

Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	FdSc Hyfforddiant a Pherfformiad Cŵn FdSc Hyfforddiant a Pherfformiad Cŵn (gyda Blwyddyn Sylfaen) FdSc Canine Behaviour, Training and Performance FdSc Canine Behaviour, Training and Performance (With Foundation Year)
1.4	Exit awards and titles	CertHE Canine Behaviour, Training and Performance
1.5	Credit requirements	FdSc Canine Behaviour, Training and Performance – 240 credits CertHE Canine Behaviour, Training and Performance – 120 credits
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	Full time - 2 years Part time - 4 years
1.9	Location of delivery	Northop Campus
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLS)
1.12	Subject area	Animal Sciences
1.13	HECoS Code	100522, 100523
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	Programme is seeking accreditation with ABTC (Animal Behaviour and Training Council)
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	ABTC Animal Trainer and Animal Trainer Standard QAA Subject Benchmark Statement: Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition 2024 HEA Transforming Assessment QAA Characteristics Statements Higher Education Credit Framework CQFW

Section 1 – regulatory details		
1.19	Derogation to Academic Regulations	N/A
1.20	Foundation Year route	<u>Yes</u>
1.21	Placement / Work based learning	Compulsory/Optional Work Placement – placements embedded within the programme, which must be completed to pass the module or programme. These may range from one day to a week or a few months and can be delivered as day release or in blocks.
1.22	Length and level of the placement	150 Hrs at Level 4 150 Hrs at Level 5
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme
The programme aims to: 1. Develop graduates who apply evidence-based scientific principles to professional canine practice, prioritising animal welfare, human safety, ethical conduct and environmental sustainability. 2. Equip students with a critical understanding of the core concepts underpinning canine behaviour, learning, training and performance, and their application across companion, working and applied training contexts, including the appropriate application and limitations of training-based approaches. 3. Embed practical and academic skills within a supportive and safe learning environment that fosters professional competence, employability, resilience, autonomy, and lifelong learning. 4. Encourage engagement with inter-professional teams and the wider community, whilst recognising professional boundaries, competencies, and the importance of appropriate referral to veterinary or behavioural professionals. The programme is informed by the professional competency frameworks of the Animal Behaviour and Training Council (ABTC), particularly those relating to the Animal Training Instructor role. Modules integrate learning theory, animal welfare science, ethical practice and professional communication to ensure graduates develop the knowledge, practical skills and professional behaviours expected within contemporary canine training practice. The curriculum is designed to provide progressive development from foundational knowledge and understanding at Level 4 to applied professional competence at Level 5. Level 4 modules establish core scientific, ethical and professional foundations, including canine anatomy and physiology, behavioural science, human–animal interaction and professional communication. Level 5 modules build on these foundations to develop applied training competence, coaching and instructional skills, specialist detection training contexts and performance management, enabling students to integrate theory with professional practice.

2.2 Programme structure and diagram, including delivery schedule					
Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
4	ANM430	Canine Behaviour and Cognition	20	C	1
4	ANM432	Canine Human Interaction	20	C	2
4	ANM429	Professional Practice	20	C	1/2
4	ANM433	Specialist Training 1	20	C	2
4	ANM442	Professional Communication and Conduct	20	C	1
4	ANM431	Introduction to Canine Anatomy and Physiology	20	C	1/2
5	ANM522	Conditioning and Sports Performance	20	C	2
5	ANM535	Animal Health and Disease	20	C	2
5	ANM536	Animal Behaviour and Welfare	20	C	1
5	ANM523	Training Instruction and Coaching Skills	20	C	2
5	ANM524	Specialist Training 2	20	C	1
5	ANM521	Canine Learning and Training	20	C	1

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Delivery
4	ANM430	Canine Behaviour and Cognition	20	C	1	1
4	ANM432	Canine Human Interaction	20	C	2	2
4	ANM431	Introduction to Canine Anatomy and Physiology	20	C	1 & 2	1
4	ANM442	Professional Communication and Conduct	20	C	1	1
4	ANM429	Professional Practice	20	C	1, 2	1, 2
4	ANM433	Specialist Training 1	20	C	2	2
5	ANM522	Conditioning and Sports Performance	20	C	2	4
5	ANM521	Canine Learning and Training	20	C	1	3
5	ANM535	Animal Health and Disease	20	C	1	3
5	ANM536	Animal Behaviour and Welfare	20	C	1	3
5	ANM524	Specialist Training 2	20	C	1	4
5	ANM523	Training Instruction and Coaching Skills	20	C	2	4

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
1	Demonstrate knowledge and apply scientific principles of canine behaviour, cognition, learning and performance within professional training contexts.	☒	☐	☐	☐	☒	☐	
2	Critically evaluate the application of canine behaviour, performance, and training principles, <i>including the limits of training-based interventions</i> and the boundaries of professional competence.	☒	☐	☐	☐	☐	☒	
3	Explain professional ethical, legal, and safety frameworks affecting the canine sector.	☒	☐	☐	☐	☒	☐	
4	Evaluate professional responsibility to animals, clients, and wider stakeholders, <i>including accountability for training advice and instruction</i> .	☒	☐	☐	☐	☐	☒	
5	Explain canine health and welfare using a One Welfare approach.	☒	☐	☐	☐	☒	☐	
6	Appraise inter-professional strategies that support canine health, welfare, <i>human safety</i> , and wellbeing through effective theory-to-practice integration.	☒	☐	☐	☐	☐	☒	
7	Demonstrate awareness of the evolving evidence base in canine behaviour and training, recognising the limitations of current knowledge and the need for evidence-informed practice.	☒	☐	☐	☐	☒	☐	
8	Evaluate current knowledge, practice, and emerging developments using evidence-based investigation <i>to inform training and instructional decision-making</i> .	☒	☐	☐	☐	☐	☒	
9	Identify and demonstrate autonomous learning for self-development.	☐	☒	☐	☐	☒	☐	
10	Appraise autonomous learning in academic and professional practice <i>to maintain competence and currency within trainer and instructor roles</i> .	☐	☒	☐	☐	☐	☒	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
11	Apply knowledge and understanding to address multidisciplinary problems.	☐	☒	☐	☐	☒	☐	
12	Critically evaluate problem-solving approaches in complex and unpredictable contexts, <i>balancing welfare outcomes, client needs, and risk.</i>	☐	☒	☐	☐	☐	☒	
13	Employ research skills to retrieve scientific data informing best practice in canine behaviour, training, and performance.	☐	☒	☐	☐	☒	☐	
14	Evaluate literature to evidence best practice and inform <i>training plans, instructional approaches, and review of outcomes.</i>	☐	☒	☐	☐	☐	☒	
15	Demonstrate effective and ethical practical training and handling skills through theory-to-practice application.	☐	☐	☒	☐	☒	☐	
16	Critically evaluate own practical training and handling skills <i>and adapt approaches to suit individual dogs, clients, and environments.</i>	☐	☐	☒	☐	☐	☒	
17	Demonstrate academic and professional skills appropriate to workplace and university contexts.	☐	☐	☒	☐	☒	☐	
18	Analyse own performance and utilise appropriate support, feedback, and reflection <i>to improve professional delivery and instruction.</i>	☐	☐	☒	☐	☐	☒	
19	Demonstrate effective communication with colleagues, clients, and inter-professionals in a range of formats.	☐	☐	☒	☐	☒	☐	
20	Evaluate and adapt communication strategies <i>to instruct clients clearly and safely in training techniques and management strategies.</i>	☐	☐	☒	☐	☐	☒	
21	Apply reflective practice to academic and professional performance and develop action plans for personal development.	☐	☐	☒	☐	☒	☐	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
22	Assess the value of reflective practice <i>in reviewing training sessions, instructional effectiveness, and professional conduct.</i>	☐	☐	☒	☐	☐	☒	
23	Demonstrate the appropriate use of technology and professional tools to support learning, communication, record-keeping, and safe practice within canine behaviour, training, and performance contexts.	☐	☐	☐	☒	☒	☐	
24	Critically evaluate and apply current and emerging technologies and professional tools to support effective training delivery, client instruction, reflective review, and ongoing professional development.	☐	☐	☐	☒	☐	☒	
25	Demonstrate professional responsibility to animals, clients, the profession, and the public in accordance with professional codes of conduct.	☐	☐	☐	☒	☒	☐	
26	Appraise professional conduct, recognising personal competence, limitations, <i>risk management responsibilities</i> , and the need for appropriate referral.	☐	☐	☐	☒	☐	☒	
27	Apply canine training principles to implement structured training tasks in applied contexts, including companion, working, and detection dog activities, while maintaining animal welfare, safety, and ethical practice.	☐	☐	☐	☒	☒	☐	
28	Critically evaluate and adapt specialist canine training approaches in applied contexts, including companion, working and detection dog roles, demonstrating consideration of welfare, operational requirements, handler influence and environmental factors.	☐	☐	☐	☒	☐	☒	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

The learning and teaching strategy for this programme is informed by Wrexham University's SSLA and delivered through a high challenge, high support approach within an Active Learning Framework (ALF). It aligns with the University's vision to provide an engaging, inclusive and supportive learning environment.

Teaching approaches meet the needs of learners and employers, combining practice-based and research-informed delivery. Students are supported to engage actively and collaborate with staff and peers. Teaching, learning and assessment practices promote wellbeing and a positive learning culture.

Personal Development Planning is introduced in the first semester through tutorials with personal tutors, supporting academic confidence, reflective practice and professional identity.

The curriculum is current, relevant and professionally focused. Assessment supports skills development aligned to career pathways within the canine sector. Employability is embedded throughout, including 150 hours of work-based learning, and all modules contribute to Wrexham University Graduate Attributes.

Teaching is informed by current research and professional practice in canine behaviour, training and welfare. Students engage with literature, professional standards and industry developments to support evidence-informed practice.

Industry engagement includes guest speakers, field visits and collaboration with professionals across canine training, behaviour and working dog sectors, including applied contexts such as detection and conservation work.

A range of teaching methods support learning, including lectures, practical sessions, seminars, workshops, VLE use, tutorials, group and project work, guest speakers, educational visits, discussion groups, laboratory and clinical work, and student presentations.

Knowledge and understanding are developed through a balance of theory and application, with emphasis on applying learning in practical environments such as the field, clinical suite and training hall.

Practical skills are central to the programme. The clinical suite and training hall support development of handling and training skills prior to work-based learning, with further application in specialist detection Level 4 and 5 modules.

Intellectual skills are developed through problem-based and flipped learning, supporting critical thinking, analysis and application to real-world contexts.

Transferable and employability skills, including communication and professional practice, are embedded across classroom, practical and workplace learning.

Inclusive teaching practices ensure accessibility through varied teaching methods, assessment formats and learning resources.

Teaching reflects the Welsh context where appropriate, including legislation, environmental policy and conservation priorities, alongside engagement with Welsh language and culture.

The programme reflects sustainability and welfare priorities through a One Welfare approach, recognising links between animal welfare, human wellbeing and the environment, and promoting ethical and responsible practice.

2.4 Learning and teaching strategy

Overall, the programme supports progression into professional roles within the canine behaviour and training sector and aligns with expectations for evidence-based, welfare-led practice

2.5 Assessment strategy

The assessment strategy for the FdSc Canine Behaviour, Training and Performance programme has been developed with reference to key sector and educational frameworks, including the QAA Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences, the Animal Behaviour and Training Council (ABTC) Animal Trainer and Instructor standards and Code of Professional Practice, the Association of Pet Dog Trainers (APDT) Code of Practice, Wrexham University's Strategy for Supporting Student Learning and Achievement (SSSLA) and Active Learning Framework (ALF), and the Higher Education Academy framework for Transforming Assessment in Higher Education.

The programme provides a balanced range of formative and summative assessments, with opportunities for self-assessment and peer feedback to support the development of reflective and autonomous learners. Assessment tasks are designed to reflect authentic professional contexts and enable students to apply theoretical knowledge to real-world training and behaviour scenarios.

A variety of assessment methods are used across the programme, including written assignments, case studies, practical training plans, presentations, reflective evaluations and applied practical assessments. These approaches support the development of analytical thinking, professional communication and practical competence relevant to employment within the canine training and behaviour sector.

Assessments are aligned with programme learning outcomes and are designed to be inclusive, diverse and industry-relevant, enabling students to demonstrate their knowledge and skills through a range of formats. Where appropriate, students can tailor assessment topics to their own areas of professional interest, supporting individualised learning and engagement.

Industry partners have also contributed to the development of assessment approaches and may provide feedback within work-based learning modules, ensuring that assessment remains aligned with current professional practice and sector expectations.

Assessments are also designed to demonstrate clear progression across Levels 4 and 5, enabling students to develop increasing levels of independence, critical evaluation and professional competence in preparation for employment or further study.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)		
3.1	Framework	FRAME011, FRAME032
3.2	Cost centre	GAAN
3.3	Course type (HESA)	N/A
3.4	Fee model	UG: Standard FT/PT (Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.6	Student funding model	SLC/Self Financed
3.7	Mode of Attendance (Funding)	In person attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Angela WInstanley
3.10	Date of Approval	April 2026
3.11	Date and type of Revision	