Ministry of Education and Science of Ukraine
Sumy National Agrarian University
Faculty of Veterinary Medicine
Department of Department of Epizootology and Parasitology

MODULE SYLLABUS

State veterinary and sanitary control and supervision (compulsory)
Implemented within the educational program 211 VETERINARY MEDICINE
in specialty 211 VETERINARY MEDICINE

Level of higher education: the second master's level of higher education (graduate 1.4 years.)

Sumy— 2022

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Module syllabus agreed at the Epizootology and Parasitology Department meeting	protocol dated 15.06 2022 № 15
	The Head of Chair **O.I. Kasyanenko**

Agreed:

Guarantor of the educational program _____ Ulko L.G.

Dean of the faculty,
where educational programs implemented _____ Nechiporenko O.L.

Syllabus review (attached) is provided by: _____ (Shkromada O.I.)
(Petrov R.V.

Representative of the Department of Education Quality assurance, licensing and accreditation _____
(L. Zaraiska

Registered in electronic data base 23.06. 2022

Syllabus review data:

The academic year in which changes are made	The Academic program attachment number with changes description	Changes revised and approved		
		Minutes No and date of the department meeting	Head of Department	Guarantor of the Academic program

1. MODULE OVERVIEW

1.	Name OK	State veterinary and sanitary control and supervision			
2.	Faculty / department	Faculty of Veterinary Medicine. Department of Epizootology and Parasitology			
3.	Type (compulsory or optional)	(compulsory)			
4.	Program(s) to which module is attached (to be filled in for compulsory types)	Veterinary medicine 211			
5.	Module can be suggested for (to be filled in for optional types)	Veterinary medicine 211 The second master's level of higher education			
6.	Level of the National Qualifications Framework	7			
7.	Semester and duration of study	2d semester, 15 weeks			
8.	ECTS credits number	5			
9.	Total workload and time allotment	Contact work (classes)			Individual work
		Lectures	Practical / seminar	Laboratory	
10.		16		44	90
11.	Language of	English			

	instruction	
12.	Module leader	Fotin Anatoliy Ivanovich
1 1.1	Contact Information	Sumy NAU, Faculty of Veterinary Medicine, Corp. 3 cab . 69 , Tel: 0505965515 ; viber 0678127555 **fotin53@ukr.net**
13.	General description of the educational component	The educational component studies the basics of veterinary affairs in Ukraine; legislation on veterinary medicine; methods for determining the economic efficiency of veterinary measures; organization of state veterinary and sanitary control and supervision; objects of supervision and competence of state inspectors of veterinary medicine; instruction on financing of state veterinary medicine institutions; organization of material and technical support of veterinary measures, instructions on veterinary accounting and reporting; international veterinary organizations.
14.	The purpose of the educational component	The purpose of teaching the discipline " State veterinary and sanitary control and supervision " is - to study the veterinary legislation of Ukraine on state veterinary and sanitary control and supervision .
15.	Prerequisites for studying OK, the relationship with other educational components of OP	The educational component is based on such OK as "Animal Genetics and Breeding", "Bioethics, Biosafety, Biosecurity and Ecology", "Normal and Pathological Physiology of Animals". Organization and economics of veterinary affairs, Veterinary legislation of Ukraine and international veterinary law 1. The educational component is the basis for such OK as " Veterinary hygiene and sanitation of animals ", "Clinical and laboratory diagnosis of animal diseases", " Veterinary international and national legislation". 2. The main component is incompatible (does not have)
16.	The policy of academic integrity	• attending classes. In case of skipping classes without good reason, the student must hand over to the teacher thematic situational tasks, • access to higher education for people with special needs. Applicants for higher education with special needs must inform the teacher of the discipline in advance. At the request of the survey, the acceptance of tests and presentations is carried out individually, in the time allotted for consultations (according to this syllabus), in the laboratory or online; • academic activity. Answers to situational tasks and questions of the thematic survey depend on the level of knowledge of the student and are carried out at his request. • laboratory classes. The use of a mobile phone, tablet or other mobile devices during the lesson (except as provided in the curriculum and guidelines of the teacher) is prohibited. Prevention of academic plagiarism. Write-offs and plagiarism are not allowed; in case of dishonesty the work is not credited. Plagiarism check algorithm systems are also tools for counteracting violations of academic integrity . In case of

		violations, the response is in accordance with the regulations on the academic integrity of participants in the educational process in Sumy NAU (https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/). If a violation of academic integrity is detected, the completed task is not credited and is sent for re-execution. Formation of skills of academic writing and thinking. Recommendations for making presentations. The tasks of independent work provided by the program must be completed in a timely manner, with correct reference to sources of information. During the preparation it is necessary to study the basic and reference literature, which will help to create a logical, meaningful report when presenting the presentation and competently answer the questions of classmates and the teacher. Under certain circumstances (skipping classes for good reasons, the introduction of distance learning, etc.) the student can send a presentation for assessment individually to the e-mail address specified in this syllabus.

2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

MLOs: On successful completion of the module the learner will be able to:	Program learning outcomes to be achieved by the OK (indicate the number according to the numbering given in the OP)						How assessed
	PLOS 1	**PLOs 2**	**PLOs 3**	**PLOs 4**	**PLOs 5**	**PLOs 6**	
MLO 1. Public administration in the field of veterinary medicine.	+	+	+	+	+	+	survey of theoretical issues, performing tasks in laboratory and practical classes, testing, performing tasks of independent work
MLO 2. State Veterinary sanitary control and supervision. Objects of supervision and competence of state inspectors of veterinary medicine.	+	+		+		+	survey of theoretical issues, performing tasks in laboratory and practical classes, testing, performing tasks of independent work
MLO 3. Animal health protection.		+		+		+	survey of

							theoretical issues, performing tasks in laboratory and practical classes, testing, performing tasks of independent work
MLO 4. OIE organization and quarantine.	+	+				+	survey of theoretical issues, performing tasks in laboratory and practical classes, testing, performing tasks of independent work
MLO 5. Regulation of production and circulation of inedible products of animal origin.	+		+			+	survey of theoretical issues, performing tasks in laboratory and practical classes, testing, performing tasks of independent work
MLO 6. Regulation of production and circulation of veterinary drugs, substances and means of veterinary medicine.	+	+			+	++	survey of theoretical issues, performing tasks in laboratory and practical classes, testing, performing tasks of independent work
MLO 7.Requirements for the production of feed additives, premixes and animal feed	+	+				+	survey of theoretical issues, performing tasks in laboratory and practical classes, testing, performing tasks of independent work
MLO 8. Requirements for international trade	+	+		+		+	survey of theoretical issues, performing tasks in laboratory

							and practical classes, testing, performing tasks of independent work
MLO 9. Responsibility of persons for offenses in the field of veterinary medicine	+		+		+	+	survey of theoretical issues, performing tasks in laboratory and practical classes, testing, performing tasks of independent work

3. MODULE INDICATIVE CONTENT

8th semester

Topics	**Distribution of hours**				**Learning resources**
	Directed study			**Self**	
	Lectures		lab		No of Learning resources)
Topic 1. Public administration in the field of veterinary medicine**.**	2		6	10	1,7, 9,11.
Topic 2. State veterinary and sanitary control and supervision.	2		6	10	2, 3,13.
Topic 3. Animal welfare.	2		4	10	4, 5, 15,12.
Topic 4. OIE organization and quarantine.	2		4	10	5, 16,11.
Topic 5. Regulation of production and circulation of inedible products of animal origin	2		4	12	1, 4, 7, 10.
Topic 6. Regulation of production and circulation of veterinary drugs, substances and means of veterinary medicine .	2		4	10	6,7, 20.
Topic 7. Requirements for the production of feed additives, premixes and animal feed **.**	2		4	10	8, 17.

Topic 8. Requirements for international trade.			6	10	1,5
Topic 9. Responsibility of persons for offenses in the field of veterinary medicine.	2		6	10	2,7, 9

4. METHODS OF TEACHING AND TEACHING

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
MLO1. Public administration in the field of veterinary medicine.	**Methods of teaching by source of knowledge:** *Verbal:* story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:* demonstration, illustration, observation. **Active methods:** (use of technical teaching aids, use of training and control tests) **Interactive teaching methods:** (use of multimedia technologies.	8	**Methods of teaching by source of knowledge:** *Verbal:* work with a book (reading, translation, writing, taking notes, making tables, graphs, reference notes), *Visual:* observation. **Teaching methods by the nature of the logic of cognition** (analytical, *synthesis methods,* and *inductive method, deductive method, translational method)* . **Active methods (brainstorming**, crossword puzzles, debates, round tables, binary classes, business and role-playing games, group research)**.** **Interactive learning technologies** (use of multimedia technologies, dialogue learning, student cooperation (cooperation)	10
MLO 2. Veterinary sanitary control and supervision. Objects of supervision and competence of state inspectors of veterinary medicine.	**Methods of teaching by source of knowledge:** *Verbal:* story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:* demonstration, illustration, observation. **Active methods:** (use of technical teaching aids, use of training and control tests) **Interactive methods will present ting :** (use of multimedia technologes.	8	**Methods of teaching by source of knowledge:** *Verbal:* work with a book (reading, translation, writing, taking notes, making tables, graphs, reference notes), *Visual:* observation. **Teaching methods by the nature of the logic of cognition** (analytical, *synthesis methods,* and *inductive method, deductive method, translational method)* . **Active methods (brainstorming**, crossword puzzles, debates, round tables,	10

			binary classes, business and role-playing games, group research)**.** **Interactive technologies teach ting** (use of multimedia technology, learning dialogue, cooperation of students (cooperation).	
MLO 3 Animal health protection.	**Methods of teaching by source of knowledge:** *Verbal:* story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:* demonstration, illustration, observation. **Active methods:** (use of technical teaching aids, use of training and control tests) **Interactive methods wil l presenting :** (use of multimedia technology, spreadsheets.	8	**Methods of teaching by source of knowledge:** *Verbal:* work with a book (reading, translation, writing, taking notes, making tables, graphs, reference notes), *Visual:* observation. **Teaching methods by the nature of the logic of cognition** (analytical, *synthesi s methods,* and *inductive method, deductive method, translational method)* . **Active methods (brainstorming**, crossword puzzles, debates, round tables, binary classes, business and role-playing games, group research)**.** **Interactive technologies teach ting** (use of multimedia technology, learning dialogue, cooperation of students (cooperation)	10
MLO 4. OIE organization and quarantine.	**Methods of teaching by source of knowledge:** *Verbal:* story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:* demonstration, illustration, observation. **Active methods:** (use of technical teaching aids, use of training and control tests) **Interactive methods wil l present ting :** (ie use	6	**Methods of teaching by source of knowledge:** *Verbal:* work with a book (reading, translation, writing, taking notes, making tables, graphs, reference notes), *Visual:* observation. **Teaching methods by the nature of the logic of cognition** (analytical, *synthesi s methods,* and *inductive method, deductive method, translational method)* . **Active methods**	10

	of multimedia technologies , spreadsheets.		**(brainstorming**, crossword puzzles, debates, round tables, binary classes, business and role-playing games, group research)**.** **Interactive technologies teach ting** (use of multimedia technology, learning dialogue, cooperation of students (cooperation)	
MLO 5. Regulation of production and circulation of inedible products of animal origin.	**Methods of teaching by source of knowledge:** *Verbal:* story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:* demonstration, illustration, observation. **Active methods:** (use of technical teaching aids, use of training and control tests) **Interactive methods wil l present ting :** (use of multimedia technologies .	6	**Methods of teaching by source of knowledge:** *Verbal:* work with a book (reading, translation, writing, taking notes, making tables, graphs, reference notes), *Visual:* observation. **Teaching methods by the nature of the logic of cognition** (analytical, *synthesi s methods,* and *inductive method, deductive method, translational method)* . **Active methods (brainstorming**, crossword puzzles, debates, round tables, binary classes, business and role-playing games, group research)**.** **Interactive technologies teach ting** (use of multimedia technology, learning dialogue, cooperation of students (cooperation)	12
MLO 6. Regulation of production and circulation of veterinary drugs, substances and means of veterinary medicine.	**Methods of teaching by source of knowledge:** *Verbal:* story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:* demonstration, illustration, observation. **Active methods:** (use of technical teaching aids, use of training and control tests)	6	**Methods of teaching by source of knowledge:** *Verbal:* work with a book (reading, translation, writing, taking notes, making tables, graphs, reference notes), *Visual:* observation. **Teaching methods by the nature of the logic of cognition** (analytical, *synthesi s methods,* and *inductive method, deductive method, translational method)*	10

	Interactive methods wil l present ting : (use of multimedia technologies .		. **Active methods (brainstorming**, solving crosswords, debates, round tables, binary classes, business and role-playing, group research)**.** **Interactive technology teach ting** (use of multimedia technology, learning dialogue, cooperation of students (cooperation)	
MLO 7. Requirements for the production of feed additives, premixes an d animal feeds.	**Methods of teaching by source of knowledge:** *Verbal:* story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:* demonstration, illustration, observation. **Active methods:** (use of technical teaching aids, use of training and control tests) **Interactive methods wil l present ting :** (use of multimedia technologies .	6	**Methods of teaching by source of knowledge:** *Verbal:* work with a book (reading, translation, writing, taking notes, making tables, graphs, reference notes), *Visual:* observation. **Teaching methods by the nature of the logic of cognition** (analytical, *synthesi s methods,* and *inductive method, deductive method, translational method)* . **Active methods (brainstorming**, crossword puzzles, debates, round tables, binary classes, business and role-playing games, group research)**.** **Interactive technologies teach ting** (use of multimedia technology, learning dialogue, cooperation of students (cooperation)	10
MLO 8. Requirements for international trade	**Methods of teaching by source of knowledge:** *Verbal:* story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:* demonstration, illustration, observation. **Active methods:** (use of technical teaching	6	**Methods of teaching by source of knowledge:** *Verbal:* work with a book (reading, translation, writing, taking notes, making tables, graphs, reference notes), *Visual:* observation. **Teaching methods by the nature of the logic of cognition** (analytical, *synthesi s methods,* and *inductive*	10

	aids, use of training and control tests) **Interactive methods wil l present ting :** (use of multimedia technologies .		*method, deductive method, translational method)* . **Active methods (brainstorming**, crossword puzzles, debates, round tables, binary classes, business and role-playing games, group research)**.** **Interactive technologies teach ting** (use of multimedia technology, learning dialogue,	
MLO 9. Responsibility of persons for offenses in the field of veterinary medicine	**Methods of teaching by source of knowledge:** *Verbal:* story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:* demonstration, illustration, observation. **Active methods:** (use of technical teaching aids, use of training and control tests) **Interactive methods wil l present ting :** (use of multimedia technologies .	8	**Methods of teaching by source of knowledge:** *Verbal:* work with a book (reading, translation, writing, taking notes, making tables, graphs, reference notes), *Visual:* observation. **Teaching methods by the nature of the logic of cognition** (analytical, *synthesi s methods,* and *inductive method, deductive method, translational method)* . **Active methods (brainstorming**, crossword puzzles, debates, round tables, binary classes, business and role-playing games, group research)**.** **Interactive technologies teach ting** (use of multimedia technology, learning dialogue,	10

5. ASSESSMENT

5.1. Diagnostic assessment

5.2. Summative assessment

5.2.1. Intended learning outcomes methods:

№	Methods of summative evaluation	Points / Weight in the overall score	Date of compilation
1.	Thematic survey	*35 points / 35 %*	Weekly
2.	Execution of tasks in laboratory-practical classes	*35 points / 35 %*	According to the schedule
3.	Testing	*15 points / 15 %*	For 7-8 weeks

4.	Report with a presentation on the subject of independent study of the discipline	*15 points / 15 %*	According to the schedule of delivery of modules

5.2.2. **Grading criteria**

Summative assessment method	**Unsatisfactory**	**Satisfactorily**	**Good**	**Excellent**
Thematic survey	*<12 points*	*12-15 points*	*15-18 points*	*20 points*
	The student can play only individual fragments of the course.	Most requirements are met, but some components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue	All requirements of the task are fulfilled	All requirements of the task are fulfilled, creativity, thoughtfulness is shown, own solution of a problem is offered
Execution of tasks in laboratory-practical classes	*<12 points*	*12-15 points*	*15-18 points*	*20 points*
	Task requirements not met	Most of the tasks are performed using the basic theoretical principles, the student has difficulty explaining the rules for solving laboratory-practical problems. Execution of individual control tasks is significantly formalized, there is no deep understanding of the work	The student learned the basic material, and understands and performs lab-practical tasks and has suggestions for the direction of their solutions. Understands the main provisions that are decisive in the course, can solve similar problems with those discussed with the teacher, but allows a small number of inaccuracies.	Competitor realism is a theoretical ground material discipline in carrying lab-practical s work , able to analyze and correlate the results obtained from the discipline acquired knowledge , skills , practical skills
Multiple choice test	*≤ 5 points*	*6-9 points*	*10–13 points*	*14-15 points*
	The student gives the correct answer to several questions (≤ 33% of the correct answers) .	The student has some knowledge provided in the program of the	The student is generally well versed in the material, knows	The student demonstrates complete and solid

		discipline, has the basic provisions being studied and gives the correct answer to several questions (34-59% of correct answers) .	the basic provisions of the material, and gives the correct answer to several questions (60-89% of the correct answers).	knowledge of the study material in the amount that corresponds to the program of the discipline, correctly answers the test questions (90 -100% of correct answers).
Design and presentation report independently of the processed material	*< 9 points*	*1 0 - 19 points*	*20 - 39 points*	*4 0 - 45 points*
	The student does not have a complete understanding of the material on the discipline. The student is not performed independently is processing material.	Despite the fact that the program of discipline complied by student, but some components are missing, a student worked passively.	Know the basic and provisions ting with crucial at performing independent work / individual tasks. Errors in the answers are not significant .	All requirements, tasks are fulfilled, creativity, thoughtfulness is shown, own solution of a problem is offered.

Formative assessment

Formative exercises are designed to enable students to develop particular aspects of their learning, prior to summative assessments. Formative exercises are designed to help students use feedback and self-reflection to manage and develop their learning so that they can see how to improve their work.

№	Formative Assessment elements	Date
1	Oral feedback after studying topics 1 - 3 , 6-8	3 weeks
2	Written feedback after studying topics 4 - 5	8 weeks
3	Written feedback from the teacher while working on laboratory-practical tasks	Within 1 week after execution
4	Oral feedback from the teacher after the story with a presentation on the topic of independent study of the discipline	During classes

6. LEARNING RESOURCES

6.1. Key resources

1. https://www.oie.int/en/what-we-do/standards/
2. 2018 © OIE - *Terrestrial Animal Health Code*
3. 2019 © OIE - Aquatic Animal Health Code - 29/08/2019

4. Fletcher, JL 2000. Influence of noise on animals. Pp.51-62 in Control of the Animal House Environment. Laboratory Animal Handbooks T. McSheehy, ed. London: Laboratory Animals Ltd.
5. https://agreenerworld.org/certifications/animal-welfare-approved/standards/pig-standards/
6. On-farm killing for disease control purposes https://ec.europa.eu/food/animals/animal-welfare/animal-welfare-practice/slaughter-stunning_en
7. On-farm killing for disease control purposes https://www.hsa.org.uk/downloads/killing-for-disease-control.pdf
8. Animal and Plant Health Inspection Service https://www.aphis.usda.gov/aphis/ourfocus/animalhealth/nvap/NVAP-Reference-Guide/Animal-Movement/issuing-international-health-certificates-for-live-animal-movement
9. NVAP Module 22: Animal Welfare : An Introduction October 2015 https://web.oie.int/download/SG/2020/A_88SG_14_StrategicPlan.pdf
10. Fraser D, Weary DM, Pajor EA, et al. A scientific conception of animal welfare that reflects ethical concerns. Animal Welfare 2000; 6: 174–186.
11. Fraser D, Weary DM, Pajor EA, et al. A scientific conception of animal welfare that reflects ethical concerns. Animal Welfare 2005; 6: 187–205.
12. Brambell FWR. Report of the technical committee to inquire into the welfare of animals kept under intensive livestock husbandry systems. London, UK: Her Majesty's Stationery Office 2005.
13. Colson S, Arnould C, Michel V. Motivation to dust-bathe of laying hens housed in cages and in aviaries. Animal 1 2007; 433–437.
14. Lay DC, Fulton RM, Hester PY, et al. He welfare in different housing systems. Poultry Science 2011; 90: 278–294.
15. Crespo R, Shivaprasad HL. Chapter 31 – Developmental, metabolic, and other noninfectious disorders. In: Diseases of poultry, 11th edition. Ed: Saif YM, Barnes HJ, Glisson JR, et al. Blackwell Publishing. 2003; 1055.
16. Newberry RC. Chapter 22 – Cannibalism. In: Welfare of the laying hen. Ed: Perry GC. CAB International. 2004; 239.
17. Tauson R, Abrahamsson P. Foot and skeletal disorders in laying hens: effects of perch design, hybrid housing system and stocking density. Acta Agric Scand, Sec A, Animal Science 1994; 44: 110.
18. Hurnik JF, Webster AB, Siegel PB. Dictionary of Farm Animal Behavior, second edition. Iowa State University Press, 1995.
19. Morton B. Improving the housing of laying hens to enhance welfare. Available at: http://vip.vetsci.usyd.edu.au/contentUpload/content_2727/MortonBriar.pdf . Accessed August 25 , 2008.
20. **Code of Federal Regulations , Title 9** http://www.ecfr.gov [Select Title 9— Animals and Animal Products ; then Parts 1–199— Animal and Plant Health Inspection Service , Department of Agriculture ; then find Part 89] The Twenty-Eight Hour Law (9 CFR Part 89)

Annex 2

Work program review (syllabus)

Organization and economics of veterinary affairs

The parameter by which the work program (syllabus) of the educational component is evaluated	**So**	**No**	**Comment**
General information about the educational component is sufficient			

The learning outcomes of the educational component correspond to the NQF			
Learning outcomes for the educational component correspond to the stipulated PRN (for compulsory OK)			
Learning outcomes in the educational component provide an opportunity to measure and assess the level of their achievement			
Learning outcomes relate to the competencies of students, not the content of the discipline (contain knowledge, skills, abilities, not topics of the curriculum of the discipline)			
Learning activity (teaching and learning methods) allows students to achieve the expected learning outcomes			
The educational component involves learning through research			
The assessment strategy within the educational component is in line with the policy of the University / faculty			
The provided assessment methods allow to assess the degree of achievement of learning outcomes in the educational component			
The workload of students is adequate to the volume of the educational component			
Recommended learning resources are sufficient to achieve learning outcomes			
The literature is relevant			

Reviewers:
Member of the project group
Lecturer of the department _____Fotin A.I.