

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 programmer specification.

| | |
|--|---|
| ١. Teaching Institution | University of Kirkuk College of Veterinary Medicine |
| ٢. University Department/Centre | Department of Public Health |
| ٣. Course title/code | Animal nutrition / CVM٢١٠٥/CVM٢٢٠٥ |
| ٤. Modes of Attendance offered | Theoretical lectures and practical applications in the laboratory |
| ٥. Semester/Year | First Semester /Second Semester ٢٠٢٠-٢٠٢١ (theoretical and practical) |
| ٦. Number of hours tuition (total) | ٦٠ hours |
| ٧. Date of production/revision of this specification | ١/٩/٢٠٢٠ |
| ٨. Aims of the Course | |
| | Know the fundamental principles of animal nutrition. |
| | Recognize the specification and function of different nutritional elements. |
| | Assess types of nutrition according to the category of clients. |
| | |
| | |
| | |

٩. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Cognitive goals .

١. Identify the relationship between nutrition and energy.
٢. Understand the importance of applied nutrition (curative) as an essential part of the animal care.
٣. Assist in helping animal adopt and enjoy eating the prescribed food.

B. The skills goals special to the course.

- B١. Introducing students to the field of veterinary medicine in the community
- B٢ - Enabling students to take a course in protecting society and preventing common diseases
- B٣ - Develop the student's own abilities to expand the course's awareness in the field of animal health and nutrition, which is an essential part of the components of human health and safety

Teaching and Learning Methods

- ١- Electronic theoretical lectures and practical applications in the laboratory.
- ٢- The traditional method
- ٣ - Team learning Team project
- ٤ - A workshop to develop students' skills work shop
- ٥- Application learning

Assessment methods

١. Electronic theory and practical exams
٢. Monitor practical applications in the laboratory
٣. Conversational methods: the teacher must possess a high scientific ability and the attendees have information on the topic of the discussion and dialogue.
- ٤- The discovery method: the teacher observes the activities of the learners doing the experiments individually or collectively.
- ٥- Active methods: the learner performs individual or group activities, and the teacher takes the learner's hand towards learning in practical life, inside and outside the walls of the educational institution, and in contact with the vocabulary of practical life, which gives meaning to real learning.

C. Affective and value goals

- C١. Apply various concepts of body systems
٢. Discover the importance of maintaining the sanctity and privacy of the individual at an optimal level.
٣. Explain the various theories and models from the natural and behavioral sciences as well as the humanities as they relate to the health of the individual

Teaching and Learning Methods

- Show pictures of applied films and models of dolls for different body systems
- Conducting a practical application for a volunteer and in the form of small groups
- Motivating the student by giving daily grades in order to participate
- Use of e-learning on campus

Assessment methods

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

General, rehabilitative and transferable skills (other skills related to employability and personal development).

D₁- Verbal communication: able to speak with confidence and clarity.

D₂- Written communication: Able in writing to express ideas with confidence and clarity.

D₃- Analyzing & investigation: To solve problems in a scientific and methodical manner based on facts.

D₄- Team work: working in harmony with the group or team.

D₅- initiative motive to work and the ability to take the initiative and determine the hypothesis and put ideas and solutions put forward.

D₆- Planning & organization: The ability to develop plans and programs that can be implemented.

D₇- Flexibility: adapting to situations.

D₈- Time management: The ability to work on specific dates.

10. Course Structure

| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
|------------|-------|------|---|-------------------------|--------------------------|
| the first | 2+2 | | Introduction and importance of nutrition of farm animal | theoretical + practical | Questions and discussion |
| The second | 2+2 | | Introduction and importance of nutrition of farm animal | theoretical + practical | Questions and discussion |
| The third | 2+2 | | The animal and its food | theoretical + practical | Questions and discussion |
| The fourth | 2+2 | | The animal and its food | theoretical + practical | Questions and discussion |
| Fifth | 2+2 | | Water its function | theoretical + practical | Questions and discussion |
| Sixth | 2+2 | | Water regulation and comparative use | theoretical + practical | Questions and discussion |
| seventh | 2+2 | | Energy metabolism | theoretical + practical | Questions and discussion |
| Eighth | 2+2 | | Energy metabolism | theoretical + practical | Questions and discussion |
| Ninth | 2+2 | | Carbohydrate metabolism | theoretical + practical | Questions and discussion |
| The tenth | 2+2 | | Carbohydrate metabolism | theoretical + practical | Questions and discussion |
| eleventh | 2+2 | | Protein and nucleic acid metabolism | theoretical + practical | Questions and discussion |
| Twelfth | 2+2 | | Protein and nucleic acid metabolism | theoretical + practical | Questions and discussion |
| Thirteenth | 2+2 | | protein | theoretical + practical | Questions and discussion |

| | | | | | |
|------------|--|--|-----------------------|--|--|
| fourteenth | | | protein | | |
| fifteen | | | Final Exam Theatrical | | |

| | |
|--|-------------------------------------|
| ١١. Infrastructure | |
| ١. Books Required reading: | Animal Nutrition science |
| ٢. Main references (sources) | Animal Nutrition (seventh edition) |
| A- Recommended books and references (scientific journals, reports...). | |
| B-Electronic references, Internet sites... | |
| ١٢. The development of the curriculum plan | |
| ١. Follow-up of students and continuous communication with them during study hours. | |
| ٢. Providing more scientific care in its various means and forms, such as increasing the hours of explanation and educational presentations. | |
| ٣. Extensive theoretical and practical reviews | |