year 2021-2022

Universitiy: Univesrity of Baghdad
College : College of Veterinary Medicine
Number Of Departments In The College : Parasitology
Date Of Form Completion :

Dean ' s Name
Date : 15/ 5 / 2022
Signature

Dean ' s Assistant For Scientific Affairs
Date : 13 / 4 / 2022
Signature

The College Quality Assurance And University Performance Manager
Date : 12/ 4 / 2022
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

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

1. Teaching Institution	Collage of Veterinary Medicine
2. University Department/Centre	Veterinary parasitology Department
3. Programme Title	Bachor / Vet. Parasitology
4. Title of Final Award	Bachlor Vet. Medicine and Surgery
5. Modes of Attendance offered	Terms and Full year
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Programme	
Enable the enrolled students to identify the parasites of Vet. Importance and their	
Life cycles , Pathogensis , Clinical sings , the diseases they cause and their treatment	

And Control .

10. Learning Outcomes, Teaching, Learning and Assessment Methods
C. Knowledge and Understanding A1.Principl basis for Parsitology A2.life history of parasites and their transmission A3.Knowlege of pathogenesis inside the host A4.Zoonoes , Possible transmission to man from animals A5.The new ways of treatment and control and prevention A6.
B. Subject-specific skills B1.Skills for identification of parsites B2.Taxanomic arrangments of parasites on Families and genes beside species level B3. Dignostic skills
Teaching and Learning Methods
Giving theoritical and practical lessons by new media and new technical methods .
Assessment methods

By conduction quizes , mid term and final examination in oral ,Written and practical approches .

C. Thinking Skills

C1.promote the ability for speculation and commentory .

C2.Skill developing for parsite effect on animals

C3.skills for diagnosis , control and recomindation

C4.

Teaching and Learning Methods

Lectures in theory and practice as well as media in digrams , films, slides and fresh speciments .

Assessment methods

Quick exams (Quizes) , Termal and final exams .

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

D1.stimulate and activate the spirit of sociaty sevice .

D2.Activation of team work .

D3.activate creative ability for students .

D4.leadership activation .

Teaching and Learning Methods

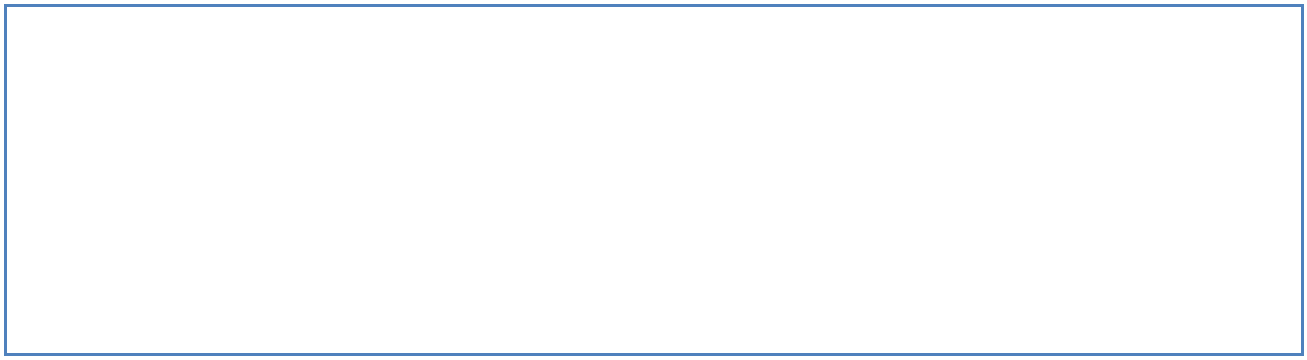
Using the excitation art tp pay attension changing the style od exhibition of tasks of subjects , Making students to share in discussions

Assessment Methods

Oral , practical , written and report activities and collection ,drawind and identification .

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
3rd year		Vet parasitology	90 hrs	Bachelor Degree
			3 units	Requires (x) credits

13. Personal Development Planning
Discover of personal intrests and ability to encourage students skills , concentration on the specialized scintific subjects , team work .
14. Admission criteria .
Cenral admission program .
15. Key sources of information about the programme



Curriculum Skills Map																			
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																			
				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core © Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
3rd year		**parsitology**	**obligatory**	**X**	**X**	**X**	**X**	**X**	**X**	**X**		**X**	**X**	**X**		**X**	**X**	**X**	

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	Parasitology department
2. University Department/Centre	
3. Course title/code	
4. Programme(s) to which it contributes	**obligatory**
5. Modes of Attendance offered	
6. Semester/Year	Year
7. Number of hours tuition (total)	90 hrs
8. Date of production/revision of this specification	

9. Aims of the Course
Identify the types of parasites and students' ability to diagnose and clinical signs caused by parasites and reduce losses resulting from infection and the methods of control

10· Learning Outcomes, Teaching ,Learning and Assessment Methode
C- Knowledge and Understanding A1. Parasites Toxonomy A2.Clinical sings the came from parsites infection A3.Parasites controle A4.identifection of zoonoses parsites A5. Parasites treatments A6 .
B. Subject-specific skills B1.parasites stages identification B2.identification of transmit factors B3.
Teaching and Learning Methods
Lectures in theory and practice as well as media in digrams , films, slides and fresh speciments .
Assessment methods
By conduction quizes , mid term and final examination in oral ,Written and

practical approches .
C. Thinking Skills C1. Controlling the spread of parasites. C2.parsites effect on animals health . C3.Man and animals role in parasites transmission C4.
Teaching and Learning Methods
Lectures in theory and practice as well as media in digrams , films
Assessment methods
Quick exams (Quizes) , Termal and final exams .

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

D1. Take advantage of modern methods of learning

D2. The use of laboratory equipment .

D3. Agility in dealing with the various data

D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-4	12	Parasitology	Trematode	Lectures	Examination
5-8	12	Parasitology	Cestode	Lectures	Examination
9-15	21	Parasitology	Nematode	Lectures	Examination
16-23	24	Parasitology	Protozoa	Lectures	Examination
24-30	21	Parasitology	Arthropod	Lectures	Examination

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Soulsby (1982) Tylor (2007)

Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

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

TEMPLATE FOR TYPICAL SITE VISIT CHEDULE

1. The typical site visit schedule is designed for two or three days. It includes pre-arranged meetings. The responsibility for arranging these meetings and fitting the template to the circumstances rests with the Universities Quality Assurance and University Performance departments

2. Site visits will normally commence at 09:00 on day 1. Start times of pre-arranged meetings are indicated. Pre-arranged meetings should not normally last more than one hour. The schedule should not completely fill all times with meetings, but leave space for additional activities by peer reviewers including preparing for meetings, updating notes and records and drafting paragraphs for the draft Programme Review report

Table (1)

Session	Time	Activity
Day 1		
1	09:00	Welcome and introductions; brief introduction to the review (purposes, intended outcomes, use of evidence and self-evaluation report) – Programme Team

2	09:30	Curriculum; discussion with faculty members
3	11:00	Meeting with a group of students
4	12:30	Efficiency: tour of resources
5	14:00	Review panel meeting: scrutiny of additional documentation including sample of students' assessed work
6	15:00	Efficiency: meeting with faculty members
7	16:00	Review panel meeting: review of the evidence and any gaps or matters to follow-up
8	17:00	Meeting with external stakeholders (sample of graduates, employers, other partners)
Day 2		
9	08:45	Review meeting with review chairperson, review coordinator, programme leader: summary of day 1 findings, addressing any gaps, adjust the schedule for day 2 if required
10	09:00	Academic standards: meeting with faculty members
11	10:30	Effectiveness of quality management and assurance: meeting with faculty members
12	12:00	Review panel meeting: review of evidence and any matters still to be addressed
13	14:00	Flexible time to pursue any matters arising
14	14:30	Review panel final meeting: decisions on outcomes and drafting oral feedback
15	16:30	Oral feedback by review chairperson to review coordinator and faculty members
	17:00	Close

TEMPLATE FOR THE FOLLOW-UP PROCESS AND REPORT, AND OUTLINE OF TYPICAL SITE VISIT SCHEDULE FOR FOLLOW-UP

TEMPLATE FOR FOLLOW-UP REPORT

Quality Assurance and Academic Accreditation Directorate / International Accreditation Department.

Institution:

Faculty:

Programme:

Follow-up Report

1. This report presents the findings of the follow-up visit, which took place on / /20__. This is part of the Universities Quality Assurance and University Performance departments arrangements to provide continuing support for the development of internal quality assurance processes and continuing improvement

2. The purposes of the follow-up review are to assess the progress made in the programme since the Programme Review report, and to provide further information and support for the continuing improvement of academic standards and quality of higher education in Iraq.

3. The evidence base used in this follow-up review and report includes:

k) Self-Evaluation Report for the programme together with supporting information
l) Improvement plan prepared and implemented since the Programme Review report
m) Programme Review Report
n) Higher Education Quality Review Report and institutional strategic plan (if any)
o) Additional evidence presented during the follow-up visit.

4. The overall conclusions reached as the outcome of the follow-up review are as follows:

g) The programme (give title) at (give name of institution) has/has not successfully implemented an improvement plan.

h) Good practice in the indicators demonstrated since the Programme Review site visit includes: (insert)

i) Matters of particular importance that should be addressed by the institution in its
continuing improvement of the programme are: (insert and indicate if they are, or as yet are not, addressed by the improvement plan).

5. The detailed report is provided in Annexure A below.

Annexure A

Name of Institution_____

Date of initial Programme Review site visit_____

Date visited in follow-up _____

Date of follow-up report _____

Names of follow-up reviewers Position/title Signed

Part 1: The Internal Quality Assurance System in operation				
	Questions	**Yes? (√)**	**Comment**	**Further action required?**
1	Is the programme Self- Evaluation Report complete?			

2	Do the most recent self-evaluation reports indicate the extent to which the criteria in the Framework for Evaluation are met and/or are being addressed?			
3	Is there an improvement plan in place, informed by external and internal review?			
4	Are there any major gaps that appear not to be addressed?			
5	Is progress with the improvement plan monitored?			
6	Are there any major obstacles to the expected achievementof the improvement plan?			
7	What is the institution's estimate of the time needed to complete improvements to the programme?			
8	What is the reviewers' assessment of the time needed to complete improvements to the programme that would demonstrate the indicators?			

Part 2: Progress demonstrated with the indicators

Indicators (refer to Framework of Evaluation)	Improvement plan points (comment on match with the Programme Review report's recommendations)	New information from follow-up site visit	Overall conclusion
<u>Curriculum</u> Aims and ILOs Syllabus (content) Progression year on year Teaching and Learning Student assessment			
<u>Efficiency</u> Profile of admitted students Human resources Physical resources Uses made of available resources Student support Ratios of graduation to admitted students			
<u>Academic Standards</u> Clearly articulated standards Use of appropriate benchmarks			

Achievement of graduates Standards of students' assessed work			
<u>Programme management and Assurance</u> Arrangements for programme management Policies and procedures applied Structured comments collected and used Staff development needs identified and addressed Improvement planning processes working			

CRITERIA FOR A SUCCESSFUL REVIEW AND EVALUATION OF THE PROCESS

CRITERIA FOR A SUCCESSFUL REVIEW

1. The criteria for a successful review that informs the arrangements for Programme Review and its evaluation are as follows:

xxi. The programme being reviewed is supported by existing or developing internal systems including specifications and review with a culture of self-evaluation and continuing improvement. These features of internal review provide a sound basis for the external review.

xxii. The timing of the external review is appropriate.

xxiii. The profile of the visiting peer review panel matches in broad terms the profile of the academic activities in the institution.

xxiv. There is due attention to detail in planning and preparation, by -

a. The Quality Assurance and Academic Accreditation Directorate applies consistently its procedures for working with the institution and the reviewers and provides appropriate support for the external review as required

b. The review coordinator: ensures that the evidence base generated by internal review and reporting systems is available on time to the visiting peer reviewers, and any

requirements for clarification and supplementary information are satisfied

c. The institution: provides a self-evaluation report for the programme to be externally reviewed
d. The peer reviewers: undertake their preparation for the visit including reading the advance documentation and preparing initial commentaries that inform the conduct of the visit

xxv. There is consistency in the application of the published review method and the protocols by all participants in a way that respects and supports the mission and philosophy of the overall process for continuing review and continuing improvement.

xxvi. Reviewers and representatives of the institution conduct an open dialogue throughout the review that shows mutual respect.

xxvii. The judgements reached by the reviewers are clear, based on the evidence available and systematically recorded.

xxviii. The review report is produced on time in line with the standard report structure and is confirmed by the institution to be factually accurate.

xxix. The set of conclusions arising from the review are constructive, offering a fair and balanced view of the programme.

xxx. The institution is able to benefit from the external review by giving due reflection and consideration to the findings and preparing where appropriate a realistic improvement plan

EVALUATION

2. The Quality Assurance and Academic Accreditation Directorate wishes to establish and implement procedures for the systematic evaluation of all external Programme Reviews arranged by it. The institution, the review chairperson and the peer reviewers will all routinely be asked to evaluate each external review by completing a short questionnaire. The structured comments will be analysed by the Quality Assurance and Academic Accreditation Directorate and where necessary the Quality Assurance and Academic Accreditation Directorate will take action to follow-up any difficulties highlighted. In addition, the Quality Assurance and Academic Accreditation Directorate will collate the structured comments to compile regular summary reports indicating the main features of the review process in practice, including the overall levels of satisfaction expressed by the participants, together with examples of good practice and opportunities for continuing improvement.

GLOSSARY OF TERMS IN PROGRAMME RE-VIEW

DEFINITIONS OF TERMS USED IN THE PROGRAMME REVIEW HANDBOOK

Some of the terms used in the Handbook and/or used in internal and external review and reporting may have different meanings according to the context in which they are used. To remove possible ambiguities, the following working definitions of the terms are offered.

ADEMIC FIELDS/SUBJECT AREAS/DISCIPLINES

Academic fields categorise recognisable and coherent domains or the scope of study such as Mathematics, Medicine, Engineering and Philosophy. Fields that have a wide scope are often subdivided; for example, Humanities include subjects like History and Literature and Arts may include separate disciplines of Fine Arts and Photography. The curriculum of some programmes may combine academic fields, or may include different subjects and disciplines such as Mathematics in Engineering or Accountancy in Business Administration.

ACADEMIC STANDARDS

Specific standards decided by the institution, and informed by external reference points. They include the minimum or threshold level of knowledge and skills to be gained by the graduates from the programme, and can be used in evaluation and review.

ACCREDITATION

The recognition accorded by an agency or other organisation to either an education programme or to an institution to confirm that it can demonstrate that the programme(s) meet acceptable standards and that the institution has effective systems to ensure the quality and continuing improvement of its academic activities, according to published criteria.

ACTION OR IMPROVEMENT PLANS

Realistic plans for improvement derived from the consideration of available evidence and evaluations; they may be implemented for more than one year, but should be prepared and reviewed annually at each level of courses, programmes and the institution.

ADMITTED STUDENTS

Students registered on a programme, including those accepted holding prior credits for admission after year 1.

BENCHMARK/REFERENCE POINTS

Benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given academic field or subject. Reference standards may be external or internal. External reference points allow comparison of the academic standards and quality of a programme with equivalent programmes in Iraq and internationally. Internal reference points may be used to compare one academic field with another, or to identify trends over a given time period.

COMMUNITY

A defined segment of wider society served by the institution, as determined in its mission and bylaws. It may be defined geographically or in terms of the range of organizations, groups and individuals engaged in its activities.

COURSE AIMS

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant and assessable qualities. They should contribute to the achievement of defined aims within one or more education programmes.

CURRICULUM OR (IN THE PLURAL) CURRICULA

The complete organised learning as designed and managed by an institution for an admitted student, determined by the intended learning outcomes (ILOs) and comprising the content, the arrangements for teaching and learning and assessments of students' achievements together with the access to the range of facilities available within the University and, by arrangement, outside it, including libraries, computers studies, social, sports, internships and field studies.

DIRECTED SELF-LEARNING/INDEPENDENT LEARNING

The active promotion of personal skills included in the curriculum that support the student and graduate to seek, assimilate and learn from a range of structured and unstructured experiences. Methods of promotion include e-learning, personal and autonomous learning and fieldwork, assignments, internships, and reflexive learning. Devices commonly used that support directed self-learning beyond formal teaching lectures include logbooks, self-assessment reports, interactive learning tools or the equivalent.

E-LEARNING

Electronic-based learning using information technology may be the primary or secondary element in material associated with a programme or a course. It may be stand-alone or integrated with other teaching and learning approaches. It may include self-determination

of aims, ILOs and materials using self-selection and will usually include self-assessment. It generally increases the levels of autonomy in, and responsibility for, learning. Converting existing texts or lecture notes to a website or pre-recorded media alone is generally not considered to be e-learning.

EXTERNAL EVALUATOR/EVALUATION

An appointment to a specific programme, part of a programme or course(s) by the institution to establish an independent and external professional opinion on the academic standards set and achieved in the examinations for the award of the degree.

FRAMEWORK FOR EVALUATION

The framework for evaluation provides a standard structure for evaluation of programmes. It will form the basis for self-evaluation, the site visit by external peer reviewers and the Programme Review report. It is designed to operate in all academic fields and institutions, and to apply to internal and external reviews.

GENERAL PRECEPTS/BY-LAWS

Principles, by-laws and regulations, which the educational institution must have as part of the policies covering its operations.

HIGHER EDUCATION INSTITUTE (HEI)/INSTITUTION

A Faculty, College or University providing higher education programmes leading to a first university degree (B.Sc. or B.A.) or a higher degree.

INTENDED LEARNING OUTCOMES (ILOS)

The ILOs are the outcome-related definition of knowledge, understanding and skills which

the institution intends for its programmes. They should be mission-related, capable of measurement (assessable) and reflect the use of external reference standards at appropriate

level.

INTERNAL SYSTEM FOR QUALITY MANAGEMENT AND ASSURANCE

The system adopted by the institution to ensure that its education programmes and contributing elements meet specified needs and are continually reviewed and improved. An outcomes-related system of quality management involves precise specifications for quality from design to delivery; evaluation; the identification of good practice as well as of learning deficiencies and obstacles; performance follow-up; suggestions for development and enhancement; and the systematic review and development of processes for establishing effective policies, strategies and priorities to support continuing improvement.

JOB/LABOUR MARKET

The availability of professional, commercial, research-oriented or other fields of employment that a graduate is qualified to join upon graduation.

MISSION STATEMENT

A brief statement clearly identifying the educational institution's duty and its role in the development of the community; a mission statement may also offer brief supporting statements on the vision, values and strategic objectives of the institution.

PEER REVIEWER

A person who is professionally equal in calibre and with management and/or subject expertise to those delivering the provision, but not from the same institution and without any conflict of interest, who can contribute to the review of an education programme for internal and external quality assurance or for accreditation purposes.

PROGRAMME

For the purpose of Programme Review an education programme is defined as one which admits students who, on successful completion, receive an academic award.

PROGRAMME AIMS

The broad purposes for providing the programme which in turn guide the development and

implementation of strategic objectives (to ensure that the aims are met) and ILOs (to ensure that the students work towards attaining the specified outcomes).

PROGRAMME REVIEW

Programme Review applies to all education programmes in all higher education institutions.

Where the programme is studied in more than one institution, the whole programme is included in Programme Review. Programme Review in Iraq has three objectives:

7) To provide decision-makers (in the higher education institutions, Quality Assurance and Academic Accreditation Directorate , parents, students, and other stakeholders) with evidence-based judgements on the quality of learning programmes
8) To support the development of internal quality assurance processes with information on emerging good practice and challenges, evaluative comment and continuing improvement
9) To enhance the reputation of Iraq's higher education internationally.

QUALITY ASSURANCE

The institution has the means of assuring that for each education programme, academic standards are defined and achieved in line with equivalent national and international standards, that the quality of the curriculum and related infrastructure are appropriate and fulfil the expectations of the range of stakeholders, that its graduates represent the range of attributes specified and that the organisation is capable of sustained, continuing improvement.

REVIEW COORDINATOR

The nominee of an institution to coordinate a Programme Review to assist in the gathering and interpretation of information and to support the application of published methods of review.

REPORT

The regular reports prepared on the basis of Programme Reviews and evaluations of its education programme.

SELF-EVALUATION

n institution's process of evaluating a programme as part of Programme Review and within an internal system of quality management and assurance.

SITE VISIT

A scheduled visit by external peer reviewers as part of Programme Review. Normally the site visit will be for two or three days. A typical outline timetable is provided in Appendix(1).

SPECIFICATION

The detailed description of the aims, construction and intended outcomes of a programme, and any courses, specific facilities or resources that contribute to it. The specification provides information to design, manage, deliver and review the programme.

STAKEHOLDER

Those organisations, groups or individuals which have a legitimate interest in the educational activities of the institution both in respect of the quality and standards of the education and also in respect of the effectiveness of the systems and processes for assuring the quality. An effective strategic review process will include the key stakeholder groups. The precise range of stakeholder groups and their differentiated interests depend upon the mission of the institution, its range of educational activities and local circumstances. The range is usually defined by a scoping study. Examples of groups with a legitimate interest include current students, graduates, intending students and their parents or family, staff in the institution, the employing community, the relevant Government ministries, the sponsors and other funding organisations and, where appropriate, professional organisations or syndicates.

STRATEGIC OBJECTIVES/PLANS

A collection of institution-specific objectives that are derived from its mission and developed into a realistic plan based on evidence-based evaluations. Objectives concentrate on the means by which an institution seeks to deliver its mission. The plan sets out the matters to be addressed, timeframe, person responsible and estimate of costs, and is accompanied by an implementation plan with arrangements for monitoring the progress and evaluating impact.

STUDENTS'ASSESSMENT

A set of processes, including examinations and other activities conducted by the institution to measure the achievement of the intended learning outcomes of a programme and its courses. Assessments also provide the means by which students are ranked according to their achievement. Diagnostic assessment seeks to determine the existing range of knowledge and skills of a student with a view to constructing an appropriate curriculum. Formative assessment provides information on the student's performance and progress to support further learning, without necessarily counting a grade towards graduation. Summative assessment determines the final level of attainment of the student on the programme or at the end of a course that contributes credits to the programme.

STUDENTS' EVALUATIONS

The systematic gathering of students'opinions on the quality of their programme in a standardized structure together with the analysis and outcomes. Surveys using questionnaires are the most frequently used methods to collect opinions; other mechanisms include websites conferences, panels or focus groups, and representation on councils or other committees.

TEACHING AND LEARNING METHODS

The range of methods used by teachers to help students to achieve the ILOs for the course.

Examples include: lectures, small group teaching such as tutorials, seminars and syndicate groups; a case study to teach students how to analyse information and reach a decision; assignments such as writing a review paper for the students to gain the skills of self-learning and presentation; field trips; practical sessions for the students to gain practical skills; and carrying out experiments to train the students to analyse the results, reach specific conclusions and prepare a report, presentation or poster.

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

Academic Program Specification Form For The Academic Year 2021-2022

University: Baghdad
College : Veterinary Medicine
Departments In The College : Physiology and Pharmacology

Dean ' s Name
Date : 15 / 5 / 2022
Signature

Dean ' s Assistant For Scientific Affairs
Date : 12 / 4 / 2022
Signature

The College Quality Assurance And University Performance Manager
Date : 12 / 4 / 2022
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

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

1. Teaching Institution	Ministry of Higher Education and scientific research
2. University Department/Centre	University of Baghdad College of Veterinary Medicine/ Department: physiology and pharmacolgy
3. Programme Title	Bachelor in general veterinary medicine and surgery
4. Title of Final Award	Bachelor in general veterinary medicine and surgery
5. Modes of Attendance offered	Two Terms / yearly
6. Accreditation	
7. Other external influences	Non
8. Date of production/revision of this specification	
9. Aims of the Programme	

1- The program established a set of academic standards that veterinary students should fulfill before their graduation. The aim of these standards is to ensure the acquirement of the minimum required professional skills by the students before their graduation.
٢The programme provides, in the early years, a broad-based knowledge and understanding -of the range of Biomedical subjects,
٣The wide range of courses offered in the study years allows students to specialize in particular areas within a discipline or cover a broad curriculum.-
Most importantly courses are designed specifically around the research interests of the academic staff thereby introducing some of the major biomedical and veterinary issues and controversies of the day.

10. Learning Outcomes, Teaching, Learning and Assessment Methods
D. Knowledge and Understanding A1.Knowlege of basic concepts in animal health and nutritional status of an animal and be able to advice on appropriate husbandry and feeding. A2. Knowledge of basic concepts in animal production A3. Knowledge of basic concepts in animal handling and restrain animals safely and humanely whilst ensuring personal safety and that of others in the vicinity. A4.Knowlege and familiarity with diseases diagnosis and treatment A5K.nowlege and Familiarity with the practice of surgical and obstetric A6. Familiarity with some moral values, social and religious

B. Subject-specific skills

B1. Communicate effectively with the public, professional colleagues and appropriate authorities.

B2. Work in a professional manner with regard to the veterinarian's professional and legal responsibilities and understand and apply the ethical codes.

B3. Respond appropriately to the influence of economic and emotional pressures

B4. Provide emergency care to all species of animals.

Teaching and Learning Methods

1-Establishment of a clear mission for each of the related clinical subjects.

2-Description of detailed course specification of each of the related clinical subjects with clear course contents, intended learning outcomes, methods of assessment, grading system and sources of teaching.

3-Description of recent methods teaching and student learning.

4-Description of methods of students' assessments in relation to the described intended learning outcomes.

Assessment methods

Examinations :-

Time Schedule

Grading system

Self-learning assignment

Evaluation of small group learning

C. Thinking Skills

C1. Thinking and problem-solving method of use

C2.The ability to achieve commitment and responsibility and leadership towards excellence and creativity in the field of profession

C3.the ability to perceive relationships and link them in different positions

C4.

Teaching and Learning Methods

1- Lectures

2-Practical sections

3-Field conveys

4-Samanarat

5-Discussion groups

6- Teamwork

Assessment methods

Description of recent methods teaching and student learning.

Description of methods of students' assessments in relation to the described intended learning outcomes

Short tests

Questions of dialogue and discussions within lectures

.Assigning student research work related to the decision

Try to know the student's mistakes and corrected him

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

D1. Acquire the skills to use laboratory equipment and pathological analyzes, Collect, preserve and transport samples; perform standard practice laboratory techniques; interpret laboratory results (and results of other ancillary diagnostic aids) and integrate with clinical information.

D2. Work effectively as a member of a multi disciplinary team in the

delivery of services to clients and employers.

D3. The acquisition of skills in project management

D4. Demonstrate a practical ability to apply knowledge of disease processes within a clinical environment.

Teaching and Learning Methods

From an early stage, the concurrent demands of different components of the programme encourage the development of effective planning.

.Assigning student research work related to the decision-

Try to know the student's mistakes and corrected him

Through engaging with the programme of work within the degree programme

Assessment Methods

Recognize their own limitations; recognize when to seek assistance

and understand the protocols for dealing with second opinions.

Produce reports in a form that is satisfactory and understandable to the intended

audience. Examination of their respond appropriately to the influence of economic and emotional pressures.				
11. Programme Structure				12. Awards and Credits
Level/ Year	Course or Module Code	Course or Module Title	Credit rating	
first	Anatomy Animal management Chemistry Computer Biology English language	ANT ANM CHM1401 COM BIO ENG		Bachelor Degree Requires (x) credits
Second	Anatomy Histology Animal nutrition Biochemistry Physiology Genetics	ANT HIS ANN BCH2402 PHY2502		
Third	Microbiology	MIC		

	Pathology Parasitology Pharmacology Immunology Toxicology	PAT PAR PHR3402 IMN TOX3201		
Fourth	Surgery Poultry diseases Clinical pathology Theriogenology Medicine Infectious diseases &epidemiology	SUR POU CLP THE MED INF		
Fifth	Clinic Veterinary public health Fish diseases Obstetric Surgery Research project	CLN VPH FDS OBS SUR RES		

13. Personal Development Planning

Prepare a generation able to follow each new.

Conduct themselves in a professional manner with regard to the veterinarian's professional and legal responsibilities and understand and apply the ethical codes.

Foster and maintain a good professional relationship with clients and colleagues, developing mutual trust and respecting their professional views and confidentiality.

Personal development arises as a consequence of interactions with other students, staff and the students' academic advisors.

The ability to work in large or small groups and the collaborative skills required when working with unfamiliar colleagues is a feature of group work in some of the larger courses in earlier years.

14. Admission criteria .

According to central Acceptance

15. Key sources of information about the programme

1- Establishment of a clear mission and vision for the faculty to ensure the main

objectives of the intended development programs

2-Description of detailed course specification of each of the related clinical subjects with clear course contents, intended learning outcomes, methods of assessment, grading system and sources of teaching.

3- Reference to the instructions regarding the University of Baghdad vocabulary curriculum and instruction exams

Curriculum Skills Map																			
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																			
				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	
2. University Department/Centre	College of Veterinary medicine
3. Course title/code	Animal physiology / PHY2502
4. Programme (s) to which it contributes	Bachelor in general veterinary medicine and surgery
5. Modes of Attendance offered	
6. Semester/Year	Tow semester/ year
7. Number of hours tuition (total)	course of 5 credits ,theory :4 hours ,practical 2hours / week. in a total of 15 weeks/ semester= 180 hours/year

8. Date of production/revision of this specification	1//4/ 2014

9. Aims of the Course

This course is designed so that the student of second year will achieve a general understanding about:-.

normal functions of different systems in mammals and poultry -

Normal behavior of animals

knowledge and understanding of the normal physiological basis of organ function and homeostasis

The laboratory portion of this course will emphasize introductory exercises, experimental techniques, and data collection of physiological variables

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

D- Knowledge and Understanding

A1.The student will have a comprehensive knowledge and understanding on normal functions of cell organelles

A2.Functions of different body systems and interaction between them during different physiological conditions

A3. Knowledge about the interaction between body systems during different physiological conditions

A4. The interaction responses between different body systems during different non physiological conditions

A5Know the type and methods of completion .Laboratory tests for different body systems

A6 .How to read and analyze the laboratory tests results

B. Subject-specific skills

B1. Creative thinking to improve reproductive performance in animals.

B2. Analysis of laboratory blood and urine tests.

B3.

Teaching and Learning Methods

Lectures and practical of every topic in the course.

Collection of some information from textbooks.

Assessment methods

-١ Examination:

Written mid-term

Written final –term

Practical final –term

Oral Examination

Course assessment weight for annual system (100%)

First semester		Second semester		Final Examination	
Theoretical	Laboratory work	theoretical	Laboratory work	theoretical	Laboratory work
15%	%١٠	%١٥	%١٠	%٢٠	%٣٠

2- daily evaluation

3- Reports writing

C. Thinking Skills

C1. Collection and handling of laboratory: equipments, chemicals, and animals

C2.Use of new technology

C3.Group working ,good management and problem solving ability.

C4.Performing practical experiments

Teaching and Learning Methods

Engaging students in discussion during lesson

Testing process and report writing

Provide an opportunity to work through the practical lesson

Assessment methods

Duties in report writing

Accustom the student to devise a scientific analysis of the information

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

D1.Good communication

D2.Use of new technology

D3. Group working, good management and problem solving ability.

D4. Handling of blood samples

11-Course content				
1st Semestar				
Unit/Module or Topic Title	Practical topics	Hours		
		No.of hours	lecture	practical
Cell physiology	Introduction operation of physiographic equipment. Muscle and nerve preparation	14	٨	٤
Physiology of Nerve and muscle	The simple muscle twitch	٦	٤	٢
Autonomic Nervous system	Skeletal muscle contraction		٨	٤
Cardiovascular System	Frog's ECG Blood pressure heart		١٠	٦
Mid. Term examination				
Digestive system	Small intestine smooth muscle contraction Reflexes of digestion		١٢	٢
Body fluids:- blood physiology and hemostasis	Blood sample collection &smear preparation RBCs count PCV, Hb, and erythrocytes indices Total WBCs count Fragility test Bleeding disorders tests Platelets count ABO		14	١٢
2nd semester				

Renal system	Farm visit		10	2
Respiratory System	Chest examination . lung function tests		10	٤
Acid- base balanc			٢	-
Endocrine system	Practical exam		10	٢
Mid- term exam.				
Male Reproductive system	Evaluation of seminal fluid		٦	٤
Female reproductive system	Estrus cycle		٦	٤
CNS physiology and sensation	Reflexes Effects of exercise and gravity on HR, BP, and respiration. Sensory physiology		١٢	6
	Final examination			

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Course Notes (By Staff Members) Swenson M. J. and Reece W. O. (1993): Duke's Physiology of DomesticAnimals. 11th Ed., Ithaca, NY, Cornell Univ. Press Guyton A. C and Hall J. E. (1996): Textbook of Medical Physiology. 9th Ed.,W.B. Saunders CO.
Special requirements (include for example workshops, periodicals, IT software, websites)	Laboratory devices & equipments Data show, Screen, new references in library
Community-based facilities (include for example, guest Lectures , internship , field studies)	

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

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	
2. University Department/Centre	College of Veterinary medicine
3. Course title/code	Biochemistry/ BCH 2 402
4. Programme (s) to which it contributes	in general veterinary medicine and surgery
5. Modes of Attendance offered	
6. Semester/Year	Tow semester/ year
7. Number of hours tuition (total)	course of 4 credits ,theory :3hours ,practical 2hours / week. in a total of 15 weeks/ semester = 150 hours/year
8. Date of production/revision of this specification	1//4/ 2014
9. Aims of the Course	
biochemistry to undergraduate students to make them understand the scientific bases of life processes at the molecular level and to orient them towards the broad goal of application of knowledge acquired in solving clinical problems	

10· Learning Outcomes, Teaching ,Learning and Assessment Methods

A- Knowledge and Understanding

A1.Ability to describe molecular and functional organization of the cell and list its sub cellular components .

A2.Delinate structures, functions, and interrelation ship of bimolecular and consequences of deviation from normal.

A3.Integrate various aspect of metabolism and their regulatory pathways.

A4.summerize the fundamental aspect of enzymology.

A5.Suggest experiments to support theoretical concepts and clinical diagnosis.
A6 .outline biochemical bases of genetic material and mechanisms of genexpresion

B. Subject-specific skills

B1.Make use of conventional teqniques – instruments to perform biochemical analysis relevant to clinical screening and diagnosis.

B2.Analyse and interpret investigative data.

B3.Methods of detection of normal constituents of biological fluid in the body

B4- demonstrate the skills of solving scientific and clinical problems and dissection making.

Teaching and Learning Methods

Lectures

Practical experiments

Report and data analysis

Assessment methods

-١ Examination:

Written mid-terms

Written final –term

Practical final –terms

Oral Examination

Course assessment weight for annual system (100%)

irst semester		Second semester		Final Examination	
heoretical	Laboratory work	theoretical	Laboratory work	theoretical	Laboratory work
5%	%١٠	%١٥	%١٠	%٢٠	%٣٠

2- Quizzes

3- Reports writing and home duties

C. Thinking Skills

C1.Sugest a scientific problem and trying to resolve it

C2.Linking of theoretical with practical knowledge

C3.Working in teams to perform and analyze experiments

C4.Widen the ability to discuss and make a decision

Teaching and Learning Methods

Using recent illustrating tools for teaching and scientific films . Perform oral examinations and scientific discussion

Assessment methods
Groups discussion Reports writing

D. General and Transferable Skills (other skills relevant to employability and personal development)
D1Laboratory manipulation
D2.General knowledge of handling of chemicals and laboratory equipments
D3.Clinical evaluation of diseased condition
D4.

11- course contents			
1st semestar			
Unit/Module or Topic Title		Hours[أ]	
	Practical topics	lecture	practical
Cell biochemistry	**General instruction**	٤	٢
Enzyme :mechanism of action, kinetic, regulation	**Carbohydrate**	٦	٢
Hormones: hormone action ,signal transduction	**General qualitative tests**	٤	٢
biological oxidation, oxidative phosphorylation	**proteins**	٤	٤
Mid. Term examination	**Unknown of carbohydrates**		٢
CHO metabolism, glycolysis ,Gluconeogenesis, Pentose phosphate pathway	**Determination of optimum Ph and temperature of α-amylase enzyme**	٥	٤
TCAcycle,catabolism of acetyl CoA	Urine sample analysis	٤	٢
Glycogenesis, Glycogenolysis	Normal and abnormal constituents of urine	٣	4
Metabolism of CHO in ruminants	Unknown of urine	٤	٢
Vitamins	Paper chromatogrophy	٨	٤
2nd semestar			

Lipids : oxidation of fatty acid ,ketogenesis ,biosynthesis of fatty acids	**Photometric methods in biochemical analysis**	6	2
Cholesterol synthesis ,transport & excretion	**Determination of serum total protein**	٤	٢
Metabolism of lipids in ruminants	**Determination of serum amylase activity**	٤	٢
Anabolism & catabolism of protein & amino acids	**Determination of serum total calcium**	4	٢
Nucleotides & nucleic acid structure & function	**Determination of serum creatinine**	٣	٢
Metabolism of nucleotides	**Determination of serum uric acid and urea**	٣	٤
RNA synthesis process ,modification	**Determination of serum bilirubin**	٣	2
Mid. Term examination	**Examination**		٢
DNA organization replication & repair. Protein synthesis & the genetic code.	**Separation of lipids from phospholipids**	4	٢
Free radical and	**Determination of serum cholesterol**	4	٢

antioxidants			
Metabolism of Na^{+}, K^{+} &Ca^{++}	**Enzymatic method for glucose**	٤	٢
	Determination of serum total lipid		٢

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	**Harper`s illustrated biochemistry; Murray et al** **Biochemistry – An Introduction Mckee and Mckee**
Special requirements (include for example workshops, periodicals, IT software, websites)	Laboratory devices & equipments Data show, Screen, new references in librar
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	
2. University Department/Centre	College of Vetrinary medicine
3. Course title/code	General chemistry / CHM1401
4. Programme(s) to which it contributes	Bachelor in general veterinary medicine and surgery
5. Modes of Attendance offered	
6. Semester/Year	One semester/ year
7. Number of hours tuition (total)	course of 4 credits ,theory :3hours ,practical 2hours / week. in a total of 15 weeks/ semester= 75 hours/year

8. Date of production/revision of this specification	1//4/ 2014
9. Aims of the Course	
Study of general chemistry involves inorganic ,analytica ,organic chemistry and biochemistry	

10· Learning Outcomes, Teaching ,Learning and Assessment Methods
A- Knowledge and Understanding A1.Principles of general chemistry A2.Knoweledge of analytical, in-organic, organic chemistry A3.Knoweledg in handling and preparation of chemical solutions A4.Knpwelede in dangerous of chemicals and Occupational Safety A5. A6 .
B. Subject-specific skills B1.Methods of chemical solutions preparation B2.Methods of different chemical reaction including titration and precipitation B3.Nadling of laboratory equipment and instruments

Teaching and Learning Methods

Lecturing

Home Duties

Qualitative and Qualitative analusis experiments

Assessment methods

-١ Examination:

Written mid-term

Written final –term

Practical final –term

Oral Examination

Course assessment weight for annual system (100%)

Mid . term		Final Examination	
theoretical	Laboratory work	theoretical	Laboratory work
%٢٥	%١٥	%٢٠	%٤٠

2- daily evaluation

3- Reports writing

C. Thinking Skills

C. Knowledge and careful dealing with chemicals

C2. Discrimination between chemical materials on the basis of Occupational Safety

C3. Problem resolution

C4.Work in team

Teaching and Learning Methods

Duties in report writing

- Accustom the student to devise a scientific analysis of the information

Assessment methods

Feed back evaluation

Small group discussion

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

D1.Practical skills

D2.Dealing and handling with computer and other laboratory equipment

D3.Experianc in chemicals Occupational Safety

D4.

11. Course Structure

1st Semester

Week	Unit/Module or Topic Title	**Laboratory Work**	Hours		
			No.of hours	Lectures	Practical
١	**Atom and electronic structure**	Laboratory glass ware and techniques			
٢	**Types of chemical bonds**	Qualitative analysis of cations			
٣	**Acid – Base theory**	Analysis of a mixture of groups (1) ions			
٤	**Volumetric analysis titration of acid with base**	Titration of strong acid with strong base			
٥	**Organic chemistry**	Analysis of amixture of NaOHand N_a2CO_3			
٦	**Alkenes and alkynes Aromatic compounds**	Standardization of HCl solution with standard solution of N_a2CO_3			
٧	**Mid. Term examination**				
٨		Determination of Fe in $FeSO_4$ Solution			
٩	**Organichalides, Alcohols and phenols**	Determination of normality of $KMnO_4$ solution			
١٠	**Aldehydes and ketones**	Precipitation , titration : Determenation of chloride by mohr method			
١١	**Carboxylic acids**	Determination of the strengthvolume of H2O2			

		solution			
١٢	**Anhydrides, esters, and amides of carboxylic acids**	Standardization of NaS_2O_3 solution			

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	➢ Organic chemistry for students of biology and medicine , G . A. Taylor ➢ General chemistry , Ebbing ➢ Chemistry of organic compounds , noller 3rd . Edition ➢ An introduction to chemical analysis walter E. Harris , Byron Kratochvil , 1982
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	
2. University Department/Centre	College of Veterinary medicine
3. Course title/code	Pharmacology/ PHR3402
4. Programme(s) to which it contributes	Bachelor in general veterinary medicine and surgery
5. Modes of Attendance offered	
6. Semester/Year	Tow semester/ year
7. Number of hours tuition (total)	course of 4 credits ,theory :3hours ,practical 2hours / week. in a total of 15 weeks/ semester= 150 hours/year
8. Date of production/revision of this specification	
9. Aims of the Course	

.

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

A1K.nowledge of principles of pharmacology science

A2. Knowledge of clinical orientation of drugs usage in treatment of diseases

A3. Knowledge of side and adverse effects of drugs

A4. Knowledge of interaction of drugs

A5. Knowledge of kinetics of drugs in case of disease and normal

A6 .

B. Subject-specific skills

B1.Principles of drugs formulation and dosing

B2.Preparation of some formulated drugs

B3.Handiling of laboratory animals and performing some experiment in pharmacology

Teaching and Learning Methods

Lectures

Practical experiments

Duties assess and analysis of results

Assessment methods

-١ Examination:

Written mid-term

Written final –term

Practical final –term

Oral Examination

Course assessment for annual system (100%)

First semester		Second semester		Final Examination	
Theoretical	Laboratory work	theoretical	Laboratory work	theoretical	Laboratory work
15%	%١٠	%١٥	%١٠	%٢٠	%٣٠

2- daily evaluation

3- Reports writing

C. Thinking Skills

C1.Linking of theoretical and practical knowledge in pharmacology science

C2.Working in team to analysis and perform experiments

C3.Ability of discussion data and reaching conclusion

C4.

Teaching and Learning Methods

Problem learning

Quizzes

Oral examination

Assessment methods

Revision of previous knowledge

Feed back evaluation

Duties for reports

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

D1.Drug knowledge

D2.Dosing manipulation

D3.Laboratoryanimals handling

D4. Drug formulation and preperations

Week	Unit/Module or Topic Title	Laboratory work	hours
	Principles of pharmacology	-General principle and definition	
	Principles of pharmacology	-Drug forms	
	Principles of pharmacology	-Metrology	
	Drugs acting on autonomic and somatic nervous system	-Dose calculation and Dilution	
	Drugs acting on autonomic and somatic nervous system	Animal handling and different dosing	
	Drugs acting on autonomic and somatic nervous system	Prescription writing and preparation	
	Drugs acting on autonomic and somatic nervous system	Boric acid, Tincture iodine, lugols iodine, Potassium permanganate	
	Drugs acting on central nervous system	Zinc oxide ointment and cream, sulphur ointment.	
	Drugs acting on central nervous system	Antacid powder, linimentum turpentine	
	Drugs acting on central nervous system	Effect of route of administration on the rate of absorption	
	Drug acting on cardiovascular system and	Effect of ionization on absorption of drug	

		(aniline).	
	Drug acting on cardiovascular system and	Chemical analysis of aniline	
	Drug affecting gastrointestinal function	Review	
	Drug affecting gastrointestinal function	Examination.	
	Drug affecting gastrointestinal function	-Role of interaction on metabolism of pentobarbitone in kinetic	
	Autacoids and anti-inflammatory drugs	-role of drug interaction pentobarbitone sleeping effect	
	Autacoids and anti-inflammatory drugs	Anagesics	
	Autacoids and anti-inflammatory drugs	effect of autonomic drug on eye pupil	
	Dermatopharmacology	effect of autonomic drugs on rhythmic motility of isolated rabbit duodenum	
	Chemotherapy of microbial diseases	effect of autonomic drugs on isolated uterus in mice.	

	Chemotherapy of microbial diseases	demonstration of some preparation drugs in large animal.	
	Chemotherapy of microbial diseases	diuretics in sheep	
	Chemotherapy of parastic disease	analysis of urine sample	
	Chemotherapy of parastic disease	cyanide poisoning and treatment.	
	Chemotherapy of parastic disease	LD50safety of drug .	
	Drug affecting renal function and fluid-	-Review	
	Drug affecting renal function and fluid-	Examination.	
	Drug affecting the respiratory system		
	Drug affecting the respiratory system		
	Endocrine pharmacology and hormones		
	Endocrine pharmacology and hormones		

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	➢ **Lippincotts pharmacologyHowland R.D and ycekM.J** Lectures

Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	
2. University Department/Centre	College of Veterinary medicine
3. Course title/code	Toxicology/ TOX 3201
4. Programme(s) to which it contributes	Bachelor in general veterinary medicine and surgery
5. Modes of Attendance offered	
6. Semester/Year	Tow semester/ year
7. Number of hours tuition (total)	course of 2 credits ,theory :2hours / week. in a total of 15 weeks/ semester= 60 hours/year
8. Date of production/revision of this specification	
9. Aims of the Course	
.	
Aim and mission of toxicology is to identify potential harmful effects of chemical compounds to humans, animals and the environment, and to provide for their prevention and treatment. Appropriate experimentation and expert judgment allow to minimize the probability of the occurrence of adverse effects, which in the past have sometimes been of catastrophic dimension. Toxicology is a multidisciplinary science based upon Physiology, Biochemistry, Molecular Biology, Chemistry, Pharmacology, Pathology, Epidemiology and several others.	

B. Subject-specific skills

B1.Principles of drugs formulation and dosing

B2.Preparation of some formulated drugs

B3.Handiling of laboratory animals and performing some experiment in pharmacology

Teaching and Learning Methods

Lectures

Practical experiments

Duties assess and analysis of results

Assessment methods

-١ Examination:

Written mid-term

Written final –term

Practical final –term

Oral Examination

Course assessment weight for annual system (100%)

Mid. semester		Final Examination	
theoretical	Laboratory work	theoretical	Laboratory work
%٢٥	%١٥	%٢٠	%٤٠

2- daily evaluation

3- Reports writing

C. Thinking Skills

C1.Linking of theoretical and practical knowledge in pharmacology science

C2.Working in team to analysis and perform experiments

C3.Ability of discussion data and reaching conclusion

C4.

Teaching and Learning Methods

Problem learning

Quizzes

Oral examination

Assessment methods

Revision of previous knowledge

Feed back evaluation

Duties for reports

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

D1.Drug knowledge

D2.Dosing manipulation

D3.Laboratoryanimals handling

D4. Drug formulation and preperations

11-course contents		
Week	Unit/Module or Topic Title	hours
	Concepts and terminology	٢
	Toxicokinetics	٢
	Antidotes and general treatment of poisoning	٢
	Diagnostic aspects of toxicology	٢
	Insecticides	٢
	Herbicides	٢
	Metals and minerals	٢
	Mycotoxins	٢
	Feed – associated toxicants	٢
	House-hold and industrial products	٢
	Plants	٢
	Biotoxins	٢
	Environmental pollution with toxicants	٢
	Pharmaceuticals	٢
	Genotoxicology	٢

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS	**Lippincotts pharmacology Howland R.D and ycekM.J**

· OTHER	Lectures
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions

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

Academic Program Specification Form For The Academic Year 2021-2022

University: University of Baghdad
College : College of Veterinary Medicine
Number Of Departments In The College : Zoonotic Diseases

Dean ' s Name	Dean ' s Assistant For Scientific Affairs	The College Quality Assurance And University Performance Manager
Date : 15/ 5 / 2022	Date : 13/ 4/ 2022	Date : 12/ 4/ 2022
Signature	Signature	Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

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

1. Teaching Institution	Faculty of Veterinary Medicine / University of Baghdad
2. University Department/Centre	Unit of Zoonotic Diseases
3. Programme Title	Bachelor Veterinary Medicine and Surgery
4. Title of Final Award	Bachelor
5. Modes of Attendance offered	Semester (seasonal)
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Programme	

10. Learning Outcomes, Teaching, Learning and Assessment Methods

E. Knowledge and Understanding

A1. Conducting researches to serve the public health

A2. Diagnosis of diseases communicable from animals to human (zoonotic diseases)

A3. Prevention of these zoonotic diseases.

A4. Updating knowledge.

A5.

A6.

B. Subject-specific skills

B1. Cooperation between researchers.

B2. Good expert and preference by conducting researches.

B3. Serving the community.

Teaching and Learning Methods

Researches

Assessment methods

1. Number of published articles
2. Attendance of workshops, conferences, seminars, etc…

C. Thinking Skills

C1. Proposal to study and solve the problem

C2. Researches put an outline for the diseases

C3. Innovation of methods of diagnosis, treatment, control and prevention of diseases

C4.

Teaching and Learning Methods

Researches

Assessment methods

3. Number of published articles
4. Attendance of workshops, conferences, seminars, etc…

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

D1. Cooperation between researchers.

D2. Good expert and preference by conducting researches.

D3. Serving the community.

D4. Scientific developmement

Teaching and Learning Methods

Researches

Assessment Methods

1. Number of published articles
2. Attendance of workshops, conferences, seminars, etc…

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
				Bachelor Degree
				Requires (x) credits

13. Personal Development Planning

14. Admission criteria .
15. Key sources of information about the programme

Curriculum Skills Map																			
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																			
				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	
2. University Department/Centre	
3. Course title/code	
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	
6. Semester/Year	
7. Number of hours tuition (total)	
8. Date of production/revision of this specification	

9. Aims of the Course

10· Learning Outcomes, Teaching ,Learning and Assessment Methode
E- Knowledge and Understanding A1. A2. A3. A4. A5. A6 .
B. Subject-specific skills B1. B2. B3.
Teaching and Learning Methods

Assessment methods
C. Thinking Skills C1. C2. C3. C4.
Teaching and Learning Methods
Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)
D1.
D2.
D3.
D4.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	

Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

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

TEMPLATE FOR TYPICAL SITE VISIT CHEDULE

1. The typical site visit schedule is designed for two or three days. It includes pre-arranged meetings. The responsibility for arranging these meetings and fitting the template to the circumstances rests with the Universities Quality Assurance and University Performance departments

2. Site visits will normally commence at 09:00 on day 1. Start times of pre-arranged meetings are indicated. Pre-arranged meetings should not normally last more than one hour. The schedule should not completely fill all times with meetings, but leave space for additional activities by peer reviewers including preparing for meetings, updating notes and records and drafting paragraphs for the draft Programme Review report

Table (1)

Session	Time	Activity
Day 1		
1	09:00	Welcome and introductions; brief introduction to the review (purposes, intended outcomes, use of evidence and self-evaluation report) – Programme Team

2	09:30	Curriculum; discussion with faculty members
3	11:00	Meeting with a group of students
4	12:30	Efficiency: tour of resources
5	14:00	Review panel meeting: scrutiny of additional documentation including sample of students' assessed work
6	15:00	Efficiency: meeting with faculty members
7	16:00	Review panel meeting: review of the evidence and any gaps or matters to follow-up
8	17:00	Meeting with external stakeholders (sample of graduates, employers, other partners)
Day 2		
9	08:45	Review meeting with review chairperson, review coordinator, programme leader: summary of day 1 findings, addressing any gaps, adjust the schedule for day 2 if required
10	09:00	Academic standards: meeting with faculty members
11	10:30	Effectiveness of quality management and assurance: meeting with faculty members
12	12:00	Review panel meeting: review of evidence and any matters still to be addressed
13	14:00	Flexible time to pursue any matters arising
14	14:30	Review panel final meeting: decisions on outcomes and drafting oral feedback
15	16:30	Oral feedback by review chairperson to review coordinator and faculty members
	17:00	Close

TEMPLATE FOR THE FOLLOW-UP PROCESS AND REPORT, AND OUTLINE OF TYPICAL SITE VISIT SCHEDULE FOR FOLLOW-UP

TEMPLATE FOR FOLLOW-UP REPORT

Quality Assurance and Academic Accreditation Directorate / International Accreditation Department.

Institution:

Faculty:

Programme:

Follow-up Report

1. This report presents the findings of the follow-up visit, which took place on / /20__. This is part of the Universities Quality Assurance and University Performance departments arrangements to provide continuing support for the development of internal quality assurance processes and continuing improvement

2. The purposes of the follow-up review are to assess the progress made in the programme since the Programme Review report, and to provide further information and support for the continuing improvement of academic standards and quality of higher education in Iraq.

3. The evidence base used in this follow-up review and report includes:

p) Self-Evaluation Report for the programme together with supporting information
q) Improvement plan prepared and implemented since the Programme Review report
r) Programme Review Report
s) Higher Education Quality Review Report and institutional strategic plan (if any)
t) Additional evidence presented during the follow-up visit.

4. The overall conclusions reached as the outcome of the follow-up review are as follows:

j) The programme (give title) at (give name of institution) has/has not successfully implemented an improvement plan.

k) Good practice in the indicators demonstrated since the Programme Review site visit includes: (insert)

l) Matters of particular importance that should be addressed by the institution in its
continuing improvement of the programme are: (insert and indicate if they are, or as yet are not, addressed by the improvement plan).

5. The detailed report is provided in Annexure A below.

Annexure A

Name of Institution_____

Date of initial Programme Review site visit_____

Date visited in follow-up _____

Date of follow-up report _____

Names of follow-up reviewers Position/title Signed

Part 1: The Internal Quality Assurance System in operation				
	Questions	**Yes? (√)**	**Comment**	**Further action required?**
1	Is the programme Self- Evaluation Report complete?			

2	Do the most recent self-evaluation reports indicate the extent to which the criteria in the Framework for Evaluation are met and/or are being addressed?			
3	Is there an improvement plan in place, informed by external and internal review?			
4	Are there any major gaps that appear not to be addressed?			
5	Is progress with the improvement plan monitored?			
6	Are there any major obstacles to the expected achievementof the improvement plan?			
7	What is the institution's estimate of the time needed to complete improvements to the programme?			
8	What is the reviewers' assessment of the time needed to complete improvements to the programme that would demonstrate the indicators?			

Part 2: Progress demonstrated with the indicators

Indicators (refer to Framework of Evaluation)	Improvement plan points (comment on match with the Programme Review report's recommendations)	New information from follow-up site visit	Overall conclusion
<u>Curriculum</u> Aims and ILOs Syllabus (content) Progression year on year Teaching and Learning Student assessment			
<u>Efficiency</u> Profile of admitted students Human resources Physical resources Uses made of available resources Student support Ratios of graduation to admitted students			
<u>Academic Standards</u> Clearly articulated standards Use of appropriate benchmarks			

Achievement of graduates Standards of students' assessed work			
<u>Programme management and Assurance</u> Arrangements for programme management Policies and procedures applied Structured comments collected and used Staff development needs identified and addressed Improvement planning processes working			

CRITERIA FOR A SUCCESSFUL REVIEW AND EVALUATION OF THE PROCESS

CRITERIA FOR A SUCCESSFUL REVIEW

1. The criteria for a successful review that informs the arrangements for Programme Review and its evaluation are as follows:

xxxi. The programme being reviewed is supported by existing or developing internal systems including specifications and review with a culture of self-evaluation and continuing improvement. These features of internal review provide a sound basis for the external review.

xxxii. The timing of the external review is appropriate.

xxxiii. The profile of the visiting peer review panel matches in broad terms the profile of the academic activities in the institution.

xxxiv. There is due attention to detail in planning and preparation, by -

a. The Quality Assurance and Academic Accreditation Directorate applies consistently its procedures for working with the institution and the reviewers and provides appropriate support for the external review as required

b. The review coordinator: ensures that the evidence base generated by internal review and reporting systems is available on time to the visiting peer reviewers, and any

requirements for clarification and supplementary information are satisfied

c. The institution: provides a self-evaluation report for the programme to be externally reviewed

d. The peer reviewers: undertake their preparation for the visit including reading the advance documentation and preparing initial commentaries that inform the conduct of the visit

xxxv. There is consistency in the application of the published review method and the protocols by all participants in a way that respects and supports the mission and philosophy of the overall process for continuing review and continuing improvement.

xxxvi. Reviewers and representatives of the institution conduct an open dialogue throughout the review that shows mutual respect.

xxxvii. The judgements reached by the reviewers are clear, based on the evidence available and systematically recorded.

xxxviii. The review report is produced on time in line with the standard report structure and is confirmed by the institution to be factually accurate.

xxxix. The set of conclusions arising from the review are constructive, offering a fair and balanced view of the programme.

xl. The institution is able to benefit from the external review by giving due reflection and consideration to the findings and preparing where appropriate a realistic improvement plan

EVALUATION

2. The Quality Assurance and Academic Accreditation Directorate wishes to establish and implement procedures for the systematic evaluation of all external Programme Reviews arranged by it. The institution, the review chairperson and the peer reviewers will all routinely be asked to evaluate each external review by completing a short questionnaire. The structured comments will be analysed by the Quality Assurance and Academic Accreditation Directorate and where necessary the Quality Assurance and Academic Accreditation Directorate will take action to follow-up any difficulties highlighted. In addition, the Quality Assurance and Academic Accreditation Directorate will collate the structured comments to compile regular summary reports indicating the main features of the review process in practice, including the overall levels of satisfaction expressed by the participants, together with examples of good practice and opportunities for continuing improvement.

GLOSSARY OF TERMS IN PROGRAMME REVIEW

DEFINITIONS OF TERMS USED IN THE PROGRAMME REVIEW HANDBOOK

Some of the terms used in the Handbook and/or used in internal and external review and reporting may have different meanings according to the context in which they are used. To remove possible ambiguities, the following working definitions of the terms are offered.

ADEMIC FIELDS/SUBJECT AREAS/DISCIPLINES

Academic fields categorise recognisable and coherent domains or the scope of study such as Mathematics, Medicine, Engineering and Philosophy. Fields that have a wide scope are often subdivided; for example, Humanities include subjects like History and Literature and Arts may include separate disciplines of Fine Arts and Photography. The curriculum of some programmes may combine academic fields, or may include different subjects and disciplines such as Mathematics in Engineering or Accountancy in Business Administration.

ACADEMIC STANDARDS

Specific standards decided by the institution, and informed by external reference points. They include the minimum or threshold level of knowledge and skills to be gained by the graduates from the programme, and can be used in evaluation and review.

ACCREDITATION

The recognition accorded by an agency or other organisation to either an education programme or to an institution to confirm that it can demonstrate that the programme(s) meet acceptable standards and that the institution has effective systems to ensure the quality and continuing improvement of its academic activities, according to published criteria.

ACTION OR IMPROVEMENT PLANS

Realistic plans for improvement derived from the consideration of available evidence and evaluations; they may be implemented for more than one year, but should be prepared and reviewed annually at each level of courses, programmes and the institution.

ADMITTED STUDENTS

Students registered on a programme, including those accepted holding prior credits for admission after year 1.

BENCHMARK/REFERENCE POINTS

Benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given academic field or subject. Reference standards may be external or internal. External reference points allow comparison of the academic standards and quality of a programme with equivalent programmes in Iraq and internationally. Internal reference points may be used to compare one academic field with another, or to identify trends over a given time period.

COMMUNITY

A defined segment of wider society served by the institution, as determined in its mission and bylaws. It may be defined geographically or in terms of the range of organizations, groups and individuals engaged in its activities.

COURSE AIMS

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant and assessable qualities. They should contribute to the achievement of defined aims within one or more education programmes.

CURRICULUM OR (IN THE PLURAL) CURRICULA

The complete organised learning as designed and managed by an institution for an admitted student, determined by the intended learning outcomes (ILOs) and comprising the content, the arrangements for teaching and learning and assessments of students' achievements together with the access to the range of facilities available within the University and, by arrangement, outside it, including libraries, computers studies, social, sports, internships and field studies.

DIRECTED SELF-LEARNING/INDEPENDENT LEARNING

The active promotion of personal skills included in the curriculum that support the student and graduate to seek, assimilate and learn from a range of structured and unstructured experiences. Methods of promotion include e-learning, personal and autonomous learning and fieldwork, assignments, internships, and reflexive learning. Devices commonly used that support directed self-learning beyond formal teaching lectures include logbooks, self-assessment reports, interactive learning tools or the equivalent.

E-LEARNING

Electronic-based learning using information technology may be the primary or secondary element in material associated with a programme or a course. It may be stand-alone or integrated with other teaching and learning approaches. It may include self-determination

of aims, ILOs and materials using self-selection and will usually include self-assessment. It generally increases the levels of autonomy in, and responsibility for, learning. Converting existing texts or lecture notes to a website or pre-recorded media alone is generally not considered to be e-learning.

EXTERNAL EVALUATOR/EVALUATION

An appointment to a specific programme, part of a programme or course(s) by the institution to establish an independent and external professional opinion on the academic standards set and achieved in the examinations for the award of the degree.

FRAMEWORK FOR EVALUATION

The framework for evaluation provides a standard structure for evaluation of programmes. It will form the basis for self-evaluation, the site visit by external peer reviewers and the Programme Review report. It is designed to operate in all academic fields and institutions, and to apply to internal and external reviews.

GENERAL PRECEPTS/BY-LAWS

Principles, by-laws and regulations, which the educational institution must have as part of the policies covering its operations.

HIGHER EDUCATION INSTITUTE (HEI)/INSTITUTION

A Faculty, College or University providing higher education programmes leading to a first university degree (B.Sc. or B.A.) or a higher degree.

INTENDED LEARNING OUTCOMES (ILOS)

The ILOs are the outcome-related definition of knowledge, understanding and skills which

the institution intends for its programmes. They should be mission-related, capable of measurement (assessable) and reflect the use of external reference standards at appropriate

level.

INTERNAL SYSTEM FOR QUALITY MANAGEMENT AND ASSURANCE

The system adopted by the institution to ensure that its education programmes and contributing elements meet specified needs and are continually reviewed and improved. An outcomes-related system of quality management involves precise specifications for quality from design to delivery; evaluation; the identification of good practice as well as of learning deficiencies and obstacles; performance follow-up; suggestions for development and enhancement; and the systematic review and development of processes for establishing effective policies, strategies and priorities to support continuing improvement.

JOB/LABOUR MARKET

The availability of professional, commercial, research-oriented or other fields of employment that a graduate is qualified to join upon graduation.

MISSION STATEMENT

A brief statement clearly identifying the educational institution's duty and its role in the development of the community; a mission statement may also offer brief supporting statements on the vision, values and strategic objectives of the institution.

PEER REVIEWER

A person who is professionally equal in calibre and with management and/or subject expertise to those delivering the provision, but not from the same institution and without any conflict of interest, who can contribute to the review of an education programme for internal and external quality assurance or for accreditation purposes.

PROGRAMME

For the purpose of Programme Review an education programme is defined as one which admits students who, on successful completion, receive an academic award.

PROGRAMME AIMS

The broad purposes for providing the programme which in turn guide the development and

implementation of strategic objectives (to ensure that the aims are met) and ILOs (to ensure that the students work towards attaining the specified outcomes).

PROGRAMME REVIEW

Programme Review applies to all education programmes in all higher education institutions.

Where the programme is studied in more than one institution, the whole programme is included in Programme Review. Programme Review in Iraq has three objectives:

10) To provide decision-makers (in the higher education institutions, Quality Assurance and Academic Accreditation Directorate , parents, students, and other stakeholders) with evidence-based judgements on the quality of learning programmes
11) To support the development of internal quality assurance processes with information on emerging good practice and challenges, evaluative comment and continuing improvement
12) To enhance the reputation of Iraq's higher education internationally.

QUALITY ASSURANCE

The institution has the means of assuring that for each education programme, academic standards are defined and achieved in line with equivalent national and international standards, that the quality of the curriculum and related infrastructure are appropriate and fulfil the expectations of the range of stakeholders, that its graduates represent the range of attributes specified and that the organisation is capable of sustained, continuing improvement.

REVIEW COORDINATOR

The nominee of an institution to coordinate a Programme Review to assist in the gathering and interpretation of information and to support the application of published methods of review.

REPORT

The regular reports prepared on the basis of Programme Reviews and evaluations of its education programme.

SELF-EVALUATION

n institution's process of evaluating a programme as part of Programme Review and within an internal system of quality management and assurance.

SITE VISIT

A scheduled visit by external peer reviewers as part of Programme Review. Normally the site visit will be for two or three days. A typical outline timetable is provided in Appendix(1).

SPECIFICATION

The detailed description of the aims, construction and intended outcomes of a programme, and any courses, specific facilities or resources that contribute to it. The specification provides information to design, manage, deliver and review the programme.

STAKEHOLDER

Those organisations, groups or individuals which have a legitimate interest in the educational activities of the institution both in respect of the quality and standards of the education and also in respect of the effectiveness of the systems and processes for assuring the quality. An effective strategic review process will include the key stakeholder groups. The precise range of stakeholder groups and their differentiated interests depend upon the mission of the institution, its range of educational activities and local circumstances. The range is usually defined by a scoping study. Examples of groups with a legitimate interest include current students, graduates, intending students and their parents or family, staff in the institution, the employing community, the relevant Government ministries, the sponsors and other funding organisations and, where appropriate, professional organisations or syndicates.

STRATEGIC OBJECTIVES/PLANS

A collection of institution-specific objectives that are derived from its mission and developed into a realistic plan based on evidence-based evaluations. Objectives concentrate on the means by which an institution seeks to deliver its mission. The plan sets out the matters to be addressed, timeframe, person responsible and estimate of costs, and is accompanied by an implementation plan with arrangements for monitoring the progress and evaluating impact.

STUDENTS'ASSESSMENT

A set of processes, including examinations and other activities conducted by the institution to measure the achievement of the intended learning outcomes of a programme and its courses. Assessments also provide the means by which students are ranked according to their achievement. Diagnostic assessment seeks to determine the existing range of knowledge and skills of a student with a view to constructing an appropriate curriculum. Formative assessment provides information on the student's performance and progress to support further learning, without necessarily counting a grade towards graduation. Summative assessment determines the final level of attainment of the student on the programme or at the end of a course that contributes credits to the programme.

STUDENTS' EVALUATIONS

The systematic gathering of students'opinions on the quality of their programme in a standardized structure together with the analysis and outcomes. Surveys using questionnaires are the most frequently used methods to collect opinions; other mechanisms include websites conferences, panels or focus groups, and representation on councils or other committees.

TEACHING AND LEARNING METHODS

The range of methods used by teachers to help students to achieve the ILOs for the course.

Examples include: lectures, small group teaching such as tutorials, seminars and syndicate groups; a case study to teach students how to analyse information and reach a decision; assignments such as writing a review paper for the students to gain the skills of self-learning and presentation; field trips; practical sessions for the students to gain practical skills; and carrying out experiments to train the students to analyse the results, reach specific conclusions and prepare a report, presentation or poster.

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

Academic Program Specification Form For The Academic Year 2021-2022

University: University of Baghdad
College : College of Veterinary Medicine
Number Of Departments In The College : Internal Medicine

Dean ' s Name
Date : 15 / 5 / 2022
Signature

Dean ' s Assistant For Scientific Affairs
Date : 13 / 4 / 2022
Signature

The College Quality Assurance And University Performance Manager
Date : 12 / 4 / 2022
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

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

1. Teaching Institution	College of Veterinary Medicine\University of Baghdad
2. University Department/Centre	College of Veterinary Medicine
3. Programme Title	Bachelor of Veterinary Medicine and Surgery
4. Title of Final Award	Bachelor
5. Modes of Attendance offered	Quarterly
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Programme	

Internal and preventive medicine which I find the programs offered by the college and therefore, the vision, mission and goals are consistent with the vision section goals the college and university and excellence to produce a generation capable to serve the country.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

F. Knowledge and Understanding

A1. Identify the basic concepts of internal diseases

Identify the basic concepts of infectious diseases

Identify the basic concepts of epidemiology diseases

Identify the basic concepts the treatment of diseases

Identify the basic concepts of clinical pathology

Identify the basic concepts of clinical diagnosis of disease

B. Subject-specific skills

B1. Gain knowledge of skill in the basics of Internal Medicine

Gain knowledge of skill in the basics of infectious Medicine

Gain knowledge of skill in the basics of preventive Medicine

Teaching and Learning Methods

short Examinations

Conduct scientific research and follow each new

Quarterly exams

Duties and discussions within the lecture

Assessment methods

Quizzes

Duties

Researches

C. Thinking Skills

Thinking and the use of problem-solving

Teaching and Learning Methods

Examination Duties Internal discussions lectures

Assessment methods

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

Oral and written exams and discuss

Stay away from self and teamwork

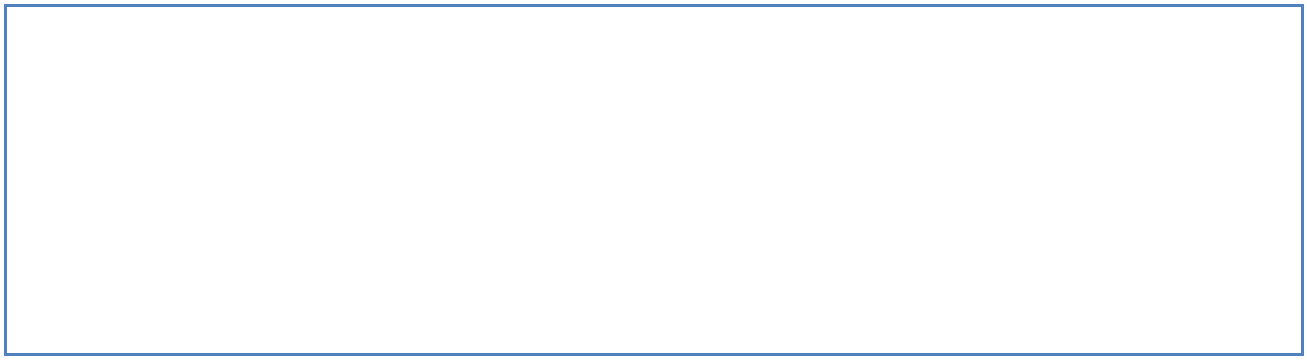
Ability to solve problems

Ability to realize the conditions and link them

Teaching and Learning Methods
Discussions Seminars Lectures Exercises Duties
Assessment Methods
Examinations

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
				Bachelor Degree
				Requires (x) credits

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



Curriculum Skills Map																			
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																			
				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	
2. University Department/Centre	
3. Course title/code	
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	
6. Semester/Year	
7. Number of hours tuition (total)	
8. Date of production/revision of this specification	

9. Aims of the Course

Prepare the student for the basic information of Internal and preventive Medicine

Know the student on infectious diseases

Know the student on internal medicine diseases

Know the student on epidimiology of diseases

Prepare the student for the basic information of infectious diseases

10· Learning Outcomes, Teaching ,Learning and Assessment Methode

F- Knowledge and Understanding

A1. Topics or areas of knowledge that students should know and understand about the subjects

B. Subject-specific skills

B1. Explain strategies and skills used in order to write the students thread

Teaching and Learning Methods

Lectures, tutorials and assignments used

Assessment methods

Examinations

C. Thinking Skills

. Thinking skills and problem-solving course that seeks designation may be useful words that starts its ability.

Teaching and Learning Methods

Assessment methods

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

D1. Examinations

Final semester examination

11. Course Structure

Skills that should be developed with the student in the field of relationships that benefit others

Self-reliance

Responsibility towards society

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	1		Introduction		
2	1		Rinder pest		
3	1		PPR		
4	2		FMD		
5	1		VESICULAR STOMATITIS		
6	2		BLUE TONGUE		
7	2		BVD& MD		
8	2		MCF		
9	2		VIRAL DIARHEA /SMAL RUMINANT AND FOALS		
10	1		H,S		
11	1		BLACK LEG		
12	1		BLACK DISEASE		
13	1		TETANUS		
14	2		ENTEROTOXEMIA		

15	1		BOTULISM		
16	1		BACILLARU HB UREA		
17	1		BRAXY		
18	2		T.B & JOHNS DISEASE		
19	2		ACTINOMYCOSIS &ACTINOBACILLOSIS		
20	1		ORAL AND LARYNGEAL NECROBACILLOSIS		
21	1		WINTER DYSENTARY OF CATTLE		
22	2		DISEASE OF MOREXELLA &HEMOPHYLUS		
23	1		EIA		
24	1		A.H.S		
25	1		EQUINE RHINO PNEMONITIS		
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	1		EQUINE VIRAL ARTHRITIS		
2	2		EQUINE INFLUENZA		
3	3		VIRAL ENCEPHALOMYLITIS IN HORSE		
4	4		ANAPLASMOSIS		
5	5		THEILERIOSIS		

6	6		BABESIOSI		
7	7		MASTITIS		
8	8		BRUCELLOSIS		
9	9		LEPTOSPIROSIS		
10	10		LISTERIOSIS		
11	11		ANTHRAX		
12	12		COLIBACILLOSIS		
13	13		SALMONELLOSIS		
14	14		FOOT ROT		
15	15		CCPP&CBPP		
16	16		TOXOPLASMOSI		
17	17		ORF		
18	18		PAPLOMATOSIS		
19	19		LUMPY SKIN DISEASE		
20	20		BOVINE ULCERATIVE MAMMALITIS		
21	21		BOVINE EPHEMERAL DISEASE		
22	22		RFT VALLEY FEVER		
23	23		AKABANI VIRAL DISEASE		
24	24		BOVINE VIRAL LEUKOSIS		
25	25		RABIES		
26	26		PSEUDO RABIES		
27	27		LOUPING ILL		
28	28		SCRAPIES		

29	29		ENZOATIC ABORTION IN SHEEP		
30	30		GLANDER		
31	31		STRANGLES		
32	32		EPIZOATIC LYMPHANGITIS		
33	33		CONTAGIOUS BOVINE PYELONEPHRITIS		
34	34		CASEOUS LYMPH ADENITIS OF SHEEP		
35	35		ULCERATIVE LYMPHANGITIS		
36	36		DISEASE CAUSED BY PARASITE		
37	37		MANGE AND PARASITE		
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3		Introduction		
2	3		MILK FEVER		
3	3		DOWNER COW SYNDROM		
4,	3		HYPOMAGNESEMIA		
5,6	3		PREGNANCY TOXEMIA		
7	3		KETOSIS		
9.10	3		POST PARTURENT HB UREA		
12	3		AZOTUREA		

13	10		CARDIOVASCULAR SYSTEM		
14	3		VIT. D DEFICIENCY		
15	3		CA.DEFICIENCY		
16	3		P DEFICIENCY		
17	2		OSTEOMALASIA		
18	2		VIT A DEFICIENCY		
19	2		VIT. E DEFIVIENCY		
20	2		VIT.K DEFIVIENCY		
21	2		CUPPER DEFICIENCY		
22	2		IODINE DEFICIENCY		
23	2		MN DEFICIENCY		
24	2		ZN DEFICIENCY		
25	2		CO DEFICIENCY		
26	2		VIT C DEFICIENCY,THIAMIN E,RIBOFLAVIN DEFICIENCY		
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3		Laboratory apparatus		
2	3		Samples collection		
3	3		PCV&Hb measurement		
4	3		WBCs count		
5	3		RBCs count		

6	3		Blood smear staining		
12. Infrastructure					
			count		
8	3		Bacteriological culture		
9	3		Bacteriological smear staining		
10	3		Clinical chemistry		
11	3		Blood parasites		
12	3		Revision		
13	3		Examination		
14	3		Fecal examination		
15	3		Identification & count of egg parasites		
16	3		Milk test		
17	3		Urine test		
18	3		Skin scraping and external parasites identification		
19	3		Antibiotic sensitivity test		
20	3		Revision		
21	3		Examination		

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	
Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

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

TEMPLATE FOR TYPICAL SITE VISIT CHEDULE

1. The typical site visit schedule is designed for two or three days. It includes pre-arranged meetings. The responsibility for arranging these meetings and fitting the template to the circumstances rests with the Universities Quality Assurance and University Performance departments

2. Site visits will normally commence at 09:00 on day 1. Start times of pre-arranged meetings are indicated. Pre-arranged meetings should not normally last more than one hour. The schedule should not completely fill all times with meetings, but leave space for additional activities by peer reviewers including preparing for meetings, updating notes and records and drafting paragraphs for the draft Programme Review report

Table (1)

Session	Time	Activity
Day 1		
1	09:00	Welcome and introductions; brief introduction to the review (purposes, intended outcomes, use of evidence and self-evaluation report) – Programme Team
2	09:30	Curriculum; discussion with faculty members
3	11:00	Meeting with a group of students
4	12:30	Efficiency: tour of resources
5	14:00	Review panel meeting: scrutiny of additional documentation including sample of students' assessed work
6	15:00	Efficiency: meeting with faculty members
7	16:00	Review panel meeting: review of the evidence and any gaps or matters to follow-up
8	17:00	Meeting with external stakeholders (sample of graduates, employers, other partners)
Day 2		
9	08:45	Review meeting with review chairperson, review coordinator, programme leader: summary of day 1 findings, addressing any gaps, adjust the schedule for day 2 if required
10	09:00	Academic standards: meeting with faculty members
11	10:30	Effectiveness of quality management and assurance: meeting with faculty members
12	12:00	Review panel meeting: review of evidence and any matters still to be addressed
13	14:00	Flexible time to pursue any matters arising
14	14:30	Review panel final meeting: decisions on outcomes and drafting oral feedback
15	16:30	Oral feedback by review chairperson to review coordinator and faculty members
	17:00	Close

TEMPLATE FOR THE FOLLOW-UP PROCESS

AND REPORT, AND OUTLINE OF TYPICAL SITE VISIT SCHED-

ULE FOR FOLLOW-UP

TEMPLATE FOR FOLLOW-UP REPORT

Quality Assurance and Academic Accreditation Directorate / International Accreditation Department.

Institution:

Faculty:

Programme:

Follow-up Report

1. This report presents the findings of the follow-up visit, which took place on / /20__. This is part of the Universities Quality Assurance and University Performance departments arrangements to provide continuing support for the development of internal quality assurance processes and continuing improvement

2. The purposes of the follow-up review are to assess the progress made in the programme since the Programme Review report, and to provide further information and support for the continuing improvement of academic standards and quality of higher education in Iraq.

3. The evidence base used in this follow-up review and report includes:

u) Self-Evaluation Report for the programme together with supporting information
v) Improvement plan prepared and implemented since the Programme Review report
w) Programme Review Report
x) Higher Education Quality Review Report and institutional strategic plan (if any)

y) Additional evidence presented during the follow-up visit.

4. The overall conclusions reached as the outcome of the follow-up review are as follows:

m) The programme (give title) at (give name of institution) has/has not successfully implemented an improvement plan.

n) Good practice in the indicators demonstrated since the Programme Review site visit includes: (insert)

o) Matters of particular importance that should be addressed by the institution in its
continuing improvement of the programme are: (insert and indicate if they are, or as yet are not, addressed by the improvement plan).

5. The detailed report is provided in Annexure A below.

Annexure A

Name of Institution_____

Date of initial Programme Review site visit_____

Date visited in follow-up _____

Date of follow-up report _____

Names of follow-up reviewers Position/title Signed

Part 1: The Internal Quality Assurance System in operation				
	Questions	**Yes? (√)**	**Comment**	**Further action required?**
1	Is the programme Self- Evaluation Report complete?			
2	Do the most recent self-evaluation reports indicate the extent to which the criteria in the Framework for Evaluation are met and/or are being addressed?			
3	Is there an improvement plan in place, informed by external and internal review?			
4	Are there any major gaps that appear not to be addressed?			
5	Is progress with the improvement plan monitored?			
6	Are there any major obstacles to the expected achievementof the improvement plan?			
7	What is the institution's estimate of the time needed to complete improvements to the programme?			
8	What is the reviewers' assessment of the time needed to complete improvements to the programme that would demonstrate the indicators?			

Part 2: Progress demonstrated with the indicators			
Indicators (refer to Framework of Evaluation)	Improvement plan points (comment on match with the Programme Review report's recommendations)	New information from follow-up site visit	Overall conclusion
<u>Curriculum</u> Aims and ILOs Syllabus (content) Progression year on year Teaching and Learning Student assessment			
<u>Efficiency</u> Profile of admitted students Human resources Physical resources Uses made of available resources Student support Ratios of graduation to admitted students			

Academic Standards Clearly articulated standards Use of appropriate benchmarks Achievement of graduates Standards of students' assessed work			
Programme management and Assurance Arrangements for programme management Policies and procedures applied Structured comments collected and used Staff development needs identified and addressed Improvement planning processes working			

CRITERIA FOR A SUCCESSFUL REVIEW AND EVALUATION OF THE PROCESS

CRITERIA FOR A SUCCESSFUL REVIEW

1. The criteria for a successful review that informs the arrangements for Programme Review and its evaluation are as follows:

xli. The programme being reviewed is supported by existing or developing internal systems including specifications and review with a culture of self-evaluation and continuing improvement. These features of internal review provide a sound basis for the external review.

xlii. The timing of the external review is appropriate.

xliii. The profile of the visiting peer review panel matches in broad terms the profile of the academic activities in the institution.

xliv. There is due attention to detail in planning and preparation, by -

a. The Quality Assurance and Academic Accreditation Directorate applies consistently its procedures for working with the institution and the reviewers and provides appropriate support for the external review as required
b. The review coordinator: ensures that the evidence base generated by internal review and reporting systems is available on time to the visiting peer reviewers, and any requirements for clarification and supplementary information are satisfied
c. The institution: provides a self-evaluation report for the programme to be externally reviewed
d. The peer reviewers: undertake their preparation for the visit including reading the advance documentation and preparing initial commentaries that inform the conduct of the visit

xlv. There is consistency in the application of the published review method and the protocols by all participants in a way that respects and supports the mission and philosophy of the overall process for continuing review and continuing improvement.

xlvi. Reviewers and representatives of the institution conduct an open dialogue throughout the review that shows mutual respect.

xlvii. The judgements reached by the reviewers are clear, based on the evidence available and systematically recorded.

xlviii. The review report is produced on time in line with the standard report structure and is confirmed by the institution to be factually accurate.

xlix. The set of conclusions arising from the review are constructive, offering a fair and balanced view of the programme.

l. The institution is able to benefit from the external review by giving due reflection and consideration to the findings and preparing where appropriate a realistic improvement plan

EVALUATION

2. The Quality Assurance and Academic Accreditation Directorate wishes to establish and implement procedures for the systematic evaluation of all external Programme Reviews arranged by it. The institution, the review chairperson and the peer reviewers will all routinely be asked to evaluate each external review by completing a short questionnaire. The structured comments will be analysed by the Quality Assurance and Academic Accreditation Directorate and where necessary the Quality Assurance and Academic Accreditation Directorate will take action to follow-up any difficulties highlighted. In addition, the Quality Assurance and Academic Accreditation Directorate will collate the structured comments to compile regular summary reports indicating the main features of the review process in practice, including the overall levels of satisfaction expressed by the participants, together with examples of good practice and opportunities for continuing improvement.

GLOSSARY OF TERMS IN PROGRAMME RE-VIEW

DEFINITIONS OF TERMS USED IN THE PROGRAMME REVIEW HANDBOOK

Some of the terms used in the Handbook and/or used in internal and external review and reporting may have different meanings according to the context in which they are used. To remove possible ambiguities, the following working definitions of the terms are offered.

ADEMIC FIELDS/SUBJECT AREAS/DISCIPLINES

Academic fields categorise recognisable and coherent domains or the scope of study such as Mathematics, Medicine, Engineering and Philosophy. Fields that have a wide scope are often subdivided; for example, Humanities include subjects like History and Literature and Arts may include separate disciplines of Fine Arts and Photography. The curriculum of some programmes may combine academic fields, or may include different subjects and disciplines such as Mathematics in Engineering or Accountancy in Business Administration.

ACADEMIC STANDARDS

Specific standards decided by the institution, and informed by external reference points. They include the minimum or threshold level of knowledge and skills to be gained by the graduates from the programme, and can be used in evaluation and review.

ACCREDITATION

The recognition accorded by an agency or other organisation to either an education programme or to an institution to confirm that it can demonstrate that the programme(s) meet acceptable standards and that the institution has effective systems to ensure the quality and continuing improvement of its academic activities, according to published criteria.

ACTION OR IMPROVEMENT PLANS

Realistic plans for improvement derived from the consideration of available evidence and evaluations; they may be implemented for more than one year, but should be prepared and reviewed annually at each level of courses, programmes and the institution.

ADMITTED STUDENTS

Students registered on a programme, including those accepted holding prior credits for admission after year 1.

BENCHMARK/REFERENCE POINTS

Benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given academic field or subject. Reference standards may be external or internal. External reference points allow comparison of the academic standards and quality of a programme with equivalent programmes in Iraq and internationally. Internal reference points may be used to compare one academic field with another, or to identify trends over a given time period.

COMMUNITY

A defined segment of wider society served by the institution, as determined in its mission and bylaws. It may be defined geographically or in terms of the range of organizations, groups and individuals engaged in its activities.

COURSE AIMS

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant and assessable qualities. They should contribute to the achievement of defined aims within one or more education programmes.

CURRICULUM OR (IN THE PLURAL) CURRICULA

The complete organised learning as designed and managed by an institution for an admitted student, determined by the intended learning outcomes (ILOs) and comprising the content, the arrangements for teaching and learning and assessments of students' achievements together with the access to the range of facilities available within the University and, by arrangement, outside it, including libraries, computers studies, social, sports, internships and field studies.

DIRECTED SELF-LEARNING/INDEPENDENT LEARNING

The active promotion of personal skills included in the curriculum that support the student and graduate to seek, assimilate and learn from a range of structured and unstructured experiences. Methods of promotion include e-learning, personal and autonomous learning and fieldwork, assignments, internships, and reflexive learning. Devices commonly used that support directed self-learning beyond formal teaching lectures include logbooks, self-assessment reports, interactive learning tools or the equivalent.

E-LEARNING

Electronic-based learning using information technology may be the primary or secondary element in material associated with a programme or a course. It may be stand-alone or integrated with other teaching and learning approaches. It may include self-determination

of aims, ILOs and materials using self-selection and will usually include self-assessment. It generally increases the levels of autonomy in, and responsibility for, learning. Converting existing texts or lecture notes to a website or pre-recorded media alone is generally not considered to be e-learning.

EXTERNAL EVALUATOR/EVALUATION

An appointment to a specific programme, part of a programme or course(s) by the institution to establish an independent and external professional opinion on the academic standards set and achieved in the examinations for the award of the degree.

FRAMEWORK FOR EVALUATION

The framework for evaluation provides a standard structure for evaluation of programmes. It will form the basis for self-evaluation, the site visit by external peer reviewers and the Programme Review report. It is designed to operate in all academic fields and institutions, and to apply to internal and external reviews.

GENERAL PRECEPTS/BY-LAWS

Principles, by-laws and regulations, which the educational institution must have as part of the policies covering its operations.

HIGHER EDUCATION INSTITUTE (HEI)/INSTITUTION

A Faculty, College or University providing higher education programmes leading to a first university degree (B.Sc. or B.A.) or a higher degree.

INTENDED LEARNING OUTCOMES (ILOS)

The ILOs are the outcome-related definition of knowledge, understanding and skills which

the institution intends for its programmes. They should be mission-related, capable of measurement (assessable) and reflect the use of external reference standards at appropriate

level.

INTERNAL SYSTEM FOR QUALITY MANAGEMENT AND ASSURANCE

The system adopted by the institution to ensure that its education programmes and contributing elements meet specified needs and are continually reviewed and improved. An outcomes-related system of quality management involves precise specifications for quality from design to delivery; evaluation; the identification of good practice as well as of learning deficiencies and obstacles; performance follow-up; suggestions for development and enhancement; and the systematic review and development of processes for establishing effective policies, strategies and priorities to support continuing improvement.

JOB/LABOUR MARKET

The availability of professional, commercial, research-oriented or other fields of employment that a graduate is qualified to join upon graduation.

MISSION STATEMENT

A brief statement clearly identifying the educational institution's duty and its role in the development of the community; a mission statement may also offer brief supporting statements on the vision, values and strategic objectives of the institution.

PEER REVIEWER

A person who is professionally equal in calibre and with management and/or subject expertise to those delivering the provision, but not from the same institution and without any conflict of interest, who can contribute to the review of an education programme for internal and external quality assurance or for accreditation purposes.

PROGRAMME

For the purpose of Programme Review an education programme is defined as one which admits students who, on successful completion, receive an academic award.

PROGRAMME AIMS

The broad purposes for providing the programme which in turn guide the development and

implementation of strategic objectives (to ensure that the aims are met) and ILOs (to ensure that the students work towards attaining the specified outcomes).

PROGRAMME REVIEW

Programme Review applies to all education programmes in all higher education institutions.

Where the programme is studied in more than one institution, the whole programme is included in Programme Review. Programme Review in Iraq has three objectives:

13) To provide decision-makers (in the higher education institutions, Quality Assurance and Academic Accreditation Directorate , parents, students, and other stakeholders) with evidence-based judgements on the quality of learning programmes
14) To support the development of internal quality assurance processes with information on emerging good practice and challenges, evaluative comment and continuing improvement
15) To enhance the reputation of Iraq's higher education internationally.

QUALITY ASSURANCE

The institution has the means of assuring that for each education programme, academic standards are defined and achieved in line with equivalent national and international standards, that the quality of the curriculum and related infrastructure are appropriate and fulfil the expectations of the range of stakeholders, that its graduates represent the range of

attributes specified and that the organisation is capable of sustained, continuing improvement.

REVIEW COORDINATOR

The nominee of an institution to coordinate a Programme Review to assist in the gathering and interpretation of information and to support the application of published methods of review.

REPORT

The regular reports prepared on the basis of Programme Reviews and evaluations of its education programme.

SELF-EVALUATION

n institution's process of evaluating a programme as part of Programme Review and within an internal system of quality management and assurance.

SITE VISIT

A scheduled visit by external peer reviewers as part of Programme Review. Normally the site visit will be for two or three days. A typical outline timetable is provided in Appendix(1).

SPECIFICATION

The detailed description of the aims, construction and intended outcomes of a programme, and any courses, specific facilities or resources that contribute to it. The specification provides information to design, manage, deliver and review the programme.

STAKEHOLDER

Those organisations, groups or individuals which have a legitimate interest in the educational activities of the institution both in respect of the quality and standards of the education and also in respect of the effectiveness of the systems and processes for assuring the quality. An effective strategic review process will include the key stakeholder groups. The precise range of stakeholder groups and their differentiated interests depend upon the mission of the institution, its range of educational activities and local circumstances. The range is usually defined by a scoping study. Examples of groups with a legitimate interest include current students, graduates, intending students and their parents or family, staff in the institution, the employing community, the relevant Government ministries, the sponsors and other funding organisations and, where appropriate, professional organisations or syndicates.

STRATEGIC OBJECTIVES/PLANS

A collection of institution-specific objectives that are derived from its mission and developed into a realistic plan based on evidence-based evaluations. Objectives concentrate on the means by which an institution seeks to deliver its mission. The plan sets out the matters to be addressed, timeframe, person responsible and estimate of costs, and is accompanied by an implementation plan with arrangements for monitoring the progress and evaluating impact.

STUDENTS'ASSESSMENT

A set of processes, including examinations and other activities conducted by the institution to measure the achievement of the intended learning outcomes of a programme and its courses. Assessments also provide the means by which students are ranked according to their achievement. Diagnostic assessment seeks to determine the existing range of knowledge and skills of a student with a view to constructing an appropriate curriculum. Formative assessment provides information on the student's performance and progress to support further learning, without necessarily counting a grade towards graduation. Summative assessment determines the final level of attainment of the student on the programme or at the end of a course that contributes credits to the programme.

STUDENTS' EVALUATIONS

The systematic gathering of students'opinions on the quality of their programme in a standardized structure together with the analysis and outcomes. Surveys using questionnaires are the most frequently used methods to collect opinions; other mechanisms include websites conferences, panels or focus groups, and representation on councils or other committees.

TEACHING AND LEARNING METHODS

The range of methods used by teachers to help students to achieve the ILOs for the course.

Examples include: lectures, small group teaching such as tutorials, seminars and syndicate

groups; a case study to teach students how to analyse information and reach a decision; assignments such as writing a review paper for the students to gain the skills of self-learning and presentation; field trips; practical sessions for the students to gain practical skills; and carrying out experiments to train the students to analyse the results, reach specific conclusions and prepare a report, presentation or poster.

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

Academic Program Specification Form For The Academic Year 2021-2022

Universitiy: University of Baghdad
College : College of Veterinary Medicine
Number Of Departments In The College :Pathology

Dean ' s Name
Date : 5 / 5 / 2022
Signature

Dean ' s Assistant For Scientific Affairs
Date : 13 / 4 / 2022
Signature

The College Quality Assurance And University Performance Manager
Date : 12 / 4 / 2022
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW:PATHOLOGY

PROGRAMME SPECIFICATION

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

1. Teaching Institution	Ministry of Higher Education and Scientific research
2. University Department/Centre	University of Baghdad/ College of Veterinary Medicine/ Department of Pathology
3. Programmed Title	Bachelor in Veterinary Medicine & Surgery
4. Title of Final Award	Bachelor in Veterinary Medicine & Surgery
5. Modes of Attendance offered	Two terms / year
6. Accreditation	
7. Other external influences	None
8. Date of production/revision of this specification	
9. Aims of the Programme	
A. The program established a set of academic standards that veterinary students should fulfill before their graduation. The aim of these standards is to ensure the acquirement of the minimum required professional skills by the students before	

their graduation
B. The programme provides, in early years, a broad – based knowledge and understanding of the range of biomedical subjects

10. Learning Outcomes, Teaching, Learning and Assessment Methods
G. Knowledge and Understanding A1. Knowledge of basic concepts in animal anatomy of different organs & systems A2. Knowledge of basic concepts in animal histology of different organs & systems A3. Knowledge of basic concepts in animal development (Embryology) of different organs & systems A4. A5. A6.
B. Subject-specific skills B1.Provide skill in identifying grossly different organs and systems of different domestic animals B2. Provide skill in identifying the histological sections of different organs and systems of different domestic animals B3. Provide skill in identifying the developmental events of different organs and

systems of different domestic animals

Teaching and Learning Methods

1. Establishment grossly of a clear mission for each of the organs and systems of each domestic animal.
2. Establishment histologically of a clear mission for each of the organs and systems of each domestic animal.
3. Establishment Embryologically of a clear mission for each of the organs and systems of each domestic animal.
4. Using of recent methods in teaching of the students
5. Methods of student's assessments

Assessment methods

1. Written Examination (theoretical & practical)
2. Oral examination
3. Assignments (reports preparation)

C. Thinking Skills

C1.The ability to achieve commitment and responsibility and leadership toward

excellence and creativity in the C2. C3. C4.
Teaching and Learning Methods
1. lectures 2. Practical sections 3. Discussion 4. Quizzes 5. Report assignments 6. oral practice 7. data show and power point show
Assessment methods
1. written examinations 2. oral examination 3. Quiz examination 4. Report assignment preparation 5. Attendances

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

D1.Acquire the skills to laboratory tools such as microscopes and examination of histological section slides

D2. Acquire the skills to dissect and diagnose grossly the different organs and systems of the domestic animals

D3.

D4.

Teaching and Learning Methods

2. Practical sections

3. Discussion

4. Quizzes

5. Report assignments

6. oral practice

7. data show and power point show

Assessment Methods

1. written examinations

2. oral examination

3. Quiz examination

4. Report assignment preparation

5. Attendances

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
First	Anatomy Animal management Chemistry Computer Biology English language	**ANAT. I** ANM CHM1401 COM BIO ENG		Bachelor Degree Requires (x) credits
Second	Anatomy Histology Animal nutrition Biochemistry Physiology Genetics	**ANAT. II** **HIST** **EMB** ANN BCH2402 PHY2502		

Third	Microbiology Pathology Parasitology Pharmacology immunology	MIC PAT PAR PHR3402 IMN		
Fourth	-Surgery -Poultry diseases- -Clinical pathology -Theriogenology -Medicine -Infectious diseases & epidemiology	SUR POU CLP THE MED INF		
Fifth	-Clinic -Veterinary public -- health -Fish diseases -Obstetric -Surgery -Research project	CLN VPH FDS OBS SUR RES		

13. Personal Development Planning
Prepare a generation able to follow up to date and new knowledge in the veterinary fields. Conduct themselves in a professional manner with regard to the veterinarian's professional and legal responsibilities and understand and apply the ethical codes. Promote and maintain a good professional relationship with clients and colleagues, developing common trust and respecting their professional views and confidentially
14. Admission criteria .
According to central acceptance programme of ministry of higher education and scientific research
15. Key sources of information about the programme

1. Establishment of a clear mission and vision for the faculty to ensure the main objectives of the intended development programme

2.Reference to the instructions regarding Baghdad University vocabulary curriculum and instruction exams

Curriculum Skills Map																			
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																			
				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	
2. University Department/Centre	Baghdad University/College of Veterinary Medicine/ Anatomy department
3. Course title/code	1. Pathology
4. Programme(s) to which it contributes	Bachelor in General Veterinary Medicine & Surgery
5. Modes of Attendance offered	Compulsory
6. Semester/Year	Two semesters/year
7. Number of hours tuition (total)	1. Anatomy/First class (ANAT. I):

	2.5 hours theoretical/week, 2 hours practical/week 2. Anatomy/Second class (ANAT. II) 2 hours theoretical/week, 3 hours practical/week 3.Histology/second class (HIST) 2 hours theoretical/week, 3 hours practical/week 4. Embryology (EMB): 1 hours theoretical/week
8. Date of production/revision of this specification	1/4/2014
9. Aims of the Course These courses were designated to achieve a general understanding for the first and second class students about:	
A. Normal gross anatomy of different organs and systems of the body of different domestic Animals	
B. Normal microscopic anatomy (histology) of different organs and systems of the body of different domestic animals	
C. Normal developmental anatomy (embryology) of different organs and systems of the body of different domestic animals	

D. The practical lab portion of these courses will emphasize introductory exercises and skill in identifying normal morphology of the different body organs at both macro and microscopic levels

10· Learning Outcomes, Teaching ,Learning and Assessment Method

G- Knowledge and Understanding

A1. The student will have a comprehensive knowledge and understanding on normal structure of the organs and body systems

A2. The student will have a comprehensive knowledge and understanding on normal microscopic structure of the organs and body systems

A3. The student will have a comprehensive knowledge and understanding on normal developmental events occurred in the organs and body systems

A4.

A5.

A6 .

B. Subject-specific skills

B1.create a skill and provide knowledge to the student on which improve the ability to diagnose the normal body organs grossly

B2. create a skill and provide knowledge to the student on which improve the ability to diagnose the normal body organs microscopically

B3.improve student ability to use diagnostic tools such as the microscope

Teaching and Learning Methods

1. Theoretical lectures and practical approach for teaching ANAT. , ANAT. II and HIST and only theoretical lectures for EMB.
2. Collection of some information from textbooks or online internet and providing report on them
3. Quizzes
4. Oral discussion during lectures or practical lab

Assessment methods

1. Written theoretical examinations (mid-term, final of term).
2. Written practical examinations (mid-term, final of term).
3. Quizzes
4. Reports

Course assessment weight for annual system (100%) for ANAT. I, ANAT. II and HIST.

First semester		Second semester		Final examination	
Theoretical	Laboratory	Theoretical	Laboratory	Theoretical	Laboratory

15%	10%	15%	10%	20%	30%

Course assessment weight for annual system (100%) for EMB

Second semester	Final examination
50%	50%

C. Thinking Skills

C1. Performing practical examination and diagnosis as well as drawing of the histological slides of different tissues and organs

C2. How to use the microscope perfectly

C3. photography of the organs grossly and microscopically

C4. Using power point to show slides of tissues and organs

Teaching and Learning Methods

Involvement of students in the scientific discussion during the practical and theoretical lectures

Assessment methods

1. Regular practical quizzes

2. preparing assignment (report)

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

D1.good communication

D2.use new technology

D3.how to write report on specific scientific related subject to the course

D4.

11. Course Structure Poultry disease , pathology and Morbid Anatomy:					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-2	4		Gumboro Disease Newcastle Disease Avian influenza Viral arthritis	Theoretical lecture	Written examination
3-4	4		Mareks Disease Lymphoid leukosis Avian encephalomyelitis Infectious stunting syndrome	Theoretical lecture	Written examination
5-6-7	6		Pox Disease Adeno virus diseases (EDS,HHS,IBH) CIA	Theoretical lecture	Written examination
8	2		SEMESTER EXAM	Theoretical lecture	Written examination
9-10	4		Infectious Bronchitis ILT Duck viral hepatitis	Theoretical lecture	Written examination
11-12-13	6		Mycoplasma diseases Fowl cholera disease Infectious coryza disease	Theoretical lecture	Written examination
1	4		Poultry house Cleaning and disinfection poultry house	Practical lecture	Written examination
2	8		Anatomy and examination Case history	Practical lecture	Written examination
3	8		Vaccination program Poultry nutrition	Practical lecture	slide examination
4	8		Newcastle Disease Avian influenza	Practical lecture	slide examination

5	8		Gumboro Disease Viral arthritis	Practical lecture	slide examination
6	8		Mareks Disease Lymphoid leukosis	Practical lecture	slide examination
7	8		Avian encephalomyelitis Infectious stunting syndrome	Practical lecture	slide examination
8	8		Pox Disease CIA	Practical lecture	slide examination
9	8		Adeno virus diseases (EDS,HHS,IBH)	Practical lecture	slide examination
10	8		SEMESTER EXAM	Practical lecture	slide examination
11	8		Infectious Bronchitis ILT Duck viral hepatitis	Practical lecture	slide examination
12	8		Mycoplasma diseases	Practical lecture	slide examination
13	8		Fowl cholera disease Infectious coryza disease	Practical lecture	slide examination
١	1		Introduction to pathology: Definition and terms in pathology Cell injury: Causes of cell injury: reversible and irreversible and cellular adaptation.	Theoretical lecture	Written examination
2	1		Cell injury Degeneration and types of degeneration: 1-acute cell swelling	Theoretical lecture	Written examination

			degeneration 2-hydropic (vacuolar) degeneration 3-Fatty degeneration 4-Hyaline degeneration 5-Fibrinoid degeneration		
3	1		Amyloidosis: - Definition of Amyloid - Origin, chemical nature and classification of Amyloid -Pathogenesis -gross and microscopic appearance	Theoretical lecture	Written examination
4	1		Necrosis and apoptosis: Mechanisms and types of necrosis Sequel of necrosis and gangrene Apoptosis: Mechanisms and pathology, morphology and microscopic	Theoretical lecture	Written examination
5	1		Pigmentation: Types of pigments: endogenous and exogenous pigments Mineralization	Theoretical lecture	Written examination

			Calcification Gout		
6	1		Disturbance of circulation Hyperemia and congestion Edema Thrombus and embolism Atherosclerosis Shock	Theoretical lecture	Written examination
7	1		Disturbance of growth Atrophy, Hypoplasia Hypertrophy, Hyperplasia Metaplasia Aplasia, Agenesis Anomalies and transformations	Theoretical lecture	Written examination
	1		Mid-Term Examination 8th week		Written examination
8	1		Inflammation Pathogenesis of inflammation Stages of inflammatory responses 1- Acute inflammatory response Chemical mediators in	Theoretical lecture	Written examination

			inflammation, Types of inflammatory cells and exudates (catarrhal, mucinous, fibrinous, suppurative (purulent),		
9	1		2- Chronic inflammatory response Pathogenesis Types of chronic inflammatory cells Types of exudates Granulomatous inflammatory response	Theoretical lecture	Written examination
10	1		Fate of chronic inflammation Healing and repair granulation tissue and fibrous connective tissue	Theoretical lecture	Written examination
11	2		Immunopathology General features of immune system Innate immunity (nonspecific immunity) Adaptive immunity (specific immunity) Disorders of immune system	Theoretical lecture	Written examination
12	2		Neoplasia and Tumor	Theoretical	Written examination

			biology/ Part one Definition, nomenclature, Tumor characterization (benign and malignant tumors)	lecture	
13	1		Neoplasia and Tumor biology/ Part two Carcinogenesis Tumor spread	Theoretical lecture	Written examination
1	1		TB,LeptospirosiS	Theoretical lecture	Written examination
2	1		Actinomycosis and actinobacillosis	Theoretical lecture	Written examination
3	1		Colibacillosis ,CBPP		Written examination
4	1		FMD	Theoretical lecture	Written examination
5	1		Listeriosis	Theoretical lecture	Written examination
6	1		Sheep Pox	Theoretical lecture	Written examination
8	1		Contagious acthyma	Theoretical lecture	Written examination
9	1		Black disease	Theoretical lecture	Written examination
10	1		Black leg disease		Written examination
11	1		Anthrax	Theoretical lecture	Written examination
12	1		Brucellosis	Theoretical lecture	Written examination
13	1		Malignant catarrhal	Theoretical	Written examination

			diarrhea	lecture	
14	1		Babesiosis	Theoretical lecture	Written examination
15	1		Anaplasmosis	Theoretical lecture	Written examination
1	1		Post mortem necropsy for large animal	Practical lecture	slide examination
2	1		Post mortem necropsy for small animal	Practical lecture	slide examination
3	1		slides for TB,LeptospirosiS	Practical lecture	slide examination
4	1		slides for Actinomycosis and actinobacillosis	Practical lecture	slide examination
5	1		slides for Colibacillosis ,CBPP slides for	Practical lecture	slide examination
6	1		slides for FMD	Practical lecture	slide examination
8	1		slides for Listeriosis	Practical lecture	slide examination
9	1		slides for Sheep Pox	Practical lecture	slide examination
10	1		slides for Contagious Ecthyma	Practical lecture	slide examination
11	1		slides for Black disease	Practical lecture	slide examination
12	1		slides for Black leg disease	Practical lecture	slide examination
13	1		slides for Anthrax	Practical lecture	slide examination
14	1		slides for Brucellosis	Practical lecture	slide examination
15	1		slides for Malignant catarrhal diarrhea, Babesiosis	Practical lecture	slide examination
15	1		slides for Anaplasmosis ,Theleriasis	Practical lecture	slide examination

11. Course Structure

ANAT. II:

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
	20		Digestive system	Theoretical lecture	Written examination
	10		Respiratory system:	Theoretical lecture	Written examination
	12		Lymphatic system	Theoretical lecture	Written examination
	12		Nervous system	Theoretical lecture	Written examination
	6		Sense organs	Theoretical lecture	Written examination
	3		General description of the skull	Practical lecture	Spot examination
	3		Cranial cavity, nasal cavity, hyoid bone, mandible	Practical lecture	Spot examination
	3		Skull comparative, paranasal sinuses	Practical lecture	Spot examination
	3		Cervical vertebrae, comparative	Practical lecture	Spot examination
	3		Superficial dissection of face region (muscles, nerves, arteries, veins)	Practical lecture	Spot examination
	3		Deep dissection of face region (muscles, nerves, arteries, veins, parotid-	Practical lecture	Spot examination

			auricular region, buccal region, mental region)		
	3		Dissection of oral cavity with its contents (comparison), muscles of hyoid bone, muscles & papillae of the tongue	Practical lecture	Spot examination
	3		Dissection of pharynx (divisions, muscles, openings, muscles of soft palate, muscles of mastication)	Practical lecture	Spot examination
	3		Dissection of nasal cavity with its contents (comparison), larynx (laryngeal cartilages, muscles & cavities), blood & nerve supply of the larynx	Practical lecture	Spot examination
	3		The eye (tunics, muscles, nerves, chambers)	Practical lecture	Spot examination
	3		The brain, cranial & spinal meninges, parts of brain, cranial nerves	Practical lecture	Spot examination
	3		Dissection of neck region (lateral & ventral surfaces) including chief veins, nerves, arteries, muscles, thyroid	Practical lecture	Spot examination

			gland, lymph nodes, trachea, esophagus		
	3		Dissection of neck region (dorsal & lateral surfaces) including chief muscles & nerves	Practical lecture	Spot examination
	3		Dissection of thorax, thoracic fascia, muscles of thoracic wall, respiratory muscles, internal thoracic fascia, pleura, pulmonary ligament, thymus, lung comparative, trachea, bronchial tree	Practical lecture	Spot examination
	3		Nerves in thoracic cavity (phrenic , vagus, sympathetic chain), pericardium, cranial & caudal vena cava, vena azygos, longus coli muscle, transverses thoracic muscles	Practical lecture	Spot examination
	3		Aortic arch, common Brachiocephalic trunk with its branches, thoracic aorta with its branches	Practical lecture	Spot examination
	3		Diaphragm (parts, hiatuses)	Practical lecture	Spot examination
	3		Viscera: stomach (comparative)	Practical lecture	Spot examination

	3		Viscera: small intestine (comparative)	Practical lecture	Spot examination
	3		Viscera: large intestine (comparative)	Practical lecture	Spot examination
	3		Viscera: liver & its ligaments (comparative)	Practical lecture	Spot examination
	3		Lymph centers in abdominal cavity, spleen	Practical lecture	Spot examination
	3		Abdominal aorta with its branches, distribution of autonomic nervous system in region behind diaphragm	Practical lecture	Spot examination
	3		Terminal branches of abdominal aorta in pelvic cavity with autonomic nerves in it	Practical lecture	Spot examination
	3		Dissection of abdominal wall (muscles & nerves)	Practical lecture	Spot examination
			Avian anatomy	Practical lecture	Spot examination

11. Course Structure

HIST:

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
	5		Cytology	Theoretical lecture	Written examination
	4		The blood and myeloid tissue	Theoretical lecture	Written examination
	5		Nervous Tissue	Theoretical lecture	Written examination
	3		Cartilage and bone	Theoretical lecture	Written examination
	3		Cardiovascular system	Theoretical lecture	Written examination
	3		Lymphatic system	Theoretical lecture	Spot examination
	3		Respiratory system	Theoretical lecture	Spot examination
	4		Skin	Theoretical lecture	Spot examination
	8		Digestive system	Theoretical lecture	Spot examination
	3		Urinary system	Theoretical lecture	Spot examination
	4		Endocrine system	Theoretical lecture	Spot examination
	4		Male reproductive system	Theoretical lecture	Spot examination
	6		Female reproductive system	Theoretical lecture	Spot examination

	4		Sensory organs	Theoretical lecture	Spot examination
	3		General information to the students, their positions in the laboratory, how to use & take care of microscopes, general structure of the cell, nerve cell, different type of cells.	Practical lecture	Spot examination
	3		Glycogen granules, mitochondria, Golgi complex, Nissl bodies.	Practical lecture	Spot examination
	3		Different types of epithelial tissue (simple & stratified).	Practical lecture	Spot examination
	3		Connective tissue proper: reticular C.T., adipose C.T., elastic C.T., white fibrous C.T., cells of the C.T.	Practical lecture	Spot examination
	3		Muscular tissue (striated muscle, smooth muscle, cardiac muscle), supportive C.T. (elastic cartilage, hyaline cartilage, fibrocartilage).	Practical lecture	Spot examination
	3		Compact bone, decalcified, cancellous bone, bone developing.	Practical lecture	Spot examination
	3		Nervous tissue: myelinated nerve fibers, nerve trunk, spinal ganglion, sympathetic ganglion, Pacinian corpuscle, motor end plate.	Practical lecture	Spot examination

	3		Blood cells: WBC, RBC, blood platelets.	Practical lecture	Spot examination
	3		Blood smear: preparation, staining & differential count of WBCs	Practical lecture	Spot examination
	3		Bone marrow.	Practical lecture	Spot examination
	3		Lymphatic system: lymph node, thymus, spleen, palatine tonsil, pharyngeal tonsil.	Practical lecture	Spot examination
	3		Cardiovascular system: aorta (elastic artery), medium-sized muscular artery, small artery, small vein, medium-sized vein, large vein (vena cava), wall of heart (purkinje fibers), semilunar valves.	Practical lecture	Spot examination
	3		Tongue structure, lingual papillae.	Practical lecture	Spot examination
	3		Salivary glands: parotid, sublingual, submaxillary, esophagus.	Practical lecture	Spot examination
	3		Fundic gland region of stomach, pyloric gland region of stomach, rumen, reticulum, Omasum.	Practical lecture	Spot examination
	3		Small intestine: duodenum, jejunum, ileum, large intestine, recto-anal canal	Practical lecture	Spot examination

	3		Liver, gall bladder, pancreas	Practical lecture	Spot examination
	3		Respiratory system: larynx, trachea, lung	Practical lecture	Spot examination
	3		Endocrine glands: hypophysis (pituitary gland), adrenal gland, thyroid gland, parathyroid gland	Practical lecture	Spot examination
	3		Urinary system: kidney, ureter, urinary bladder	Practical lecture	Spot examination
	3		Male genital system: testis, epididymis, vas deferens	Practical lecture	Spot examination
	3		Female genital system: ovary, corpus luteum, uterine tubes, uterus (secretory & proliferative phases)	Practical lecture	Spot examination
	3		Hairy skin, including hair follicles & sebaceous glands	Practical lecture	Spot examination
	3		Eye: cornea, retina	Practical lecture	Spot examination
	3		Ear: cochlea, Corti organ	Practical lecture	Spot examination
	3		Mammary gland (active & inactive)	Practical lecture	Spot examination

11. Course Structure
EMB:

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
	1		Introduction, oogenesis, spermatogenesis	Theoretical lecture	Written examination
	1		Fertilization, cleavage, implantation	Theoretical lecture	Written examination
	1		Trilaminar embryonic disc	Theoretical lecture	Written examination
	1		Placentation with classification	Theoretical lecture	Written examination
	1		Development of cardiovascular system	Theoretical lecture	Written examination
	1		Development of Urogenital system	Theoretical lecture	Written examination
	1		Development of body cavities	Theoretical lecture	Written examination
	1		Development of digestive system	Theoretical lecture	Written examination
	1		Development of respiratory system	Theoretical lecture	Written examination
	1		Development of nervous system	Theoretical lecture	Written examination

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	1. Course Notes (by staff members) 2. Dellmann, H. D. 1998. Textbook of Veterinary Histology. 5th Ed. Lippincott, Williams and Wilkins, USA. **(HIST)** 3. Bacha, W.J. and L. M. Bacha. 2000. Color Atlas of Veterinary Histology, Lippincott William and Wilkins, USA.**(HIST)** 4. Lee and Febiger, Banks, W.J., 1992. Applied Veterinary Histology. (3rd Ed). Williams and Willkins, Baltimore.**(HIST)** 5. Veterinary Developmental Anatomy-Veterinary Embryology, 2011**. (EMB)** 6. langman's medical embryology 9th ed. **(EMB)** 7. A Text Book of Veterinary Anatomy By Robert Getty. **(ANAT . I, ANAT. II)**
Special requirements (include for example workshops, periodicals, IT software, websites)	Laboratory devices and tools Data show, screen, microscopes. Dissecting of animals and view the different organs and system of domestic animals. Using latex injection method for studying g the

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

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

TEMPLATE FOR TYPICAL SITE VISIT CHEDULE

1. The typical site visit schedule is designed for two or three days. It includes pre-arranged meetings. The responsibility for arranging these meetings and fitting the template to the circumstances rests with the Universities Quality Assurance and University Performance departments

2. Site visits will normally commence at 09:00 on day 1. Start times of pre-arranged meetings are indicated. Pre-arranged meetings should not normally last more than one hour. The schedule should not completely fill all times with meetings, but leave space for additional activities by peer reviewers including preparing for meetings, updating notes and records and drafting paragraphs for the draft Programme Review report

Table (1)

Session	Time	Activity
Day 1		
1	09:00	Welcome and introductions; brief introduction to the review (purposes, intended outcomes, use of evidence and self-evaluation report) – Programme Team
2	09:30	Curriculum; discussion with faculty members
3	11:00	Meeting with a group of students
4	12:30	Efficiency: tour of resources
5	14:00	Review panel meeting: scrutiny of additional documentation including sample of students' assessed work
6	15:00	Efficiency: meeting with faculty members
7	16:00	Review panel meeting: review of the evidence and any gaps or matters to follow-up
8	17:00	Meeting with external stakeholders (sample of graduates, employers, other partners)
Day 2		
9	08:45	Review meeting with review chairperson, review coordinator, programme leader: summary of day 1 findings, addressing any gaps, adjust the schedule for day 2 if required
10	09:00	Academic standards: meeting with faculty members
11	10:30	Effectiveness of quality management and assurance: meeting with faculty members
12	12:00	Review panel meeting: review of evidence and any matters still to be addressed
13	14:00	Flexible time to pursue any matters arising
14	14:30	Review panel final meeting: decisions on outcomes and drafting oral feedback
15	16:30	Oral feedback by review chairperson to review coordinator and faculty members
	17:00	Close

TEMPLATE FOR THE FOLLOW-UP PROCESS

AND REPORT, AND OUTLINE OF TYPICAL SITE VISIT SCHED-ULE FOR FOLLOW-UP

TEMPLATE FOR FOLLOW-UP REPORT

Quality Assurance and Academic Accreditation Directorate / International Accreditation Department.

Institution: **BAGHDAD UNIVERSITY**

Faculty: **COLLEGE OF VETERINARY MEDICINE**

Programme: **Bachelor in Veterinary Medicine & Surgery**

Follow-up Report

1. This report presents the findings of the follow-up visit, which took place on / /20__. This is part of the Universities Quality Assurance and University Performance departments arrangements to provide continuing support for the development of internal quality assurance processes and continuing improvement

2. The purposes of the follow-up review are to assess the progress made in the programme since the Programme Review report, and to provide further information and support for the continuing improvement of academic standards and quality of higher education in Iraq.

3. The evidence base used in this follow-up review and report includes:

z) Self-Evaluation Report for the programme together with supporting information

aa) Improvement plan prepared and implemented since the Programme Review report

bb) Programme Review Report

cc) Higher Education Quality Review Report and institutional strategic plan (if any)

dd) Additional evidence presented during the follow-up visit.

4. The overall conclusions reached as the outcome of the follow-up review are as follows:

p) The programme (give title) at (give name of institution) has/has not successfully implemented an improvement plan.

q) Good practice in the indicators demonstrated since the Programme Review site visit includes: (insert)

r) Matters of particular importance that should be addressed by the institution in its
continuing improvement of the programme are: (insert and indicate if they are, or as yet are not, addressed by the improvement plan).

5. The detailed report is provided in Annexure A below.

Annexure A

Name of Institution_____

Date of initial Programme Review site visit_____

Date visited in follow-up _____

Date of follow-up report _____

Names of follow-up reviewers Position/title Signed

Part 1: The Internal Quality Assurance System in operation				
	Questions	**Yes? (√)**	**Comment**	**Further action required?**
1	Is the programme Self- Evaluation Report complete?			
2	Do the most recent self-evaluation reports indicate the extent to which the criteria in the Framework for Evaluation are met and/or are being addressed?			
3	Is there an improvement plan in place, informed by external and internal review?			
4	Are there any major gaps that appear not to be addressed?			
5	Is progress with the improvement plan monitored?			
6	Are there any major obstacles to the expected achievementof the improvement plan?			
7	What is the institution's estimate of the time needed to complete improvements to the programme?			
8	What is the reviewers' assessment of the time needed to complete improvements to the programme that would demonstrate the indicators?			

Part 2: Progress demonstrated with the indicators			
Indicators (refer to Framework of Evaluation)	Improvement plan points (comment on match with the Programme Review report's recommendations)	New information from follow-up site visit	Overall conclusion
<u>Curriculum</u> Aims and ILOs Syllabus (content) Progression year on year Teaching and Learning Student assessment			
<u>Efficiency</u> Profile of admitted students Human resources Physical resources Uses made of available resources Student support Ratios of graduation to admitted students			

Academic Standards Clearly articulated standards Use of appropriate benchmarks Achievement of graduates Standards of students' assessed work			
Programme management and Assurance Arrangements for programme management Policies and procedures applied Structured comments collected and used Staff development needs identified and addressed Improvement planning processes working			

CRITERIA FOR A SUCCESSFUL REVIEW AND EVALUATION OF THE PROCESS

CRITERIA FOR A SUCCESSFUL REVIEW

1. The criteria for a successful review that informs the arrangements for Programme Review and its evaluation are as follows:

   li. The programme being reviewed is supported by existing or developing internal systems including specifications and review with a culture of self-evaluation and continuing improvement. These features of internal review provide a sound basis for the external review.

   lii. The timing of the external review is appropriate.

liii. The profile of the visiting peer review panel matches in broad terms the profile of the academic activities in the institution.

liv. There is due attention to detail in planning and preparation, by -

a. The Quality Assurance and Academic Accreditation Directorate applies consistently its procedures for working with the institution and the reviewers and provides appropriate support for the external review as required

b. The review coordinator: ensures that the evidence base generated by internal review and reporting systems is available on time to the visiting peer reviewers, and any requirements for clarification and supplementary information are satisfied

c. The institution: provides a self-evaluation report for the programme to be externally reviewed

d. The peer reviewers: undertake their preparation for the visit including reading the advance documentation and preparing initial commentaries that inform the conduct of the visit

lv. There is consistency in the application of the published review method and the protocols by all participants in a way that respects and supports the mission and philosophy of the overall process for continuing review and continuing improvement.

lvi. Reviewers and representatives of the institution conduct an open dialogue throughout the review that shows mutual respect.

lvii. The judgements reached by the reviewers are clear, based on the evidence available and systematically recorded.

lviii. The review report is produced on time in line with the standard report structure and is confirmed by the institution to be factually accurate.

lix. The set of conclusions arising from the review are constructive, offering a fair and balanced view of the programme.

lx. The institution is able to benefit from the external review by giving due reflection and consideration to the findings and preparing where appropriate a realistic improvement plan

EVALUATION

2. The Quality Assurance and Academic Accreditation Directorate wishes to establish and implement procedures for the systematic evaluation of all external Programme Reviews arranged by it. The institution, the review chairperson and the peer reviewers will all routinely be asked to evaluate each external review by completing a short questionnaire. The structured comments will be analysed by the Quality Assurance and Academic Accreditation Directorate and where necessary the Quality Assurance and Academic Accreditation Directorate will take action to follow-up any difficulties highlighted. In addition, the Quality Assurance and Academic Accreditation Directorate will collate the structured comments to compile regular summary reports indicating the main features of the review process in practice, including the overall levels of satisfaction expressed by the participants, together with examples of good practice and opportunities for continuing improvement.

GLOSSARY OF TERMS IN PROGRAMME RE-VIEW

DEFINITIONS OF TERMS USED IN THE PROGRAMME REVIEW HANDBOOK

Some of the terms used in the Handbook and/or used in internal and external review and reporting may have different meanings according to the context in which they are used. To remove possible ambiguities, the following working definitions of the terms are offered.

ADEMIC FIELDS/SUBJECT AREAS/DISCIPLINES

Academic fields categorise recognisable and coherent domains or the scope of study such as Mathematics, Medicine, Engineering and Philosophy. Fields that have a wide scope are often subdivided; for example, Humanities include subjects like History and Literature and Arts may include separate disciplines of Fine Arts and Photography. The curriculum of some programmes may combine academic fields, or may include different subjects and disciplines such as Mathematics in Engineering or Accountancy in Business Administration.

ACADEMIC STANDARDS

Specific standards decided by the institution, and informed by external reference points. They include the minimum or threshold level of knowledge and skills to be gained by the graduates from the programme, and can be used in evaluation and review.

ACCREDITATION

The recognition accorded by an agency or other organisation to either an education programme or to an institution to confirm that it can demonstrate that the programme(s) meet acceptable standards and that the institution has effective systems to ensure the quality and continuing improvement of its academic activities, according to published criteria.

ACTION OR IMPROVEMENT PLANS

Realistic plans for improvement derived from the consideration of available evidence and evaluations; they may be implemented for more than one year, but should be prepared and reviewed annually at each level of courses, programmes and the institution.

ADMITTED STUDENTS

Students registered on a programme, including those accepted holding prior credits for admission after year 1.

BENCHMARK/REFERENCE POINTS

Benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given academic field or subject. Reference standards may be external or internal. External reference points allow comparison of the academic standards and quality of a programme with equivalent programmes in Iraq and internationally. Internal reference points may be used to compare one academic field with another, or to identify trends over a given time period.

COMMUNITY

A defined segment of wider society served by the institution, as determined in its mission and bylaws. It may be defined geographically or in terms of the range of organizations, groups and individuals engaged in its activities.

COURSE AIMS

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant and assessable qualities. They should contribute to the achievement of defined aims within one or more education programmes.

CURRICULUM OR (IN THE PLURAL) CURRICULA

The complete organised learning as designed and managed by an institution for an admitted student, determined by the intended learning outcomes (ILOs) and comprising the content, the arrangements for teaching and learning and assessments of students' achievements together with the access to the range of facilities available within the University and, by arrangement, outside it, including libraries, computers studies, social, sports, internships and field studies.

DIRECTED SELF-LEARNING/INDEPENDENT LEARNING

The active promotion of personal skills included in the curriculum that support the student and graduate to seek, assimilate and learn from a range of structured and unstructured experiences. Methods of promotion include e-learning, personal and autonomous learning and fieldwork, assignments, internships, and reflexive learning. Devices commonly used that support directed self-learning beyond formal teaching lectures include logbooks, self-assessment reports, interactive learning tools or the equivalent.

E-LEARNING

Electronic-based learning using information technology may be the primary or secondary element in material associated with a programme or a course. It may be stand-alone or integrated with other teaching and learning approaches. It may include self-determination

of aims, ILOs and materials using self-selection and will usually include self-assessment. It generally increases the levels of autonomy in, and responsibility for, learning. Converting existing texts or lecture notes to a website or pre-recorded media alone is generally not considered to be e-learning.

EXTERNAL EVALUATOR/EVALUATION

An appointment to a specific programme, part of a programme or course(s) by the institution to establish an independent and external professional opinion on the academic standards set and achieved in the examinations for the award of the degree.

FRAMEWORK FOR EVALUATION

The framework for evaluation provides a standard structure for evaluation of programmes. It will form the basis for self-evaluation, the site visit by external peer reviewers and the Programme Review report. It is designed to operate in all academic fields and institutions, and to apply to internal and external reviews.

GENERAL PRECEPTS/BY-LAWS

Principles, by-laws and regulations, which the educational institution must have as part of the policies covering its operations.

HIGHER EDUCATION INSTITUTE (HEI)/INSTITUTION

A Faculty, College or University providing higher education programmes leading to a first university degree (B.Sc. or B.A.) or a higher degree.

INTENDED LEARNING OUTCOMES (ILOS)

The ILOs are the outcome-related definition of knowledge, understanding and skills which

the institution intends for its programmes. They should be mission-related, capable of measurement (assessable) and reflect the use of external reference standards at appropriate

level.

INTERNAL SYSTEM FOR QUALITY MANAGEMENT AND ASSURANCE

The system adopted by the institution to ensure that its education programmes and contributing elements meet specified needs and are continually reviewed and improved. An outcomes-related system of quality management involves precise specifications for quality from design to delivery; evaluation; the identification of good practice as well as of learning deficiencies and obstacles; performance follow-up; suggestions for development and enhancement; and the systematic review and development of processes for establishing effective policies, strategies and priorities to support continuing improvement.

JOB/LABOUR MARKET

The availability of professional, commercial, research-oriented or other fields of employment that a graduate is qualified to join upon graduation.

MISSION STATEMENT

A brief statement clearly identifying the educational institution's duty and its role in the development of the community; a mission statement may also offer brief supporting statements on the vision, values and strategic objectives of the institution.

PEER REVIEWER

A person who is professionally equal in calibre and with management and/or subject expertise to those delivering the provision, but not from the same institution and without any conflict of interest, who can contribute to the review of an education programme for internal and external quality assurance or for accreditation purposes.

PROGRAMME

For the purpose of Programme Review an education programme is defined as one which admits students who, on successful completion, receive an academic award.

PROGRAMME AIMS

The broad purposes for providing the programme which in turn guide the development and

implementation of strategic objectives (to ensure that the aims are met) and ILOs (to ensure that the students work towards attaining the specified outcomes).

PROGRAMME REVIEW

Programme Review applies to all education programmes in all higher education institutions.

Where the programme is studied in more than one institution, the whole programme is included in Programme Review. Programme Review in Iraq has three objectives:

16) To provide decision-makers (in the higher education institutions, Quality Assurance and Academic Accreditation Directorate , parents, students, and other stakeholders) with evidence-based judgements on the quality of learning programmes
17) To support the development of internal quality assurance processes with information on emerging good practice and challenges, evaluative comment and continuing improvement
18) To enhance the reputation of Iraq's higher education internationally.

QUALITY ASSURANCE

The institution has the means of assuring that for each education programme, academic standards are defined and achieved in line with equivalent national and international standards, that the quality of the curriculum and related infrastructure are appropriate and fulfil the expectations of the range of stakeholders, that its graduates represent the range of

attributes specified and that the organisation is capable of sustained, continuing improvement.

REVIEW COORDINATOR

The nominee of an institution to coordinate a Programme Review to assist in the gathering and interpretation of information and to support the application of published methods of review.

REPORT

The regular reports prepared on the basis of Programme Reviews and evaluations of its education programme.

SELF-EVALUATION

n institution's process of evaluating a programme as part of Programme Review and within an internal system of quality management and assurance.

SITE VISIT

A scheduled visit by external peer reviewers as part of Programme Review. Normally the site visit will be for two or three days. A typical outline timetable is provided in Appendix(1).

SPECIFICATION

The detailed description of the aims, construction and intended outcomes of a programme, and any courses, specific facilities or resources that contribute to it. The specification provides information to design, manage, deliver and review the programme.

STAKEHOLDER

Those organisations, groups or individuals which have a legitimate interest in the educational activities of the institution both in respect of the quality and standards of the education and also in respect of the effectiveness of the systems and processes for assuring the quality. An effective strategic review process will include the key stakeholder groups. The precise range of stakeholder groups and their differentiated interests depend upon the mission of the institution, its range of educational activities and local circumstances. The range is usually defined by a scoping study. Examples of groups with a legitimate interest include current students, graduates, intending students and their parents or family, staff in the institution, the employing community, the relevant Government ministries, the sponsors and other funding organisations and, where appropriate, professional organisations or syndicates.

STRATEGIC OBJECTIVES/PLANS

A collection of institution-specific objectives that are derived from its mission and developed into a realistic plan based on evidence-based evaluations. Objectives concentrate on the means by which an institution seeks to deliver its mission. The plan sets out the matters to be addressed, timeframe, person responsible and estimate of costs, and is accompanied by an implementation plan with arrangements for monitoring the progress and evaluating impact.

STUDENTS'ASSESSMENT

A set of processes, including examinations and other activities conducted by the institution to measure the achievement of the intended learning outcomes of a programme and its courses. Assessments also provide the means by which students are ranked according to their achievement. Diagnostic assessment seeks to determine the existing range of knowledge and skills of a student with a view to constructing an appropriate curriculum. Formative assessment provides information on the student's performance and progress to support further learning, without necessarily counting a grade towards graduation. Summative assessment determines the final level of attainment of the student on the programme or at the end of a course that contributes credits to the programme.

STUDENTS' EVALUATIONS

The systematic gathering of students'opinions on the quality of their programme in a standardized structure together with the analysis and outcomes. Surveys using questionnaires are the most frequently used methods to collect opinions; other mechanisms include websites conferences, panels or focus groups, and representation on councils or other committees.

TEACHING AND LEARNING METHODS

The range of methods used by teachers to help students to achieve the ILOs for the course.

Examples include: lectures, small group teaching such as tutorials, seminars and syndicate

groups; a case study to teach students how to analyse information and reach a decision; assignments such as writing a review paper for the students to gain the skills of self-learning and presentation; field trips; practical sessions for the students to gain practical skills; and carrying out experiments to train the students to analyse the results, reach specific conclusions and prepare a report, presentation or poster.

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

Academic Program Specification Form For The Academic Year 2021-2022

Universitiy: University of Baghdad
College : College of Veterinary Medicine
Departments In The College : Anatomy

Dean ' s Name
Date : 15 / 5 / 2022
Signature

Dean ' s Assistant For Scientific Affairs
Date : 13 / 4 / 2022
Signature

The College Quality Assurance And University Performance Manager
Date : 12 / 4 / 2022
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: Anatomy, Histology & Embryology

PROGRAMME SPECIFICATION

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

1. Teaching Institution	Ministry of Higher Education and Scientific research
2. University Department/Centre	University of Baghdad/ College of Veterinary Medicine/ Department of Anatomy, Histology & Embryology
3. Programmed Title	Bachelor in Veterinary Medicine & Surgery
4. Title of Final Award	Bachelor in Veterinary Medicine & Surgery
5. Modes of Attendance offered	Two terms / year
6. Accreditation	
7. Other external influences	None
8. Date of production/revision of this specification	
9. Aims of the Programme	
A. The program established a set of academic standards that veterinary students should fulfill before their graduation. The aim of these standards is to ensure the	

acquirement of the minimum required professional skills by the students before their graduation
B. The programme provides, in early years, a broad – based knowledge and understanding of the range of biomedical subjects

10. Learning Outcomes, Teaching, Learning and Assessment Methods
H. Knowledge and Understanding A1. Knowledge of basic concepts in animal anatomy of different organs & systems A2. Knowledge of basic concepts in animal histology of different organs & systems A3. Knowledge of basic concepts in animal development (Embryology) of different organs & systems A4. A5. A6.
B. Subject-specific skills B1.Provide skill in identifying grossly different organs and systems of different domestic animals B2. Provide skill in identifying the histological sections of different organs and systems of different domestic animals

B3. Provide skill in identifying the developmental events of different organs and systems of different domestic animals

Teaching and Learning Methods

1. Establishment grossly of a clear mission for each of the organs and systems of each domestic animal.
2. Establishment histologically of a clear mission for each of the organs and systems of each domestic animal.
3. Establishment Embryologically of a clear mission for each of the organs and systems of each domestic animal.
4. Using of recent methods in teaching of the students
5. Methods of student's assessments

Assessment methods

1. Written Examination (theoretical & practical)
2. Oral examination
3. Assignments (reports preparation)

C. Thinking Skills

C1.The ability to achieve commitment and responsibility and leadership toward

excellence and creativity in the

C2.

C3.

C4.

Teaching and Learning Methods

1. lectures

2. Practical sections

3. Discussion

4. Quizzes

5. Report assignments

6. oral practice

7. data show and power point show

Assessment methods

1. written examinations

2. oral examination

3. Quiz examination

4. Report assignment preparation

5. Attendances

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

D1.Acquire the skills to laboratory tools such as microscopes and examination of histological section slides

D2. Acquire the skills to dissect and diagnose grossly the different organs and systems of the domestic animals

D3.

D4.

Teaching and Learning Methods

2. Practical sections

3. Discussion

4. Quizzes

5. Report assignments

6. oral practice

7. data show and power point show

Assessment Methods
1. written examinations 2. oral examination 3. Quiz examination 4. Report assignment preparation 5. Attendances

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
First	Anatomy Animal management Chemistry Computer Biology English language	**ANAT. I** ANM CHM1401 COM BIO ENG		Bachelor Degree Requires (x) credits
Second	Anatomy Histology Animal nutrition Biochemistry Physiology	**ANAT. II** **HIST** **EMB** ANN BCH2402 PHY2502		

	Genetics			
Third	Microbiology Pathology Parasitology Pharmacology immunology	MIC PAT PAR PHR3402 IMN		
Fourth	-Surgery -Poultry diseases- -Clinical pathology -Theriogenology -Medicine -Infectious diseases & epidemiology	SUR POU CLP THE MED INF		
Fifth	-Clinic -Veterinary public -- health -Fish diseases -Obstetric -Surgery -Research project	CLN VPH FDS OBS SUR RES		

13. Personal Development Planning
Prepare a generation able to follow up to date and new knowledge in the veterinary fields. Conduct themselves in a professional manner with regard to the veterinarian's professional and legal responsibilities and understand and apply the ethical codes. Promote and maintain a good professional relationship with clients and colleagues, developing common trust and respecting their professional views and confidentially
14. Admission criteria .
According to central acceptance programme of ministry of higher education and scientific research
15. Key sources of information about the programme

1. Establishment of a clear mission and vision for the faculty to ensure the main objectives of the intended development programme

2.Reference to the instructions regarding Baghdad University vocabulary curriculum and instruction exams

Curriculum Skills Map																			
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																			
				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	
2. University Department/Centre	Baghdad University/College of Veterinary Medicine/ Anatomy department
3. Course title/code	1. Anatomy/First class (ANAT. I) 2. Anatomy/Second class (ANAT. II) 3.Histology/second class (HIST) 4. Embryology (EMB)
4. Programme(s) to which it contributes	Bachelor in General Veterinary Medicine & Surgery

5. Modes of Attendance offered	Compulsory
6. Semester/Year	Two semesters/year
7. Number of hours tuition (total)	1. Anatomy/First class (ANAT. I): 2.5 hours theoretical/week, 2 hours practical/week 2. Anatomy/Second class (ANAT. II) 2 hours theoretical/week, 3 hours practical/week 3.Histology/second class (HIST) 2 hours theoretical/week, 3 hours practical/week 4. Embryology (EMB): 1 hours theoretical/week
8. Date of production/revision of this specification	1/4/2014
9. Aims of the Course These courses were designated to achieve a general understanding for the first and second class students about:	
A. Normal gross anatomy of different organs and systems of the body of different domestic Animals	

B. Normal microscopic anatomy (histology) of different organs and systems of the body of different domestic animals
C. Normal developmental anatomy (embryology) of different organs and systems of the body of different domestic animals
D. The practical lab portion of these courses will emphasize introductory exercises and skill in identifying normal morphology of the different body organs at both macro and microscopic levels

10· Learning Outcomes, Teaching ,Learning and Assessment Method
H- Knowledge and Understanding A1. The student will have a comprehensive knowledge and understanding on normal structure of the organs and body systems A2. The student will have a comprehensive knowledge and understanding on normal microscopic structure of the organs and body systems A3. The student will have a comprehensive knowledge and understanding on normal developmental events occurred in the organs and body systems A4. A5.

A6 .

B. Subject-specific skills

B1.create a skill and provide knowledge to the student on which improve the ability to diagnose the normal body organs grossly

B2. create a skill and provide knowledge to the student on which improve the ability to diagnose the normal body organs microscopically

B3.improve student ability to use diagnostic tools such as the microscope

Teaching and Learning Methods

1. Theoretical lectures and practical approach for teaching ANAT. , ANAT. II and HIST and only theoretical lectures for EMB.
2. Collection of some information from textbooks or online internet and providing report on them
3. Quizzes
4. Oral discussion during lectures or practical lab

Assessment methods

1. Written theoretical examinations (mid-term, final of term).
2. Written practical examinations (mid-term, final of term).

3. Quizzes

4. Reports

Course assessment weight for annual system (100%) for ANAT. I, ANAT. II and HIST.

First semester		Second semester		Final examination	
Theoretical	Laboratory	Theoretical	Laboratory	Theoretical	Laboratory
15%	10%	15%	10%	20%	30%

Course assessment weight for annual system (100%) for EMB

Second semester	Final examination
50%	50%

C. Thinking Skills

C1. Performing practical examination and diagnosis as well as drawing of the histological slides of different tissues and organs

C2. How to use the microscope perfectly

C3. photography of the organs grossly and microscopically

C4. Using power point to show slides of tissues and organs

Teaching and Learning Methods

Involvement of students in the scientific discussion during the practical and theoretical lectures

Assessment methods

1.Regular practical quizzes

2. preparing assignment (report)

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

D1.good communication

D2.use new technology

D3.how to write report on specific scientific related subject to the course

D4.

11. Course Structure

ANAT. I:

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
	2.5		**Introduction**,	Theoretical lecture	Written examination
	5		**General Osteology**,	Theoretical lecture	Written examination
	5		**Myology**:	Theoretical lecture	Written examination
	6		**General Syndesmology (arthrology):**	Theoretical lecture	Written examination
	6		**Common integument**	Theoretical lecture	Written examination
	8		**Cardiovascular system (heart & arteries):**	Theoretical lecture	Written examination
	3		**Mammary gland:**	Theoretical lecture	Written examination
	5		**Urinary system**	Theoretical lecture	Written examination
	8		**Male genital system**	Theoretical lecture	Written examination
	7		**Female genital system**	Theoretical lecture	Written examination
	5		**Endocrine gland**	Theoretical lecture	Written examination
	2		Bones of thoracic limb &joints, scapula of horse & comparative	Practical lecture	Spot examination

			anatomy		
	2		Humerus & comparative anatomy	Practical lecture	Spot examination
	2		Radius & ulna with comparison	Practical lecture	Spot examination
	2		Carpal, metacarpal & phalanges in horse	Practical lecture	Spot examination
	2		Circulatory system: pericardium, heart, chambers of heart, major vessels of the heart	Practical lecture	Spot examination
	2		Muscles of the shoulder girdle of the sheep	Practical lecture	Spot examination
	2		Lateral surface of shoulder & arm muscles in sheep	Practical lecture	Spot examination
	2		Dissection of intrinsic muscles of shoulder & arm	Practical lecture	Spot examination
	2		Muscles of the forearm & manus (extensor & flexor)	Practical lecture	Spot examination
	2		**Arteries & nerves of the thoracic limb in sheep**	Practical lecture	Spot examination
	2		**Thoracic & lumbar vertebrae, sacrum in horse**	Practical lecture	Spot examination
	2		**Ribs & sternum in horse**	Practical lecture	Spot examination

	2		**Arteries & nerves of the thoracic limb in sheep**	Practical lecture	Spot examination
	2		**Arteries & nerves of the thoracic limb in sheep**	Practical lecture	Spot examination
	2		**Thoracic & lumbar vertebrae, sacrum in horse**	Practical lecture	Spot examination
	2		**Arteries & nerves of the thoracic limb in sheep**	Practical lecture	Spot examination
	2		**Thoracic & lumbar vertebrae, sacrum in horse**	Practical lecture	Spot examination
	2		**Comparative anatomy of the pelvic bone**	Practical lecture	Spot examination
	2		**Comparative anatomy of the femur**	Practical lecture	Spot examination
	2		**Comparative anatomy of the tibia & fibula**	Practical lecture	Spot examination
	2		**Tarsal & metatarsal bones in horse**	Practical lecture	Spot examination
	2		**Muscles of the lion, hip & thigh in sheep**	Practical lecture	Spot examination
	2		**Flexor & extensor muscles of the pelvic limb in sheep**	Practical lecture	Spot examination
	2		**Arteries & sacrolumbar plexus & nerves of the**	Practical lecture	Spot examination

			pelvic limb		
	2		**Inguinal region & mammary gland in sheep**	Practical lecture	Spot examination
	2		**Urinary system (kidneys, ureter & urinary bladder)**	Practical lecture	Spot examination
	2		**Female reproductive system in sheep (ovaries, uterine tube & uterus)**	Practical lecture	Spot examination
	2		**Male reproductive system in sheep (testis & scrotum)**	Practical lecture	Spot examination
	2		**Penis & accessory sex glands**	Practical lecture	Spot examination
	2		**Muscles of the lions, hip & thigh in sheep**	Practical lecture	Spot examination

11. Course Structure

ANAT. II:

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
	20		Digestive system	Theoretical lecture	Written examination
	10		Respiratory system:	Theoretical lecture	Written examination
	12		Lymphatic system	Theoretical lecture	Written examination
	12		Nervous system	Theoretical lecture	Written examination
	6		Sense organs	Theoretical lecture	Written examination
	3		General description of the skull	Practical lecture	Spot examination
	3		Cranial cavity, nasal cavity, hyoid bone, mandible	Practical lecture	Spot examination
	3		Skull comparative, paranasal sinuses	Practical lecture	Spot examination
	3		Cervical vertebrae, comparative	Practical lecture	Spot examination
	3		Superficial dissection of face region (muscles, nerves, arteries, veins)	Practical lecture	Spot examination
	3		Deep dissection of face region (muscles, nerves, arteries, veins, parotid-	Practical lecture	Spot examination

			auricular region, buccal region, mental region)		
	3		Dissection of oral cavity with its contents (comparison), muscles of hyoid bone, muscles & papillae of the tongue	Practical lecture	Spot examination
	3		Dissection of pharynx (divisions, muscles, openings, muscles of soft palate, muscles of mastication)	Practical lecture	Spot examination
	3		Dissection of nasal cavity with its contents (comparison), larynx (laryngeal cartilages, muscles & cavities), blood & nerve supply of the larynx	Practical lecture	Spot examination
	3		The eye (tunics, muscles, nerves, chambers)	Practical lecture	Spot examination
	3		The brain, cranial & spinal meninges, parts of brain, cranial nerves	Practical lecture	Spot examination
	3		Dissection of neck region (lateral & ventral surfaces) including chief veins, nerves, arteries, muscles, thyroid	Practical lecture	Spot examination

			gland, lymph nodes, trachea, esophagus		
	3		Dissection of neck region (dorsal & lateral surfaces) including chief muscles & nerves	Practical lecture	Spot examination
	3		Dissection of thorax, thoracic fascia, muscles of thoracic wall, respiratory muscles, internal thoracic fascia, pleura, pulmonary ligament, thymus, lung comparative, trachea, bronchial tree	Practical lecture	Spot examination
	3		Nerves in thoracic cavity (phrenic , vagus, sympathetic chain), pericardium, cranial & caudal vena cava, vena azygos, longus coli muscle, transverses thoracic muscles	Practical lecture	Spot examination
	3		Aortic arch, common Brachiocephalic trunk with its branches, thoracic aorta with its branches	Practical lecture	Spot examination
	3		Diaphragm (parts, hiatuses)	Practical lecture	Spot examination
	3		Viscera: stomach (comparative)	Practical lecture	Spot examination

	3		Viscera: small intestine (comparative)	Practical lecture	Spot examination
	3		Viscera: large intestine (comparative)	Practical lecture	Spot examination
	3		Viscera: liver & its ligaments (comparative)	Practical lecture	Spot examination
	3		Lymph centers in abdominal cavity, spleen	Practical lecture	Spot examination
	3		Abdominal aorta with its branches, distribution of autonomic nervous system in region behind diaphragm	Practical lecture	Spot examination
	3		Terminal branches of abdominal aorta in pelvic cavity with autonomic nerves in it	Practical lecture	Spot examination
	3		Dissection of abdominal wall (muscles & nerves)	Practical lecture	Spot examination
			Avian anatomy	Practical lecture	Spot examination

11. Course Structure

HIST:

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
	5		Cytology	Theoretical lecture	Written examination
	4		The blood and myeloid tissue	Theoretical lecture	Written examination
	5		Nervous Tissue	Theoretical lecture	Written examination
	3		Cartilage and bone	Theoretical lecture	Written examination
	3		Cardiovascular system	Theoretical lecture	Written examination
	3		Lymphatic system	Theoretical lecture	Spot examination
	3		Respiratory system	Theoretical lecture	Spot examination
	4		Skin	Theoretical lecture	Spot examination
	8		Digestive system	Theoretical lecture	Spot examination
	3		Urinary system	Theoretical lecture	Spot examination
	4		Endocrine system	Theoretical lecture	Spot examination
	4		Male reproductive system	Theoretical lecture	Spot examination
	6		Female reproductive system	Theoretical lecture	Spot examination

	4		Sensory organs	Theoretical lecture	Spot examination
	3		General information to the students, their positions in the laboratory, how to use & take care of microscopes, general structure of the cell, nerve cell, different type of cells.	Practical lecture	Spot examination
	3		Glycogen granules, mitochondria, Golgi complex, Nissl bodies.	Practical lecture	Spot examination
	3		Different types of epithelial tissue (simple & stratified).	Practical lecture	Spot examination
	3		Connective tissue proper: reticular C.T., adipose C.T., elastic C.T., white fibrous C.T., cells of the C.T.	Practical lecture	Spot examination
	3		Muscular tissue (striated muscle, smooth muscle, cardiac muscle), supportive C.T. (elastic cartilage, hyaline cartilage, fibrocartilage).	Practical lecture	Spot examination
	3		Compact bone, decalcified, cancellous bone, bone developing.	Practical lecture	Spot examination
	3		Nervous tissue: myelinated nerve fibers, nerve trunk, spinal ganglion, sympathetic ganglion, Pacinian corpuscle, motor end plate.	Practical lecture	Spot examination

	3		Blood cells: WBC, RBC, blood platelets.	Practical lecture	Spot examination
	3		Blood smear: preparation, staining & differential count of WBCs	Practical lecture	Spot examination
	3		Bone marrow.	Practical lecture	Spot examination
	3		Lymphatic system: lymph node, thymus, spleen, palatine tonsil, pharyngeal tonsil.	Practical lecture	Spot examination
	3		Cardiovascular system: aorta (elastic artery), medium-sized muscular artery, small artery, small vein, medium-sized vein, large vein (vena cava), wall of heart (purkinje fibers), semilunar valves.	Practical lecture	Spot examination
	3		Tongue structure, lingual papillae.	Practical lecture	Spot examination
	3		Salivary glands: parotid, sublingual, submaxillary, esophagus.	Practical lecture	Spot examination
	3		Fundic gland region of stomach, pyloric gland region of stomach, rumen, reticulum, Omasum.	Practical lecture	Spot examination
	3		Small intestine: duodenum, jejunum, ileum, large intestine, recto-anal canal	Practical lecture	Spot examination

	3		Liver, gall bladder, pancreas	Practical lecture	Spot examination
	3		Respiratory system: larynx, trachea, lung	Practical lecture	Spot examination
	3		Endocrine glands: hypophysis (pituitary gland), adrenal gland, thyroid gland, parathyroid gland	Practical lecture	Spot examination
	3		Urinary system: kidney, ureter, urinary bladder	Practical lecture	Spot examination
	3		Male genital system: testis, epididymis, vas deferens	Practical lecture	Spot examination
	3		Female genital system: ovary, corpus luteum, uterine tubes, uterus (secretory & proliferative phases)	Practical lecture	Spot examination
	3		Hairy skin, including hair follicles & sebaceous glands	Practical lecture	Spot examination
	3		Eye: cornea, retina	Practical lecture	Spot examination
	3		Ear: cochlea, Corti organ	Practical lecture	Spot examination
	3		Mammary gland (active & inactive)	Practical lecture	Spot examination

11. Course Structure
EMB:

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
	1		Introduction, oogenesis, spermatogenesis	Theoretical lecture	Written examination
	1		Fertilization, cleavage, implantation	Theoretical lecture	Written examination
	1		Trilaminar embryonic disc	Theoretical lecture	Written examination
	1		Placentation with classification	Theoretical lecture	Written examination
	1		Development of cardiovascular system	Theoretical lecture	Written examination
	1		Development of Urogenital system	Theoretical lecture	Written examination
	1		Development of body cavities	Theoretical lecture	Written examination
	1		Development of digestive system	Theoretical lecture	Written examination
	1		Development of respiratory system	Theoretical lecture	Written examination
	1		Development of nervous system	Theoretical lecture	Written examination

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	1. Course Notes (by staff members) 2. Dellmann, H. D. 1998. Textbook of Veterinary Histology. 5th Ed. Lippincott, Williams and Wilkins, USA. **(HIST)** 3. Bacha, W.J. and L. M. Bacha. 2000. Color Atlas of Veterinary Histology, Lippincott William and Wilkins, USA.**(HIST)** 4. Lee and Febiger, Banks, W.J., 1992. Applied Veterinary Histology. (3rd Ed). Williams and Willkins, Baltimore.**(HIST)** 5. Veterinary Developmental Anatomy-Veterinary Embryology, 2011**. (EMB)** 6. langman's medical embryology 9th ed. **(EMB)** 7. A Text Book of Veterinary Anatomy By Robert Getty. **(ANAT . I, ANAT. II)**
Special requirements (include for example workshops, periodicals, IT software, websites)	Laboratory devices and tools Data show, screen, microscopes. Dissecting of animals and view the different organs and system of domestic animals. Using latex injection method for studying g the

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

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

TEMPLATE FOR TYPICAL SITE VISIT CHEDULE

1. The typical site visit schedule is designed for two or three days. It includes pre-arranged meetings. The responsibility for arranging these meetings and fitting the template to the circumstances rests with the Universities Quality Assurance and University Performance departments

2. Site visits will normally commence at 09:00 on day 1. Start times of pre-arranged meetings are indicated. Pre-arranged meetings should not normally last more than one hour. The schedule should not completely fill all times with meetings, but leave space for additional activities by peer reviewers including preparing for meetings, updating notes and records and drafting paragraphs for the draft Programme Review report

Table (1)

Session	Time	Activity
Day 1		
1	09:00	Welcome and introductions; brief introduction to the review (purposes, intended outcomes, use of evidence and self-evaluation report) – Programme Team
2	09:30	Curriculum; discussion with faculty members
3	11:00	Meeting with a group of students
4	12:30	Efficiency: tour of resources
5	14:00	Review panel meeting: scrutiny of additional documentation including sample of students' assessed work
6	15:00	Efficiency: meeting with faculty members
7	16:00	Review panel meeting: review of the evidence and any gaps or matters to follow-up
8	17:00	Meeting with external stakeholders (sample of graduates, employers, other partners)
Day 2		
9	08:45	Review meeting with review chairperson, review coordinator, programme leader: summary of day 1 findings, addressing any gaps, adjust the schedule for day 2 if required
10	09:00	Academic standards: meeting with faculty members
11	10:30	Effectiveness of quality management and assurance: meeting with faculty members
12	12:00	Review panel meeting: review of evidence and any matters still to be addressed
13	14:00	Flexible time to pursue any matters arising
14	14:30	Review panel final meeting: decisions on outcomes and drafting oral feedback
15	16:30	Oral feedback by review chairperson to review coordinator and faculty members
	17:00	Close

TEMPLATE FOR THE FOLLOW-UP PROCESS

AND REPORT, AND OUTLINE OF TYPICAL SITE VISIT SCHED-ULE FOR FOLLOW-UP

TEMPLATE FOR FOLLOW-UP REPORT

Quality Assurance and Academic Accreditation Directorate / International Accreditation Department.

Institution: **BAGHDAD UNIVERSITY**

Faculty: **COLLEGE OF VETERINARY MEDICINE**

Programme: **Bachelor in Veterinary Medicine & Surgery**

Follow-up Report

1. This report presents the findings of the follow-up visit, which took place on / /20__. This is part of the Universities Quality Assurance and University Performance departments arrangements to provide continuing support for the development of internal quality assurance processes and continuing improvement

2. The purposes of the follow-up review are to assess the progress made in the programme since the Programme Review report, and to provide further information and support for the continuing improvement of academic standards and quality of higher education in Iraq.

3. The evidence base used in this follow-up review and report includes:

ee) Self-Evaluation Report for the programme together with supporting information

ff) Improvement plan prepared and implemented since the Programme Review report

gg) Programme Review Report

hh) Higher Education Quality Review Report and institutional strategic plan (if any)

ii) Additional evidence presented during the follow-up visit.

4. The overall conclusions reached as the outcome of the follow-up review are as follows:

s) The programme (give title) at (give name of institution) has/has not successfully implemented an improvement plan.

t) Good practice in the indicators demonstrated since the Programme Review site visit includes: (insert)

u) Matters of particular importance that should be addressed by the institution in its
continuing improvement of the programme are: (insert and indicate if they are, or as yet are not, addressed by the improvement plan).

5. The detailed report is provided in Annexure A below.

Annexure A

Name of Institution_____

Date of initial Programme Review site visit_____

Date visited in follow-up _____

Date of follow-up report _____

Names of follow-up reviewers Position/title Signed

Part 1: The Internal Quality Assurance System in operation				
	Questions	**Yes? (√)**	**Comment**	**Further action required?**
1	Is the programme Self- Evaluation Report complete?			
2	Do the most recent self-evaluation reports indicate the extent to which the criteria in the Framework for Evaluation are met and/or are being addressed?			
3	Is there an improvement plan in place, informed by external and internal review?			
4	Are there any major gaps that appear not to be addressed?			
5	Is progress with the improvement plan monitored?			
6	Are there any major obstacles to the expected achievementof the improvement plan?			
7	What is the institution's estimate of the time needed to complete improvements to the programme?			
8	What is the reviewers' assessment of the time needed to complete improvements to the programme that would demonstrate the indicators?			

Part 2: Progress demonstrated with the indicators			
Indicators (refer to Framework of Evaluation)	Improvement plan points (comment on match with the Programme Review report's recommendations)	New information from follow-up site visit	Overall conclusion
<u>Curriculum</u> Aims and ILOs Syllabus (content) Progression year on year Teaching and Learning Student assessment			
<u>Efficiency</u> Profile of admitted students Human resources Physical resources Uses made of available resources Student support Ratios of graduation to admitted students			

Academic Standards Clearly articulated standards Use of appropriate benchmarks Achievement of graduates Standards of students' assessed work			
Programme management and Assurance Arrangements for programme management Policies and procedures applied Structured comments collected and used Staff development needs identified and addressed Improvement planning processes working			

CRITERIA FOR A SUCCESSFUL REVIEW AND EVALUATION OF THE PROCESS

CRITERIA FOR A SUCCESSFUL REVIEW

1. The criteria for a successful review that informs the arrangements for Programme Review and its evaluation are as follows:

lxi. The programme being reviewed is supported by existing or developing internal systems including specifications and review with a culture of self-evaluation and continuing improvement. These features of internal review provide a sound basis for the external review.

lxii. The timing of the external review is appropriate.

lxiii. The profile of the visiting peer review panel matches in broad terms the profile of the academic activities in the institution.

lxiv. There is due attention to detail in planning and preparation, by -

a. The Quality Assurance and Academic Accreditation Directorate applies consistently its procedures for working with the institution and the reviewers and provides appropriate support for the external review as required
b. The review coordinator: ensures that the evidence base generated by internal review and reporting systems is available on time to the visiting peer reviewers, and any requirements for clarification and supplementary information are satisfied
c. The institution: provides a self-evaluation report for the programme to be externally reviewed
d. The peer reviewers: undertake their preparation for the visit including reading the advance documentation and preparing initial commentaries that inform the conduct of the visit

lxv. There is consistency in the application of the published review method and the protocols by all participants in a way that respects and supports the mission and philosophy of the overall process for continuing review and continuing improvement.

lxvi. Reviewers and representatives of the institution conduct an open dialogue throughout the review that shows mutual respect.

lxvii. The judgements reached by the reviewers are clear, based on the evidence available and systematically recorded.

lxviii. The review report is produced on time in line with the standard report structure and is confirmed by the institution to be factually accurate.

lxix. The set of conclusions arising from the review are constructive, offering a fair and balanced view of the programme.

lxx. The institution is able to benefit from the external review by giving due reflection and consideration to the findings and preparing where appropriate a realistic improvement plan

EVALUATION

2. The Quality Assurance and Academic Accreditation Directorate wishes to establish and implement procedures for the systematic evaluation of all external Programme Reviews arranged by it. The institution, the review chairperson and the peer reviewers will all routinely be asked to evaluate each external review by completing a short questionnaire. The structured comments will be analysed by the Quality Assurance and Academic Accreditation Directorate and where necessary the Quality Assurance and Academic Accreditation Directorate will take action to follow-up any difficulties highlighted. In addition, the Quality Assurance and Academic Accreditation Directorate will collate the structured comments to compile regular summary reports indicating the main features of the review process in practice, including the overall levels of satisfaction expressed by the participants, together with examples of good practice and opportunities for continuing improvement.

GLOSSARY OF TERMS IN PROGRAMME RE-VIEW

DEFINITIONS OF TERMS USED IN THE PROGRAMME REVIEW HANDBOOK

Some of the terms used in the Handbook and/or used in internal and external review and reporting may have different meanings according to the context in which they are used. To remove possible ambiguities, the following working definitions of the terms are offered.

ADEMIC FIELDS/SUBJECT AREAS/DISCIPLINES

Academic fields categorise recognisable and coherent domains or the scope of study such as Mathematics, Medicine, Engineering and Philosophy. Fields that have a wide scope are often subdivided; for example, Humanities include subjects like History and Literature and Arts may include separate disciplines of Fine Arts and Photography. The curriculum of some programmes may combine academic fields, or may include different subjects and disciplines such as Mathematics in Engineering or Accountancy in Business Administration.

ACADEMIC STANDARDS

Specific standards decided by the institution, and informed by external reference points. They include the minimum or threshold level of knowledge and skills to be gained by the graduates from the programme, and can be used in evaluation and review.

ACCREDITATION

The recognition accorded by an agency or other organisation to either an education programme or to an institution to confirm that it can demonstrate that the programme(s) meet acceptable standards and that the institution has effective systems to ensure the quality and continuing improvement of its academic activities, according to published criteria.

ACTION OR IMPROVEMENT PLANS

Realistic plans for improvement derived from the consideration of available evidence and evaluations; they may be implemented for more than one year, but should be prepared and reviewed annually at each level of courses, programmes and the institution.

ADMITTED STUDENTS

Students registered on a programme, including those accepted holding prior credits for admission after year 1.

BENCHMARK/REFERENCE POINTS

Benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given academic field or subject. Reference standards may be external or internal. External reference points allow comparison of the academic standards and quality of a programme with equivalent programmes in Iraq and internationally. Internal reference points may be used to compare one academic field with another, or to identify trends over a given time period.

COMMUNITY

A defined segment of wider society served by the institution, as determined in its mission and bylaws. It may be defined geographically or in terms of the range of organizations, groups and individuals engaged in its activities.

COURSE AIMS

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant and assessable qualities. They should contribute to the achievement of defined aims within one or more education programmes.

CURRICULUM OR (IN THE PLURAL) CURRICULA

The complete organised learning as designed and managed by an institution for an admitted student, determined by the intended learning outcomes (ILOs) and comprising the content, the arrangements for teaching and learning and assessments of students' achievements together with the access to the range of facilities available within the University and, by arrangement, outside it, including libraries, computers studies, social, sports, internships and field studies.

DIRECTED SELF-LEARNING/INDEPENDENT LEARNING

The active promotion of personal skills included in the curriculum that support the student and graduate to seek, assimilate and learn from a range of structured and unstructured experiences. Methods of promotion include e-learning, personal and autonomous learning and fieldwork, assignments, internships, and reflexive learning. Devices commonly used that support directed self-learning beyond formal teaching lectures include logbooks, self-assessment reports, interactive learning tools or the equivalent.

E-LEARNING

Electronic-based learning using information technology may be the primary or secondary element in material associated with a programme or a course. It may be stand-alone or integrated with other teaching and learning approaches. It may include self-determination

of aims, ILOs and materials using self-selection and will usually include self-assessment. It generally increases the levels of autonomy in, and responsibility for, learning. Converting existing texts or lecture notes to a website or pre-recorded media alone is generally not considered to be e-learning.

EXTERNAL EVALUATOR/EVALUATION

An appointment to a specific programme, part of a programme or course(s) by the institution to establish an independent and external professional opinion on the academic standards set and achieved in the examinations for the award of the degree.

FRAMEWORK FOR EVALUATION

The framework for evaluation provides a standard structure for evaluation of programmes. It will form the basis for self-evaluation, the site visit by external peer reviewers and the Programme Review report. It is designed to operate in all academic fields and institutions, and to apply to internal and external reviews.

GENERAL PRECEPTS/BY-LAWS

Principles, by-laws and regulations, which the educational institution must have as part of the policies covering its operations.

HIGHER EDUCATION INSTITUTE (HEI)/INSTITUTION

A Faculty, College or University providing higher education programmes leading to a first university degree (B.Sc. or B.A.) or a higher degree.

INTENDED LEARNING OUTCOMES (ILOS)

The ILOs are the outcome-related definition of knowledge, understanding and skills which

the institution intends for its programmes. They should be mission-related, capable of measurement (assessable) and reflect the use of external reference standards at appropriate

level.

INTERNAL SYSTEM FOR QUALITY MANAGEMENT AND ASSURANCE

The system adopted by the institution to ensure that its education programmes and contributing elements meet specified needs and are continually reviewed and improved. An outcomes-related system of quality management involves precise specifications for quality from design to delivery; evaluation; the identification of good practice as well as of learning deficiencies and obstacles; performance follow-up; suggestions for development and enhancement; and the systematic review and development of processes for establishing effective policies, strategies and priorities to support continuing improvement.

JOB/LABOUR MARKET

The availability of professional, commercial, research-oriented or other fields of employment that a graduate is qualified to join upon graduation.

MISSION STATEMENT

A brief statement clearly identifying the educational institution's duty and its role in the development of the community; a mission statement may also offer brief supporting statements on the vision, values and strategic objectives of the institution.

PEER REVIEWER

A person who is professionally equal in calibre and with management and/or subject expertise to those delivering the provision, but not from the same institution and without any conflict of interest, who can contribute to the review of an education programme for internal and external quality assurance or for accreditation purposes.

PROGRAMME

For the purpose of Programme Review an education programme is defined as one which admits students who, on successful completion, receive an academic award.

PROGRAMME AIMS

The broad purposes for providing the programme which in turn guide the development and

implementation of strategic objectives (to ensure that the aims are met) and ILOs (to ensure that the students work towards attaining the specified outcomes).

PROGRAMME REVIEW

Programme Review applies to all education programmes in all higher education institutions.

Where the programme is studied in more than one institution, the whole programme is included in Programme Review. Programme Review in Iraq has three objectives:

19) To provide decision-makers (in the higher education institutions, Quality Assurance and Academic Accreditation Directorate , parents, students, and other stakeholders) with evidence-based judgements on the quality of learning programmes
20) To support the development of internal quality assurance processes with information on emerging good practice and challenges, evaluative comment and continuing improvement
21) To enhance the reputation of Iraq's higher education internationally.

QUALITY ASSURANCE

The institution has the means of assuring that for each education programme, academic standards are defined and achieved in line with equivalent national and international standards, that the quality of the curriculum and related infrastructure are appropriate and fulfil the expectations of the range of stakeholders, that its graduates represent the range of

attributes specified and that the organisation is capable of sustained, continuing improvement.

REVIEW COORDINATOR

The nominee of an institution to coordinate a Programme Review to assist in the gathering and interpretation of information and to support the application of published methods of review.

REPORT

The regular reports prepared on the basis of Programme Reviews and evaluations of its education programme.

SELF-EVALUATION

n institution's process of evaluating a programme as part of Programme Review and within an internal system of quality management and assurance.

SITE VISIT

A scheduled visit by external peer reviewers as part of Programme Review. Normally the site visit will be for two or three days. A typical outline timetable is provided in Appendix(1).

SPECIFICATION

The detailed description of the aims, construction and intended outcomes of a programme, and any courses, specific facilities or resources that contribute to it. The specification provides information to design, manage, deliver and review the programme.

STAKEHOLDER

Those organisations, groups or individuals which have a legitimate interest in the educational activities of the institution both in respect of the quality and standards of the education and also in respect of the effectiveness of the systems and processes for assuring the quality. An effective strategic review process will include the key stakeholder groups. The precise range of stakeholder groups and their differentiated interests depend upon the mission of the institution, its range of educational activities and local circumstances. The range is usually defined by a scoping study. Examples of groups with a legitimate interest include current students, graduates, intending students and their parents or family, staff in the institution, the employing community, the relevant Government ministries, the sponsors and other funding organisations and, where appropriate, professional organisations or syndicates.

STRATEGIC OBJECTIVES/PLANS

A collection of institution-specific objectives that are derived from its mission and developed into a realistic plan based on evidence-based evaluations. Objectives concentrate on the means by which an institution seeks to deliver its mission. The plan sets out the matters to be addressed, timeframe, person responsible and estimate of costs, and is accompanied by an implementation plan with arrangements for monitoring the progress and evaluating impact.

STUDENTS'ASSESSMENT

A set of processes, including examinations and other activities conducted by the institution to measure the achievement of the intended learning outcomes of a programme and its courses. Assessments also provide the means by which students are ranked according to their achievement. Diagnostic assessment seeks to determine the existing range of knowledge and skills of a student with a view to constructing an appropriate curriculum. Formative assessment provides information on the student's performance and progress to support further learning, without necessarily counting a grade towards graduation. Summative assessment determines the final level of attainment of the student on the programme or at the end of a course that contributes credits to the programme.

STUDENTS' EVALUATIONS

The systematic gathering of students'opinions on the quality of their programme in a standardized structure together with the analysis and outcomes. Surveys using questionnaires are the most frequently used methods to collect opinions; other mechanisms include websites conferences, panels or focus groups, and representation on councils or other committees.

TEACHING AND LEARNING METHODS

The range of methods used by teachers to help students to achieve the ILOs for the course.

Examples include: lectures, small group teaching such as tutorials, seminars and syndicate

groups; a case study to teach students how to analyse information and reach a decision; assignments such as writing a review paper for the students to gain the skills of self-learning and presentation; field trips; practical sessions for the students to gain practical skills; and carrying out experiments to train the students to analyse the results, reach specific conclusions and prepare a report, presentation or poster.

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

Academic Program Specification Form For The Academic Year 2021-2022

University: University of Baghdad
College : College of Veterinary Medicine
Number Of Departments In The College :Surgery and obstrict

Dean ' s Name
Date : 15 / 5 / 2022
Signature

Dean ' s Assistant For Scientific Affairs
Date : 13 / 4 / 2022
Signature

The College Quality Assurance And University Performance Manager
Date : 12 / 4 / 2022
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

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

1. Teaching Institution	College of veterinary medicine
2. University Department/Centre	Surgery and Obstetric
3. Programme Title	Veterinary Medicine and surgery – obstetric
4. Title of Final Award	Bachelor of veterinary medicine and surgery
5. Modes of Attendance offered	Yearly and semester
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Programme	

10. Learning Outcomes, Teaching, Learning and Assessment Methods
I. Knowledge and Understanding A1.surgery A2.obestetric A3.x ray A4. anesthesia A5.sonar A6. laparoscopy
B. Subject-specific skills B1.surgical skills B2.clinic B3.lecturs and practice
Teaching and Learning Methods
Field application, data show, new techniques, undergraduate studies
Assessment methods
routine daily and semesters exams, seminars and researches,

C. Thinking Skills

C1. Clinical diagnosis

C2.unknown cases

C3.labrotory diagnosis

C4. Fertility diagnosis

Teaching and Learning Methods

Field application, data show, new techniques, undergraduate studies

Assessment methods

routine daily and semesters exams, seminars and researches,

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

D1.cooparative collective works

D2. Serious truth and trust field and lab work

D3. Moral and experience with case

D4.

Teaching and Learning Methods
Field application, data show, new techniques, undergraduate studies
Assessment Methods
routine daily and semesters exams, seminars and researches,

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
4th	FSD	Reproductive and Fertility	4 per week	Bachelor Degree Requires (x) credits
5th	OBS	Obstetric	3 per week	
5th	CLN	Clinic	12 per week	

13. Personal Development Planning
Clinical diagnosis, unknown cases, labrotory diagnosis, Fertility diagnosis
14. Admission criteria .
Central administer acceptance
15. Key sources of information about the programme

non

Curriculum Skills Map

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

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

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

1. Teaching Institution	COLLAGE OF VETERNARY MEDICINE
2. University Department/Centre	SURGERY AND OBESTATRIC
3. Course title/code	
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	ABLEGATORY
6. Semester/Year	SEMESTERY AND YEARLY
7. Number of hours tuition (total)	
8. Date of production/revision of this specification	

9. Aims of the Course:
PREPARATION OF THE VET STUDENT BY INFORMATIVE KNOWLEDGE AND
SKILLS IN SURGERY AND OBSTETRIC, DETERMINE THEIR ACTIVITY ON CEASERIAN SECTOIN OBERATION AND LAB FERTILTY SKILLS, LABROSCOPE,
SONARS, SEVERAL OBERATION IN TREATMENT FERTILITY AND OBESTETRIC

10· Learning Outcomes, Teaching ,Learning and Assessment Methode
I- Knowledge and Understanding A1.surgery A2.obestetric A3.x ray A4. anesthesia A5.sonar A6. laparoscopy
B. Subject-specific skills B1. LEARNING OF BASIC VET OBESTRIC B2. TREATMENT OF DISEASE B3. LEARNING OF ARTIFICIAL INSEMINATION
Teaching and Learning Methods
GROUP SESSION , SEMINAR INTRACTIVE, SLIDS OF DATA SHOW

Assessment methods

SEMISTER AND DAILY EVALUATION EXAM

C. Thinking Skills

C1. SOLVED OBESTICAL AND CHALLING IN CLINICAL CASE DIAGNOSIS DISEASE IN OBESTATRIC CASES

C2. SOLVED THE TRUOBLES IN REPRODUCTIVE AND ANIMAL FERTILITY

C3. EXPLORE AND EVALUATE NEW TREATMENT METHODS AND DIAGNOSIS OF DISEASES

C4.

Teaching and Learning Methods

GROUP SESSION , SEMINAR INTRACTIVE, SLIDS OF DATA SHOW

Assessment methods

SEMISTER AND DAILY EVALUATION EXAM

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

D1. COOPERATION WITH OTHERS STUDENTS AND GROUPS

D2. TRANSFER THE LEARNIG EXPERAINCE FOR UPSTAIR SKILLS LEVELS

D3. SYUDENT DEALWITH OWNER AND CASE AND ACCEPTANCE TREATMENT

D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
4TH				FIELD AND LAB, LECTURS	DAILY AND SEMESTER
5TH				FIELD AND LAB, LECTURS	DAILY AND SEMESTER
5TH				FIELD AND LAB, LECTURS	DAILY AND SEMESTER

12. Infrastructure

Required reading: · CORE TEXTS	1. LECTURAL LECTURE 2. FEMALE FERTILITY AND DIESESE 3. MALE FERTILITY AND DISEASE 4. ARTIFICIAL INSEMINATION

· COURSE MATERIALS · OTHER	5. REPRODUCTIVE AND OBETETRICS 6. THESIS AND DESERTATIONS
Special requirements (include for example workshops, periodicals, IT software, websites)	SCINTIFIC WEB SITS
Community-based facilities (include for example, guest Lectures , internship , field studies)	1. WORKSHOPS 2. LECTURS 3. FELID AND HOSPITAL TRAINING

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

TEMPLATE FOR TYPICAL SITE VISIT CHEDULE

1. The typical site visit schedule is designed for two or three days. It includes pre-arranged meetings. The responsibility for arranging these meetings and fitting the template to the circumstances rests with the Universities Quality Assurance and University Performance departments

2. Site visits will normally commence at 09:00 on day 1. Start times of pre-arranged meetings are indicated. Pre-arranged meetings should not normally last more than one hour. The schedule should not completely fill all times with meetings, but leave space for additional activities by peer reviewers including preparing for meetings, updating notes and records and drafting paragraphs for the draft Programme Review report

Table (1)

Session	Time	Activity

Day 1		
1	09:00	Welcome and introductions; brief introduction to the review (purposes, intended outcomes, use of evidence and self-evaluation report) – Programme Team
2	09:30	Curriculum; discussion with faculty members
3	11:00	Meeting with a group of students
4	12:30	Efficiency: tour of resources
5	14:00	Review panel meeting: scrutiny of additional documentation including sample of students' assessed work
6	15:00	Efficiency: meeting with faculty members
7	16:00	Review panel meeting: review of the evidence and any gaps or matters to follow-up
8	17:00	Meeting with external stakeholders (sample of graduates, employers, other partners)
Day 2		
9	08:45	Review meeting with review chairperson, review coordinator, programme leader: summary of day 1 findings, addressing any gaps, adjust the schedule for day 2 if required
10	09:00	Academic standards: meeting with faculty members
11	10:30	Effectiveness of quality management and assurance: meeting with faculty members
12	12:00	Review panel meeting: review of evidence and any matters still to be addressed
13	14:00	Flexible time to pursue any matters arising
14	14:30	Review panel final meeting: decisions on outcomes and drafting oral feedback
15	16:30	Oral feedback by review chairperson to review coordinator and faculty members
	17:00	Close

TEMPLATE FOR THE FOLLOW-UP PROCESS AND REPORT, AND OUTLINE OF TYPICAL SITE VISIT SCHEDULE FOR FOLLOW-UP

TEMPLATE FOR FOLLOW-UP REPORT

Quality Assurance and Academic Accreditation Directorate / International Accreditation Department.

Institution:

Faculty:

Programme:

Follow-up Report

1. This report presents the findings of the follow-up visit, which took place on / /20__. This is part of the Universities Quality Assurance and University Performance departments arrangements to provide continuing support for the development of internal quality assurance processes and continuing improvement

2. The purposes of the follow-up review are to assess the progress made in the programme since the Programme Review report, and to provide further information and support for the continuing improvement of academic standards and quality of higher education in Iraq.

3. The evidence base used in this follow-up review and report includes:

jj) Self-Evaluation Report for the programme together with supporting information

kk) Improvement plan prepared and implemented since the Programme Review report

ll) Programme Review Report

mm) Higher Education Quality Review Report and institutional strategic plan (if any)

nn) Additional evidence presented during the follow-up visit.

4. The overall conclusions reached as the outcome of the follow-up review are as follows:

v) The programme (give title) at (give name of institution) has/has not successfully implemented an improvement plan.

w) Good practice in the indicators demonstrated since the Programme Review site visit includes: (insert)

x) Matters of particular importance that should be addressed by the institution in its
continuing improvement of the programme are: (insert and indicate if they are, or as yet are not, addressed by the improvement plan).

5. The detailed report is provided in Annexure A below.

Annexure A

Name of Institution_____

Date of initial Programme Review site visit_____

Date visited in follow-up _____

Date of follow-up report _____

Names of follow-up reviewers Position/title Signed

Part 1: The Internal Quality Assurance System in operation				
	Questions	**Yes? (√)**	**Comment**	**Further action required?**

1	Is the programme Self- Evaluation Report complete?			
2	Do the most recent self-evaluation reports indicate the extent to which the criteria in the Framework for Evaluation are met and/or are being addressed?			
3	Is there an improvement plan in place, informed by external and internal review?			
4	Are there any major gaps that appear not to be addressed?			
5	Is progress with the improvement plan monitored?			
6	Are there any major obstacles to the expected achievementof the improvement plan?			
7	What is the institution's estimate of the time needed to complete improvements to the programme?			
8	What is the reviewers' assessment of the time needed to complete improvements to the programme that would demonstrate the indicators?			

Part 2: Progress demonstrated with the indicators			
Indicators (refer to Framework of Evaluation)	Improvement plan points (comment on match with the Programme Review report's recommendations)	New information from follow-up site visit	Overall conclusion
<u>Curriculum</u> Aims and ILOs Syllabus (content) Progression year on year Teaching and Learning Student assessment			
<u>Efficiency</u> Profile of admitted students Human resources Physical resources Uses made of available resources Student support Ratios of graduation to admitted students			
<u>Academic Standards</u> Clearly articulated standards Use of appropriate			

benchmarks Achievement of graduates Standards of students' assessed work			
<u>Programme management and Assurance</u> Arrangements for programme management Policies and procedures applied Structured comments collected and used Staff development needs identified and addressed Improvement planning processes working			

CRITERIA FOR A SUCCESSFUL REVIEW AND EVALUATION OF THE PROCESS

CRITERIA FOR A SUCCESSFUL REVIEW

1. The criteria for a successful review that informs the arrangements for Programme Review and its evaluation are as follows:

lxxi. The programme being reviewed is supported by existing or developing internal systems including specifications and review with a culture of self-evaluation and continuing improvement. These features of internal review provide a sound basis for the external review.

lxxii. The timing of the external review is appropriate.

lxxiii. The profile of the visiting peer review panel matches in broad terms the profile of the academic activities in the institution.

lxxiv. There is due attention to detail in planning and preparation, by -

a. The Quality Assurance and Academic Accreditation Directorate applies consistently its procedures for working with the institution and the reviewers and provides appropriate support for the external review as required

b. The review coordinator: ensures that the evidence base generated by internal review

and reporting systems is available on time to the visiting peer reviewers, and any requirements for clarification and supplementary information are satisfied

c. The institution: provides a self-evaluation report for the programme to be externally reviewed

d. The peer reviewers: undertake their preparation for the visit including reading the advance documentation and preparing initial commentaries that inform the conduct of the visit

lxxv. There is consistency in the application of the published review method and the protocols by all participants in a way that respects and supports the mission and philosophy of the overall process for continuing review and continuing improvement.

lxxvi. Reviewers and representatives of the institution conduct an open dialogue throughout the review that shows mutual respect.

lxxvii. The judgements reached by the reviewers are clear, based on the evidence available and systematically recorded.

lxxviii. The review report is produced on time in line with the standard report structure and is confirmed by the institution to be factually accurate.

lxxix. The set of conclusions arising from the review are constructive, offering a fair and balanced view of the programme.

lxxx. The institution is able to benefit from the external review by giving due reflection and consideration to the findings and preparing where appropriate a realistic improvement plan

EVALUATION

2. The Quality Assurance and Academic Accreditation Directorate wishes to establish and implement procedures for the systematic evaluation of all external Programme Reviews arranged by it. The institution, the review chairperson and the peer reviewers will all routinely be asked to evaluate each external review by completing a short questionnaire. The structured comments will be analysed by the Quality Assurance and Academic Accreditation Directorate and where necessary the Quality Assurance and Academic Accreditation Directorate will take action to follow-up any difficulties highlighted. In addition, the Quality Assurance and Academic Accreditation Directorate will collate the structured comments to compile regular summary reports indicating the main features of the review process in practice, including the overall levels of satisfaction expressed by the participants, together with examples of good practice and opportunities for continuing improvement.

GLOSSARY OF TERMS IN PROGRAMME RE-VIEW

DEFINITIONS OF TERMS USED IN THE PROGRAMME REVIEW HANDBOOK

Some of the terms used in the Handbook and/or used in internal and external review and reporting may have different meanings according to the context in which they are used. To remove possible ambiguities, the following working definitions of the terms are offered.

ADEMIC FIELDS/SUBJECT AREAS/DISCIPLINES

Academic fields categorise recognisable and coherent domains or the scope of study such as Mathematics, Medicine, Engineering and Philosophy. Fields that have a wide scope are often subdivided; for example, Humanities include subjects like History and Literature and Arts may include separate disciplines of Fine Arts and Photography. The curriculum of some programmes may combine academic fields, or may include different subjects and disciplines such as Mathematics in Engineering or Accountancy in Business Administration.

ACADEMIC STANDARDS

Specific standards decided by the institution, and informed by external reference points. They include the minimum or threshold level of knowledge and skills to be gained by the graduates from the programme, and can be used in evaluation and review.

ACCREDITATION

The recognition accorded by an agency or other organisation to either an education programme or to an institution to confirm that it can demonstrate that the programme(s) meet acceptable standards and that the institution has effective systems to ensure the quality and continuing improvement of its academic activities, according to published criteria.

ACTION OR IMPROVEMENT PLANS

Realistic plans for improvement derived from the consideration of available evidence and evaluations; they may be implemented for more than one year, but should be prepared and reviewed annually at each level of courses, programmes and the institution.

ADMITTED STUDENTS

Students registered on a programme, including those accepted holding prior credits for admission after year 1.

BENCHMARK/REFERENCE POINTS

Benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given academic field or subject. Reference standards may be external or internal. External reference points allow comparison of the academic standards and quality of a programme with equivalent programmes in Iraq and internationally. Internal reference points may be used to compare one academic field with another, or to identify trends over a given time period.

COMMUNITY

A defined segment of wider society served by the institution, as determined in its mission and bylaws. It may be defined geographically or in terms of the range of organizations, groups and individuals engaged in its activities.

COURSE AIMS

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant and assessable qualities. They should contribute to the achievement of defined aims within one or more education programmes.

CURRICULUM OR (IN THE PLURAL) CURRICULA

The complete organised learning as designed and managed by an institution for an admitted student, determined by the intended learning outcomes (ILOs) and comprising the content, the arrangements for teaching and learning and assessments of students' achievements together with the access to the range of facilities available within the University and, by arrangement, outside it, including libraries, computers studies, social, sports, internships and field studies.

DIRECTED SELF-LEARNING/INDEPENDENT LEARNING

The active promotion of personal skills included in the curriculum that support the student and graduate to seek, assimilate and learn from a range of structured and unstructured experiences. Methods of promotion include e-learning, personal and autonomous learning and fieldwork, assignments, internships, and reflexive learning. Devices commonly used that support directed self-learning beyond formal teaching lectures include logbooks, self-assessment reports, interactive learning tools or the equivalent.

E-LEARNING

Electronic-based learning using information technology may be the primary or secondary element in material associated with a programme or a course. It may be stand-alone or integrated with other teaching and learning approaches. It may include self-determination

of aims, ILOs and materials using self-selection and will usually include self-assessment. It generally increases the levels of autonomy in, and responsibility for, learning. Converting existing texts or lecture notes to a website or pre-recorded media alone is generally not considered to be e-learning.

EXTERNAL EVALUATOR/EVALUATION

An appointment to a specific programme, part of a programme or course(s) by the institution to establish an independent and external professional opinion on the academic standards set and achieved in the examinations for the award of the degree.

FRAMEWORK FOR EVALUATION

The framework for evaluation provides a standard structure for evaluation of programmes. It will form the basis for self-evaluation, the site visit by external peer reviewers and the Programme Review report. It is designed to operate in all academic fields and institutions, and to apply to internal and external reviews.

GENERAL PRECEPTS/BY-LAWS

Principles, by-laws and regulations, which the educational institution must have as part of the policies covering its operations.

HIGHER EDUCATION INSTITUTE (HEI)/INSTITUTION

A Faculty, College or University providing higher education programmes leading to a first university degree (B.Sc. or B.A.) or a higher degree.

INTENDED LEARNING OUTCOMES (ILOS)

The ILOs are the outcome-related definition of knowledge, understanding and skills which

the institution intends for its programmes. They should be mission-related, capable of measurement (assessable) and reflect the use of external reference standards at appropriate

level.

INTERNAL SYSTEM FOR QUALITY MANAGEMENT AND ASSURANCE

The system adopted by the institution to ensure that its education programmes and contributing elements meet specified needs and are continually reviewed and improved. An outcomes-related system of quality management involves precise specifications for quality from design to delivery; evaluation; the identification of good practice as well as of learning deficiencies and obstacles; performance follow-up; suggestions for development and enhancement; and the systematic review and development of processes for establishing effective policies, strategies and priorities to support continuing improvement.

JOB/LABOUR MARKET

The availability of professional, commercial, research-oriented or other fields of employment that a graduate is qualified to join upon graduation.

MISSION STATEMENT

A brief statement clearly identifying the educational institution's duty and its role in the development of the community; a mission statement may also offer brief supporting statements on the vision, values and strategic objectives of the institution.

PEER REVIEWER

A person who is professionally equal in calibre and with management and/or subject expertise to those delivering the provision, but not from the same institution and without any conflict of interest, who can contribute to the review of an education programme for internal and external quality assurance or for accreditation purposes.

PROGRAMME

For the purpose of Programme Review an education programme is defined as one which admits students who, on successful completion, receive an academic award.

PROGRAMME AIMS

The broad purposes for providing the programme which in turn guide the development and

implementation of strategic objectives (to ensure that the aims are met) and ILOs (to ensure that the students work towards attaining the specified outcomes).

PROGRAMME REVIEW

Programme Review applies to all education programmes in all higher education institutions.

Where the programme is studied in more than one institution, the whole programme is included in Programme Review. Programme Review in Iraq has three objectives:

22) To provide decision-makers (in the higher education institutions, Quality Assurance and Academic Accreditation Directorate , parents, students, and other stakeholders) with evidence-based judgements on the quality of learning programmes
23) To support the development of internal quality assurance processes with information on emerging good practice and challenges, evaluative comment and continuing improvement
24) To enhance the reputation of Iraq's higher education internationally.

QUALITY ASSURANCE

The institution has the means of assuring that for each education programme, academic standards are defined and achieved in line with equivalent national and international standards, that the quality of the curriculum and related infrastructure are appropriate and fulfil the expectations of the range of stakeholders, that its graduates represent the range of attributes specified and that the organisation is capable of sustained, continuing improvement.

REVIEW COORDINATOR

The nominee of an institution to coordinate a Programme Review to assist in the gathering

and interpretation of information and to support the application of published methods of review.

REPORT

The regular reports prepared on the basis of Programme Reviews and evaluations of its education programme.

SELF-EVALUATION

n institution's process of evaluating a programme as part of Programme Review and within an internal system of quality management and assurance.

SITE VISIT

A scheduled visit by external peer reviewers as part of Programme Review. Normally the site visit will be for two or three days. A typical outline timetable is provided in Appendix(1).

SPECIFICATION

The detailed description of the aims, construction and intended outcomes of a programme, and any courses, specific facilities or resources that contribute to it. The specification provides information to design, manage, deliver and review the programme.

STAKEHOLDER

Those organisations, groups or individuals which have a legitimate interest in the educational activities of the institution both in respect of the quality and standards of the education and also in respect of the effectiveness of the systems and processes for assuring the quality. An effective strategic review process will include the key stakeholder groups. The precise range of stakeholder groups and their differentiated interests depend upon the mission of the institution, its range of educational activities and local circumstances. The range is usually defined by a scoping study. Examples of groups with a legitimate interest include current students, graduates, intending students and their parents or family, staff in the institution, the

employing community, the relevant Government ministries, the sponsors and other funding organisations and, where appropriate, professional organisations or syndicates.

STRATEGIC OBJECTIVES/PLANS

A collection of institution-specific objectives that are derived from its mission and developed into a realistic plan based on evidence-based evaluations. Objectives concentrate on the means by which an institution seeks to deliver its mission. The plan sets out the matters to be addressed, timeframe, person responsible and estimate of costs, and is accompanied by an implementation plan with arrangements for monitoring the progress and evaluating impact.

STUDENTS'ASSESSMENT

A set of processes, including examinations and other activities conducted by the institution to measure the achievement of the intended learning outcomes of a programme and its courses. Assessments also provide the means by which students are ranked according to their achievement. Diagnostic assessment seeks to determine the existing range of knowledge and skills of a student with a view to constructing an appropriate curriculum. Formative assessment provides information on the student's performance and progress to support further learning, without necessarily counting a grade towards graduation. Summative assessment determines the final level of attainment of the student on the programme or at the end of a course that contributes credits to the programme.

STUDENTS' EVALUATIONS

The systematic gathering of students'opinions on the quality of their programme in a standardized structure together with the analysis and outcomes. Surveys using questionnaires are the most frequently used methods to collect opinions; other mechanisms include websites conferences, panels or focus groups, and representation on councils or other committees.

TEACHING AND LEARNING METHODS

The range of methods used by teachers to help students to achieve the ILOs for the course.

Examples include: lectures, small group teaching such as tutorials, seminars and syndicate groups; a case study to teach students how to analyse information and reach a decision; assignments such as writing a review paper for the students to gain the skills of self-learning and presentation; field trips; practical sessions for the students to gain practical skills; and carrying out experiments to train the students to analyse the results, reach specific conclusions and prepare a report, presentation or poster.