

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	ANM523
Module Title	Training Instruction and Coaching Skills
Level	5
Credit value	20
Faculty	Faculty of Social and Life Sciences
HECoS Code	100522
Cost Code	GAAN
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Canine Behaviour Training and Performance	Core

Breakdown of module hours

Learning and teaching hours	10 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	20hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170hrs
Module duration (Total hours)	200 hrs

Module aims

This module develops the teaching and coaching competencies required for effective and ethical professional practice in canine training contexts. Building on prior communication and practical skills, students will design, deliver and critically evaluate structured group and individual coaching sessions tailored to the needs, motivations and capabilities of owners/guardians/handlers and their dogs. The module emphasises inclusive, evidence-informed communication, behaviour change principles and reflective practice, preparing students to deliver high-quality, adaptable and professionally responsible instruction within the workplace.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Design and deliver structured group instruction and individual coaching sessions tailored to the needs, motivations and capabilities of owners/guardians/handlers and their dogs. K6, K7, K8, K14, K22, K23, K27, K29
2	Apply inclusive, evidence-informed communication strategies to facilitate understanding, engagement and behaviour change in training contexts. K22, K23, K24, K25, K26, K28, K29, K30, K31, K32, K33, K34, K35
3	Evaluate the performance of the trainer–client–dog triad, including communication effectiveness, feedback processes and ethical practice. K6, K7, K8, K14, K22, K28, K30, K33
4	Reflect on professional responsibilities in coaching practice, including ethical conduct, digital record keeping, practitioner wellbeing and sustainable professional practice. K15, K16, K17, K18, K21, K34, K36

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Practical Teaching and Coaching Assessment (60%)

Students will design and deliver instructional and coaching activities appropriate to professional canine training contexts. Assessment will evaluate planning, adaptation to client and canine needs, and the application of inclusive, evidence-informed communication. Supporting professional documentation relevant to the activities delivered will be required.

Assessment 2: Evaluation of Coaching Practice (40%)

Students will submit a structured evaluation of their instructional practice, analysing communication effectiveness, client engagement, ethical considerations and professional responsibilities, including wellbeing within coaching contexts.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2	Practical	2,400	60%	N/A
2	3,4	Written Assignment	1,600	40%	N/A

Derogations

N/A

Learning and Teaching Strategies

This module is delivered through a blended, practice-focused approach incorporating workshops, practical coaching sessions, peer observation, facilitated discussion and guided independent study within an Active Learning Framework (ALF). The approach adopts a high challenge, high support model to support the development of instructional competence in professional canine training contexts.

Applied learning activities integrate theory with practice, including communication strategies, behaviour change principles and reflective analysis. Formative feedback supports the development of professional confidence, critical thinking and ethical practice within a safe and supportive learning environment.

Welsh Elements

The module will incorporate awareness of the Welsh language and cultural context within professional canine training practice. Students will be encouraged to consider inclusive communication strategies appropriate to bilingual service delivery and may utilise Welsh language resources where appropriate. Opportunities will be provided to reflect on client engagement within the Welsh professional landscape.

Students can present their work, access forms, resources, email correspondence, work placements and personal tutorials in Welsh.

Indicative Syllabus Outline

- Qualities and professional responsibilities of instructors and coaches
- Coaching models, professional boundaries and scope of practice
- Training across disciplines, including puppy, obedience, agility, gundog and fitness
- Development and evaluation of structured training plans based on defined objectives
- Professional codes of practice, including health and safety, legal and insurance considerations
- Class dynamics and communication in instructional contexts
- Motivation of dogs and owners, including behaviour change and concordance
- Adapting practice for accessibility and individual client needs
- Structuring and delivering effective feedback
- Verbal and non-verbal communication skills
- Translating technical terminology into accessible language and confirming understanding
- Communicating scientific evidence accurately and with appropriate levels of confidence
- Managing minor behavioural concerns and working with challenging clients
- Consideration of breed-specific needs
- Welfare and ethical considerations for both clients and dogs
- Facilities, environmental factors and risk assessment in instructional settings
- Financial awareness and understanding client resources and factors affecting progress

- Professional documentation and service delivery, including use of digital technologies for record keeping and communication
- Reflection on training plans and evaluation of outcomes
- Recognition of emotional burden, compassion fatigue and wellbeing within instructional practice

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Passmore, J., (ed.) (2020), *The Coaches' Handbook: The Complete Practitioner Guide for Professional Coaches*. New York: Routledge

Other indicative reading:

Animal Behaviour and Training Council (ABTC) *Standards of Practice and Professional Code of Conduct*.

Students will be directed to current peer-reviewed research from journals including *Applied Animal Behaviour Science*, *Journal of Veterinary Behavior*, *Animal Welfare* (UFAW), and *Animals* to support evidence-informed coaching practice.

Administrative Information

For office use only	
Initial approval date	April 2026
With effect from date	September 2026
Date and details of revision	
Version number	1