

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

FdSc Hyfforddiant a Pherfformiad Cŵn

FdSc Canine Behaviour, Training and Performance

Internal Programme Title(s) (if different to the title on the certificate)

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2023 – September 2027

Intake points

September

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Glyndŵr University
Location of delivery
Northop Campus
Faculty/Department
FSLs
Exit awards available
FdSc Canine Behaviour, Training and Performance Certificate of HE Canine Behaviour, Training and Performance
Professional, Statutory or Regulatory Body (PSRB) accreditation
NA
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement</i>.
NA
HECoS codes
(100522) Animal behaviour

(100523) Animal Science (101277) Work Based Learning (101090) Study Skills
UCAS code
Relevant QAA subject benchmark statement/s
QAA (2019) Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences. QAA (2020) Characteristics Statement Foundation Degree. QAA (2014) UK Quality Code for Higher Education (Part A: Setting and Maintaining Academic Standards- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies).
Mode of study
Full & part time
Normal length of study for each mode of study
Full time - 2 years Part time - 4 years
Language of study
English
Transitional arrangements for re-validated provision if applicable
N/A
The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i>)
General Regulations and Definitions Regulations for bachelor's degrees, Diplomas, Certificates and Foundation Degrees Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	12/05/2022
Date of approval by Academic Board:	07/07/2022
Approved Validation Period:	September 2023 – September 2027
Transitional arrangements approved (if revalidation)	N/A
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

1 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages:

Qualification	Entry requirements
Foundation Year	48 Tariff points and /or relevant experience
Foundation Degree	48 Tariff points and /or relevant experience
3 year Bachelors degree	112 Tariff points
Integrated Masters (4 years)	120 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

Non-Standard entry criteria

Students who do meet the standard entry criteria but can demonstrate industry relevant skills and experience within the canine sector via employment or private engagement will also be considered. Students without the relevant qualifications or experience will be directed towards the FdSc Canine, Behaviour, Training, and Performance with Foundation Year.

2 Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

3 DBS Requirements

N/A

4 Suitability for Practice Procedure

N/A

5 Aims of the programme

1. To produce graduates who apply scientific research to operate ethically and endeavour to ensure animal welfare, human wellbeing, and environmental sustainability in their professional practice.
2. To equip students with a critical understanding of the core concepts that underpin canine behaviour, training, and performance.
3. To embed practical and academic skills in a supportive and safe environment which facilitate employment, resilience, autonomy, and lifelong learning.
4. To encourage engagement with inter-professionals and the wider community whilst recognising professional boundaries and competencies.

6 Distinctive features of the programme

This programme will be delivered at Glyndwr's Northop campus, which is situated in a stunning rural setting and specialises in animal behaviour welfare and conservation, veterinary nursing and equine studies. This programme will be delivered by academics and industry professionals with a wide range of experience and expertise in animal behaviour and training, physiology, conservation and veterinary nursing. A key strength of the programme team is their industry background and continued links with their relevant disciplines, providing a deep understanding of the sector and thorough knowledge of the skills and attributes required by employers.

The programme has a strong vocational focus with two work-based learning modules totalling 300 hrs in the workplace. This will enable students to gain specific skills, attributes and practice behaviours needed to work within the area of their choice. The model for work-based learning adopts an approach whereby students can apply theory to practice throughout their studies building upon their skills and knowledge as they progress from level four to five.

The programme features specialist modules at level four and five, taught by leading industry professionals who are expert practitioners in their specialist fields. These modules give students a truly unique and immersive opportunity. They will undertake practical work in a highly specialised field, engaging with experts who are operating commercially at the forefront of development in the industry.

Throughout the programme there are opportunities to build upon practical skills which relate directly to employability, gaining the confidence and competence needed to be effective in the workplace. Evidence based ethical practice and adherence to industry professional codes is core to this programme. There is a strong emphasis on welfare and evaluation of human-animal and environmental interconnection through the One Welfare Framework lens.

In addition to work-based learning students will further develop their practical skills with the support from the programme team in the bespoke Glyndŵr University Clinical Suite. The clinical suite has a range of veterinary equipment, anatomical models and manikins and behavioural equipment. The Northop campus has an enclosed training area with balcony and a Crufts standard agility course, as well as extensive outside grounds including meadows and woodlands, ponds and stream.

7 Credit Accumulation and exit awards

Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of 'Certificate of Higher Education Canine Behaviour, Training and Performance'

8 Programme Structure Diagram, including delivery schedule.

Full-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	ANM430	Canine Behaviour and Cognition	20	C	1
Level 4	ANM432	Human Canine Interaction	20	C	2
Level 4	ANM431	Introduction to Canine Anatomy and Physiology	20	C	1
Level 4	ANM428	Professional and Academic Development	20	C	1
Level 4	ANM429	Professional Practice 1	20	C	1, 2
Level 4	ANM433	Specialist training 1	20	C	2
Level 5	ANM522	Conditioning and Sports Performance	20	C	2
Level 5	ANM521	Canine Learning and Training	20	C	1
Level 5	ANM520	Practical Health and Disease	20	C	1
Level 5	ANM519	Professional Practice 2	20	C	1, 2
Level 5	ANM524	Specialist Training 2	20	C	1
Level 5	ANM523	Training Instruction and Coaching Skills	20	C	2

Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of delivery
Level 4	ANM430	Canine Behaviour and Cognition	20	C	1	1
Level 4	ANM432	Human Canine Interaction	20	C	2	2
Level 4	ANM431	Introduction to Canine Anatomy and Physiology	20	C	1	1
Level 4	ANM428	Professional and Academic Development	20	C	1	1
Level 4	ANM429	Professional Practice 1	20	C	1, 2	1, 2
Level 4	ANM433	Specialist training 1	20		2	2
Level 5	ANM522	Conditioning and Sports Performance	20	C	2	4
Level 5	ANM521	Canine Learning and Training	20	C	1	3
Level 5	ANM520	Practical Health and Disease	20	C	1	3
Level 5	ANM519	Professional Practice 2	20	C	1, 2	3, 4
Level 5	ANM524	Specialist Training 2	20	C	1,	3,
Level 5	ANM523	Training Instruction and Coaching Skills	20	C	2	4

9 Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4	Level 5
A1	Demonstrate knowledge and application of the established principles of canine behaviour, performance and training skills.	Critically appraise knowledge and application of canine behaviour, performance and training skills and identify limits of knowledge.
A2	Explain professional ethical and legal frameworks affecting the canine sector.	Evaluate the importance of professional practice and responsibility to stakeholders within the canine sector.
A3	Discuss canine health and welfare through the One Welfare lens.	Appraise strategies for interprofessional approaches and development of theory to practice ensuring canine health and welfare and human wellbeing.

Intellectual Skills

	Level 4	Level 5
B1	Demonstrate awareness of the provisional nature of the facts and principles associated with canine behaviour training and performance.	Evaluate current knowledge, practice and potential future developments using evidence-based principles of investigation.
B2	Identify and demonstrate autonomous learning for self-development.	Appraise autonomous learning in academic and professional practice for canine welfare and human safety and wellbeing.
B3	Apply knowledge and understanding to address multidisciplinary problems.	Evaluate critically appropriate approaches to solve problems in complex and unpredictable contexts, demonstrating creativity and innovation balanced by an ethical awareness.

Subject Skills

	Level 4	Level 5
C1	Employ research skills to retrieve scientific data informing best practice in the field of canine behaviour, training and performance.	Evaluate literature to evidence and apply current best practice and to identify areas of change and future development.
C2	Demonstrate effective and ethical practical training and handling skills using theory to practice.	Evaluate own practical training and handling skills in a range of scenarios.

	Level 4	Level 5
C3	Demonstrate a range of academic skills that can be utilised in the workplace and university.	Analyse own performance and utilise support mechanisms for self-development in academic and professional progression.

	Level 4	Level 5
D1	Demonstrate effective communication skills with colleagues, clients, and inter-professionals in a variety of forms.	Evaluate efficacy of communication skills with colleagues, clients, and inter-professionals in a variety of forms and new situations.
D2	Apply reflective practice to professional and academic performance and create action plans for personal development.	Assess the importance in practice of using a reflective approach for improved self and other's performance.
D3	Identify and effectively utilise appropriate technology for the field of behaviour, training, and performance.	Evaluate the efficacy and suitability of current and new technology developments in a variety of situations.
D4	Demonstrate professional responsibility to animals, clients, the profession and public in accordance with professional codes of conduct.	Appraise own and others professional conduct and reflect upon own competences and limitations.

10 Learning and teaching strategy

The learning and teaching strategy has been informed by Glyndwr University's SSLA and provides high challenge and high support within an active learning framework (ALF). The Learning and teaching strategy for this programme aligns to the wider University's Vision and Strategy for teaching that inspires. There is a focus on meeting the needs of employers and learners with practice-based and research-informed learning and teaching embedded throughout the modules. Students will receive personalised support and opportunities to collaborate as partners to ensure that teaching, learning and assessment within the programme is optimal to their health and wellbeing. Personal Development Planning will be introduced for every student in the first semester of study as part of personal tutorials with allocated personal tutors. The curriculum is relevant and current, with innovative assessment where students can choose to focus on developing specific skills relevant to their chosen area of employment. Opportunities to develop key skills for employability are woven throughout the curriculum, and in the 300hrs of work-based learning. Each module covers specific Glyndwr graduate attributes, attitudes and skillsets.

A variety of learning and teaching methods will be deployed, in class, practical settings and the workplace, including:

- Lectures
- Practical dog training sessions
- Seminars and workshops
- VLE
- Group and personal tutorials
- Group and project work
- Guest speakers
- Educational visits and study days
- Discussion groups
- Practical work in the laboratory / clinical suite
- Student presentations

Knowledge and understanding

Although there will be some traditional type lectures, the emphasis will be on applying theory to practice where appropriate. Many of the learning sessions will take place in the field and clinical suite, and training hall which will be used as an active learning environment to enhance the integration of practice and theory.

Subject-specific/practical skills

The clinical suite and training hall will be used frequently to ensure that our students have the relevant skills when they go into their work-based learning placements. The specialist training modules at level 4 and 5 will also enable students to learn and implement skills in the work place.

Intellectual skills

Problem-based learning activities / flipped learning / modified SCALE-up will be utilised to engage our students and provide a rich learning experience.

Transferable/key skills

Throughout the programme there is clear pathway in developing additional and transferable skills which will enable our students to proceed with confidence into their future career.

Practical, Professional and employability skills

Practical, professional and employability skills are embedded throughout the programme with many opportunities for students to undertake practical activities in the classroom, clinical suite, training hall, and in the workplace.

11 The Wrexham Glyndwr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability level descriptor and in collaboration with the Careers team. The Employability level descriptor is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUCConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

12 Work based/placement learning statement

Students will be required to complete 150 hours of workplace learning at level four and a further 150hrs at level 5. These will be set weeks within the University calendar. Part-time students will be able to complete 150 hrs over two years for both modules. Students will be provided with support and guidance to secure a meaningful placement relevant to their career goals.

The placement must be approved by the module leader and monitoring undertaken in collaboration with the placement provider and student (see responsibilities below). A Negotiated Learning Contract will be established before placement commences. Students will be responsible for logging placement hours and gaining placement confirmation of hours, they will also complete a reflective log. Feedback will be sought from employers and students via a standardised Professional Behavioural Evaluation Assessment document. Documentation must be signed off by the workplace provider / s as per the requirements of the learning outcome for pass fail. At level 4 this is a timesheet for 150 hrs in the workplace, at level 5 completion of 150 hrs timesheet signed by the employer / s, 3 completed reflective logs, and signed negotiated learning contract.

To enable flexibility there will be opportunities for the student to complete their work placement around other commitments if they cannot attend placements with the University allocated placement weeks. This must be discussed with and approved by the module leader.

It is the responsibility of the module leader to ensure that the student and their workplace provider are fully aware of their responsibilities (below) in meeting the requirements of the placement. A Placement Providers Handbook sets out the legal and academic information for the workplace organisation. The Negotiated Learning Contract between student, placement provider and tutor forms part of the coursework and clearly sets out the responsibilities of each party:

Student responsibilities:

- Agree with the Module Leader the suitability of the proposed workplace provider and nature of the activities to be undertaken.
- Negotiate the learning contract for the placement with the workplace employer.
- Engage and manage learning opportunities within the placement with support from the module leader.
- Ensure workplace policies and procedures are adhered to always and ensure familiarity with relevant policies and procedures, e.g. lone working, handling of specialist equipment and working with specific populations.
- Act responsibly and professionally within the workplace.
- Maintain a safe environment and ensure health and safety measures.
- Maintain appropriate relationships with other organisational staff, participants and volunteers.
- Maintain confidentiality always.
- Identify and manage learning opportunities with support from the module leader.
- Alert the workplace manager/mentor and/or the module leader to problems that may interfere with attainment of aims specified in the learning contract and/ or safety.

Placement provider responsibilities:

- Ensure completion of relevant health and safety documentation prior to commencement of the student placement.
- Agreement of the learning opportunities to be made available to the student prior to the commencement of the placement.
- Maintain regular contact with the module leader, attending mentor support study days as required.
- Enable the student to have every opportunity to meet the agreed learning contract.
- Ensure student is fully inducted in all relevant policies and procedures to maintain a safe environment including lone working, handling of specialist equipment and working with specific populations.
- Maintenance of a safe environment throughout the duration of the placement.
- Liaise with the module leader to discuss the student's performance at designated reference points throughout the placement.
- Completion of a witness statement / feedback sheet on completion of the placement.

Module leader responsibilities:

- Ensure that health and safety checklists and workplace profiles have taken place prior to commencement of the work placement.
- Maintain regular contact with the student and the workplace mentor/manager to discuss issues as they arise.
- If any questions are raised regarding the work experience location for Professional Practice, a site visit will be undertaken by the module leader.
- Ensure that student has adequate access to learning tools and opportunities.
- Negotiate and identify learning opportunities with the student and their mentor.
- Provide modular support sessions to individual or groups of students on location.

- Maintain own development in monitoring of health and safety of placements and developing the role of the link tutor.
- Establish and encourage placement feedback from students and mentors and contribute to the development of quality assurance of placements in accordance with the QAA

13 Welsh medium provision

The programmes will be delivered through the medium of English.

Students are entitled to submit assessments in the medium of Welsh. When a student elects to submit the assessment in the Welsh language and no appropriate Welsh speaking tutor/assessor is available, the written assessment will be translated into English. This translation will be conducted by University qualified translators. Alternatively, other avenues can be used such as the Coleg Cymraeg Cenedlaethol scheme.

The University is committed to supporting its learners to use incidental Welsh during reviews and conversations relating to their programme as well as providing additional professional development opportunities to develop conversational and professional Welsh. The University has a number of Welsh speaking advisors/managers who can fully conduct the review process through the medium of Welsh. During the enrolment process and induction, this support is highlighted and resources are given to learners to encourage them to learn and use Welsh in the workplace.

14 Assessment strategy

The assessment strategy for the FdSc Canine Behaviour, Training and Performance programme was developed using the following guidance:

- QAA (2019) Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences.
- Animal Behaviour and Training Council (ABTC) Animal Trainer and Instructor standards and Code of Professional Practice
- Association of Pet Dog Trainers (APDT) Code of Practice
- Strategy for Supporting Student Learning and Achievement (SSSLA)
- Active Learning Framework (ALF)
- Higher Education Academy (HEA) framework for Transforming Assessment in Higher Education

The programme provides a balance of formative and summative assessment tasks, with opportunities for self and peer assessment. This enables students to gain confidence and competence as autonomous learners and when working collaboratively in a group. Assessments are authentic, innovative, and work relevant with a strong emphasis on reflection and evaluation to prepare students with the skills and attributes needed to gain employment in the sector.

Assessment methods and content align directly to the programme outcomes, they are designed to be valid, diverse and industry authentic, thereby promoting inclusivity, and maximising relevance and student engagement. Assessments are innovative and industry focussed with integration of specialist domains. They are challenging and industry realistic, with opportunities for students to engage and tailor them to their own area of interest, therefore being meaningful and promoting individualised learning. Employers were consulted in the design of assessments and are able to provide feedback in the work based modules.

Module code & title	Assessment type and weighting	Indicative submission date
ANM430 Canine Behaviour and Cognition	Coursework 50% In class test 50%	Sem 1 Wk 20 (Dec) Sem 1 Wk 25 (Jan)
ANM432 Human Canine Interaction	Coursework (poster) 50% Coursework 50%	Sem 2 Wk 33 (Mar) Sem 2 Wk 39 (Apr)
ANM431 Introduction to Canine Anatomy and Physiology	Presentation 40% In-class test 60%	Sem 1 Wk 19 (Nov) Sem 1 Wk 25 (Jan)
ANM428 Professional and Academic Development	Written Assignment 50% In-class test 50 %	Sem 1 Wk 15 (Nov) Sem 1 Wk 24 (Jan)
ANM429 Professional Practice 1	Portfolio 100% Attendance pass/fail	Sem 2 Wk 40 (May) Sem 2 Wk 40 (May)
ANM433 Specialist Training 1	Practical 70% In class test 30%	Sem 2 Wk tbc
ANM522 Conditioning and Sports Performance	Coursework 50% Written assignment 50%	Sem 2 Wk 39 (Apr) Sem 2 Wk 41 (May)
ANM521 Canine Learning and Training	Practical 30% Portfolio 70%	Sem 1 Wk 20 (Dec) Sem 1 Wk 25 (Jan)
ANM520 Practical Health and Disease	In-class test 60% Practical 40%	Sem 1 Wk 19 (Nov) Sem 1 Wk 25 (Jan)
ANM519 Professional Practice 2	Presentation 100% Practical (Pass/Fail)	Sem2 Wk 40 (May)
ANM524 Specialist Training 2	In class test 30% Practical 50% Oral 20%	Sem 1 TBC
ANM523 Training Instruction and Coaching Skills	Practical 50% Oral 50%	Sem 2 Wk 40 (May)

15 Assessment and award regulations

Derogations

N/A

Non Credit Bearing assessment

Level 4 Professional Practice 1 – attendance element

Level 5 Professional Practice 2 – attendance element

Borderline Classifications (Undergraduate programmes)

N/A

Ordinary Degrees

NA

Restrictions for trailing modules (Taught Masters)

N/A

Prerequisites for processing to MRes research component

N/A

16 Accreditation

N/A

17 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

18 Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

19 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)