

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

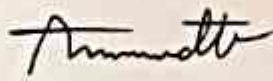
Academic Program Specification Form For The Academic Year 2022-2023

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



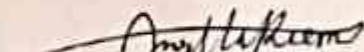
Dean ' s Name

Date : 16 / 10 / 2022



Dean ' s Assistant For
Scientific Affairs

Date : 16 / 10 / 2022



The College Quality Assurance
And University Performance
Manager

Date : 16 / 10 / 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	
A. 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.Diagnostic 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 commentary 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 excitement 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

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

[illegible]

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

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. Scientific 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 specimens 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 specimens obtained from the slaughter houses.

Assessment methods

Quick examinations (Quizzes) 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: <ul style="list-style-type: none"> · CORE TEXTS · COURSE MATERIALS · OTHER 	Milk hygiene by Najim 2012 Animal hygiene 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 1 st 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
<p>A- Knowledge and Understanding</p> <p>A1. The hygienic requirements of animal environment</p> <p>A2.Control spreading of epidemic infectious diseases.</p> <p>A3.Protection of human health by ensuring food safety.</p> <p>A4.Scintific judgment for carcasses and their organs.</p> <p>A5.Control measurements of food-borne diseases.</p> <p>A6.knowledg of management and nutrition program, and how to rearing the chicks up to marketing of age.</p>
<p>B. Subject-specific skills</p> <p>B1.Identification of all risks leading to public health hazard.</p> <p>B2. Identification of all factors for disease transmission.</p> <p>B3. Identification of food poisoning causative agents.</p>
Teaching and Learning Methods
Lectures in theoretical and practical approaches as well as media in diagrams, films, slides and fresh specimens 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 specimens obtained from the slaughter houses., using power point, practical work in the field.

Assessment methods

Quick examinations (Quizzes) 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 1 st 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
<p>A- Knowledge and Understanding</p> <p>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.</p>
<p>B. Subject-specific skills</p> <p>B1. B2. B3.</p>
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 .
<p>C. Thinking Skills</p> <p>C1. C2. C3. C4.</p>
Teaching and Learning Methods

Lectures in theoretical and practical approaches as well as media in diagrams, films, slides .
Assessment methods
Quick examinations (Quizzes) 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 (Quizzes) 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	IL Os	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 (Ckissquare 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	IL Os	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 (Ckissquare 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
<p>A- Knowledge and Understanding</p> <p>A1. Enable students to read and write vet. Topics with correct grammar</p> <p>A2. Families students with vet. Terms in order to be ready for using them A3.</p> <p>A4.</p> <p>A5.</p>
<p>B. Subject-specific skills</p> <p>B1. Encourage students to participate inside lectures freely using by different words and expressions related to their field at study.</p> <p>B2.</p> <p>B3.</p>
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.
<p>C. Thinking Skills</p> <p>C1</p> <p>C2.</p> <p>C3.</p> <p>C4.</p>
Teaching and Learning Methods

Lectures in theoretical and practical.
Assessment methods
Quick examinations (Quizzes) 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 2 nd 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 (Quizzes) 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 SCHEDULE

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 achievement of 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:
 - 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 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.

ACADEMIC 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.