

HARPER ADAMS UNIVERSITY

Programme Specification

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| 1 | Awarding Institution: | Harper Adams University |
| 2 | Teaching Institution: | Askham Bryan College |
| 3 | Course Accredited by: | Not Applicable |
| 4 | Final Award and Level: | FdSc (Level 5) |
| 5 | Interim Award(s) and Level(s): | University Foundation Certificate Canine and Feline Studies (Level 4) Certificate of Higher Education Canine and Feline Studies (Level 4) |
| 6 | Award Title: | Canine and Feline Training and Behaviour |
| 7 | UCAS Code: | C865 |
| 8 | JACS Code(s): | D300 |
| 9 | QAA Benchmark Statement(s): | Foundation Degree (2008) Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009) Biosciences (2007) General Business and Management (2007) |
| 10 | Language of Study: | English |
| 11 | Mode of Study: | Full-time / Part-time |
| 12 | Date Approved or Revised: | Validation Event Held on 16 th March 2015 (September 2015 – August 2021) Updated Academic Standards Committee – July 2017 (For 2017-18 Entry Cohort Onwards) |

CONTEXT AND RATIONALE

It is expected that by 2020 the animal management industry will need a minimum of 90,000 new entrants (Lantra, 2012). Askham Bryan College aims to assist in facilitating this and has a large animal unit consisting of a wide range of animals covering all taxa. This is set to expand in the spring of 2015 with the opening of a state of the art animal management building alongside functioning kennels, cattery and grooming parlour. The grooming parlour will be open to the public for the students to work in and alongside the clients giving them the skills in communication and customer care in addition to the required practical skills needed to work with canines and felines. These facilities will also allow the learners to work closely with external canine and feline organisations. This significant investment in the animal management section will facilitate the learning and serve the curriculum well.

The college has developed a range of industry related resources to support the delivery of this foundation degree by a well-qualified team of staff. The FdSc Canine and Feline Training and Behaviour aims to produce professionals who have practical skills and are critical and independent thinkers with specialist knowledge that enables them to work with canines and felines.

Upon completion of the course graduates should be able to investigate and evaluate behaviour problems, demonstrate and use a variety of training methods effectively, manage animals in kennels and assess welfare needs of companion animals. They will also be

provided with the essential underlying knowledge of science, business skills and management techniques that will allow them to progress into industry. Industry links will be created throughout by bringing in guest speakers and organising demonstrations or trips that develop students learning. Work based learning will be completed through participation in duties and classes. Learners are guided in their reading and theoretical grounding through the widespread use of seminars and discussion groups, with academics playing a key role in the facilitation of learning and deepening the understanding of key concepts so that they can be applied in their future careers.

Many students may progress to honours level and higher study either at the College or elsewhere. This specialist area of study has traditionally recruited well in other colleges and universities and is a growing field of expertise in an industry that is in high demand.

GENERIC AIMS

All FdSc awards aim to provide the following:

1. To develop in each student subject knowledge and understanding appropriate to individual interests and their developing vocational needs.
2. To develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within taught material and to examine the field of study within a broader perspective.
3. To develop the personal effectiveness and employability of students, in particular their ability to learn, to communicate, to work with others and to solve problems.
4. To develop those skills of professional scholarship required for career management, lifelong learning and innovation.
5. To inculcate an awareness of the wider consequences of economic activity and a determination to minimise the effects on the environment and on people.
6. To provide a lively, stimulating and challenging educational experience.

AWARD-SPECIFIC AIMS

The FdSc Canine and Feline Training and Behaviour award aims to provide the following:

1. To develop each student's ability to apply detailed scientific knowledge to the management of canines and felines.
2. To equip students with a thorough understanding of business concepts relating to the canine and feline industry.
3. To develop in students the ability to identify, analyse and solve a range of commonly encountered problems when managing canines and felines and where appropriate, indicate solutions that apply to industrial practice.
4. To develop students' practical skills in training, behaviour, and management of canines and felines.
5. To develop the students' ability to identify and evaluate external factors and their influence on the development of canine and feline industries.

GENERIC OUTCOMES

On successful completion of Foundation Degree awards, students will be able to:

| | | |
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| A | Knowledge | Demonstrate a detailed knowledge of key theories, ideas and terminology associated with the discipline, with some appreciation of how knowledge is developed and used in practice. |
| B | Problem Solve | Select and use strategies to solve problems that are complex or unpredictable |
| C | Analysis | Analyse data using recognisable principles or approaches, and draw out specific findings from this process with some awareness of the limitations of the approach. |
| D | Synthesis | Compare and contrast ideas and/or data to strengthen evidence or arguments towards a specified purpose. |
| E | Evaluation | Review information using selected methods to address complex issues or problems, with an awareness of some of the limitations of the source material |
| F | Digital Competence | Select and use appropriate technologies to enable or enhance the performance of specific tasks, and appreciate the role information and communication technologies play in the discipline or relevant professions. |
| G | Team Work | Work productively with others on negotiated tasks and evaluate team performance with reference to some of the internal and external factors affecting success |
| H | Career Dev | Recognise, pursue and record personal development in a way that supports the needs of relevant professional employers. |
| I | Communications | Communicate effectively through different media and genre, for specialist and non-specialist audiences. |
| J | Practical Comp | Perform practical operations in more complex or unpredictable situations that require the selection and application of appropriate skills and review personal effectiveness in practical tasks. |
| K | Autonomy | Work independently and autonomously with only some supervision in academic and practical tasks; make decisions about when support is needed. |
| L | Research | Use research to inform the development of knowledge and understanding, and to inform decision-making. |
| M | Sustain Practice | Recognise the complexity of sustainable practice, and assess the sustainability of different practices, processes and/or developments. |
| N | Global | Compare and contrast international examples or case studies that are associated with the discipline and identify global factors or trends that have an impact on specific areas of study. |
| O | Ethics | Recognise some ethical challenges associated with research and within professional behaviour, and appreciate the role of personal responsibility and professional codes in complex ethical dilemmas |
| P | Placement | Not applicable |
| Q | Honours | Not applicable |

AWARD-SPECIFIC OUTCOMES

On successful completion of the FdSc Canine and Feline Training and Behaviour award, students will also be able to:

Level 4

| | |
|---|---|
| R | Appraise a range of interactions that occur between non-human animals and man. |
| S | Recognise and interpret observations of canine and feline behaviour. |
| T | Design, implement and assess a husbandry plan for canines and felines. |
| U | Evaluate the basis of a range of conflicting perspectives of canine and feline behaviour, training and welfare. |

Level 5

| | |
|---|---|
| R | Demonstrate a scientific understanding of normal and problematic behaviour in canines and felines. |
| S | Understand ethical, legal and professional standards of conduct for those working with canines and felines. |
| T | Evaluate a range of training techniques and how they can be used in practice |
| U | Develop an understanding of setting up and running a business enterprise working with canines and felines. |

RELATIONSHIP WITH EXTERNAL REFERENCE POINT(S)

The aims and outcomes of this Foundation Degree programme reflect the level descriptors for Foundation Degree Awards (2008), part of the QAA UK Higher Education Quality Code.

The award is reflected in the benchmark statements for agriculture, horticulture, forestry, food and consumer sciences (2009) and biosciences (2007). The statement for general business and management (2007) is also reflected, specifically in relation to finance, management and development of people, business policy and strategy, communication and information technology and customer service. In addition, the themes of sustainability and globalisation are embedded.

Lantra (2014) estimates that there are 20,240 businesses in the animal care sector employing 222,900 people across a broad range of industries including those with a companion animal basis, breeders, zoos, wildlife parks and open farms. Over four-fifths of these businesses have a work force of less than ten employees (Lantra 2011) highlighting the importance of business knowledge within this sector.

In research collected by Lantra (2011) key skills required by employers were technical skills (animal handling and care), ICT skills, and leadership/management skills alongside literacy numeracy and communication skills. In addition, increased customer expectations highlight the need for customer care, marketing and communication skills within the industry as many roles are public facing. Increased focus on animal welfare following the introduction of the Animal Welfare Act (2006) and EU legislation highlights the need for employees that have excellent technical skills alongside specialist knowledge in specific areas. In addition people with good influencing skills are needed for public facing and enforcement roles. Climate change/environmental issues also impact on the skills required by graduates within this sector with a higher knowledge of bio-diversity and biosecurity required and skills in research and development of new technologies are also needed. The FdSc programme will provide students with the skills and knowledge outlined from the Lantra report summary. It will provide industry specific knowledge and also the wider transferable skills and independent motivation which set Higher Education students apart.

The College holds an Animal Management Technical Advisory Group and feedback from employers help to shape the curriculum. In addition feedback from a range of student focus groups has been considered.

PROFESSIONAL ACCREDITATION ARRANGEMENTS

There are no professional accreditation arrangements for the FdSc Canine and Feline Training and Behaviour programme.

COURSE DURATION, PROGRESSION, MODULE COMPENSATION, TRANSFER, ADVANCED STANDING AND INTERIM AWARDS

Course Duration

The duration of this course will be two years full-time, or three years part-time.

Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) per year from core (compulsory) modules. Students intending to top-up to a BSc/BSc Honours programme should discuss their option choice with their Course Manager.

The part-time programme will be completed in three years and typically be no less than 50% of the standard module diet of the full-time version of the award.

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The maximum duration of study for full-time and part-time students (including up to one year postponement of studies) will be three years and four years respectively.

Progression

Students progressing to the second year must have satisfied the requirements for progression in line with Harper Adams University academic regulations.

Module Compensation Exclusions

The following modules are not eligible for compensation within the FdSc Canine and Feline Training and Behaviour programme:

Part 1 modules: All modules other than Kennel and Cattery Management (Industry Skills) are eligible for compensation.

Part 2 modules: All modules are eligible for compensation.

Transfer

Students transferring to the second year must have satisfied the requirements for transfer in line with Harper Adams University academic regulations. Unless otherwise indicated in the programme specification, students can transfer all core module credits between programmes.

Entry with Advanced Standing

Table 4.1 in **Section 4** of the *Academic Quality Assurance Manual* identifies the maximum credit that can normally be advanced for students wishing to enter with advanced standing from a Harper Adams' award, or an award from another institution. Harper Adams' awards

which qualify for the maximum volume of advanced standing into this programme are listed as follows:

- Entry with Accreditation of Prior Learning (APL)/ Accreditation of Prior Experiential Learning (APEL) will be accepted in accordance with the Askham Bryan College procedure and Harper Adams University regulations. No more than $\frac{2}{3}$ credit for the award may be derived from APL. Within this limit, no more than half of the total credit value of the award may be derived from APEL.

Interim awards which qualify for a lower level of advanced standing, including Harper Adams' awards, into this programme are listed below:

- Holders of a matching Certificate of Higher Education/HNC/FdSc may apply to be admitted to part two of this programme, subject to satisfaction of the admitting Course Manager of their suitability for study on the programme. Students would normally have to achieve the minimum credit requirements for the award specified.

The course structure diagram(s) identify the specific study programme(s) for candidates entering with advanced standing. **Section 4.5.10** of the *Academic Quality Assurance Manual* specifies the arrangements for transfer and advanced entry and these will apply unless an alternative arrangement has been approved.

Holders of a matching HNC/FdSc may apply to be admitted to part two of this programme, subject to satisfaction of the admitting Course manager of their suitability for study on the programme. Students would normally have to achieve the minimum credit requirements for the award specified.

Interim Awards

The requirements for interim awards associated with final awards are as follows:

Certificate of Higher Education Canine and Feline Studies

To qualify for the interim award of **Certificate of Higher Education Canine and Feline Studies**, students are required to achieve the following outcomes:

Level 4 – Generic Outcomes

| | | |
|---|--------------------|---|
| A | Knowledge | Identify and describe key theories, ideas and terminology associated with the discipline. |
| B | Problem Solve | Solve straightforward, routine or predictable problems using strategies that are specified. |
| C | Analysis | Analyse data or ideas using specified procedures to generate usable findings. |
| D | Synthesis | Categorise information and draw on multiple sources to fulfil a specified purpose. |
| E | Evaluation | Review information in a balanced manner, using specified methods to fulfil a given purpose. |
| F | Digital Competence | Use technologies to enable or enhance the performance of specific tasks and demonstrate a commitment to developing appropriate digital competencies. |
| G | Team Work | Work with others to meet specified objectives and fulfil personal goals. |
| H | Career Develop | Recognise how learning within their programme links to future careers and identify the knowledge, skills and attributes associated with different relevant professions. |

| | | |
|---|------------------|--|
| I | Communications | Communicate clearly to convey an understandable message in relation to specific tasks and audiences. |
| J | Practical Comp | Perform practical operations in predictable, routine situations that require the application of specified procedures. |
| K | Autonomy | Take responsibility for studies and self-development with guidance and support. Use the resources available to help learning. |
| L | Research | Recognise that research can generate theory and ideas that are used in practice. |
| M | Sustain Practice | Recognise the meaning and importance of sustainable practice, and identify some of the ways that sustainable practice manifests. |
| N | Global | Identify a range of international examples or case studies that are associated with the discipline. |
| O | Ethics | Recognise some ethical challenges and appreciate the need for personal responsibility. |
| P | Placement | Not applicable |
| Q | Honours | Not applicable |

Level 4 – Award-specific Outcomes

| | | |
|---|--|--|
| R | Appraise a range of interactions that occur between non-human animals and man | |
| S | Recognise and interpret observations of canine and feline behaviour | |
| T | Design, implement and assess a husbandry plan for canines and felines | |
| U | Evaluate the basis of a range of conflicting perspectives of canine and feline behaviour, training and welfare | |

University Foundation Certificate Canine and Feline Studies

To qualify for the interim award of **University Foundation Certificate Canine and Feline Studies** students are required to achieve the following outcomes:

Level 4 Generic Outcomes

| | | |
|---|--------------------|--|
| A | Knowledge | Identify and describe key theories, ideas and terminology associated with the discipline. |
| B | Problem Solve | Solve straightforward, routine or predictable problems using strategies that are specified. |
| C | Analysis | Analyse data or ideas using specified procedures to generate usable findings. |
| D | Synthesis | Categorise information and draw on multiple sources to fulfil a specified purpose. |
| E | Evaluation | Review information in a balanced manner, using specified methods to fulfil a given purpose. |
| F | Digital Competence | Use technologies to enable or enhance the performance of specific tasks and demonstrate a commitment to developing appropriate digital competencies. |
| J | Practical Comp | Perform practical operations in predictable, routine situations that require the application of specified procedures. |

Level 4 Award Specific Outcomes

| | | |
|---|---|--|
| S | Recognise and interpret observations of canine and feline behaviour. | |
| U | Evaluate the basis of a range of conflicting perspectives of canine and feline behaviour, training and welfare. | |

Students will have obtained a minimum of 120 credits for award of Certificate of Higher Education (120 credits of core modules) or 60 credits for the award of University Foundation Certificate (Academic Skills plus any other 45 level 4 credits) in accordance with the assessment regulations.

Articulation with BSc Awards

This award articulates with BSc / BSc (Hons) Animal Management top-up programme.

For admission to the BSc (Hons) top-up programme, students would normally be expected to have successfully completed their FdSc programme with a minimum of mean grade of 55% in their final year.

For admission to BSc top-up programme, students would normally be expected to have successfully completed their FdSc programme and have a reference from their Course Manager in support of their suitability for top up study.

COURSE STRUCTURE, LEVELS AND CREDIT REQUIREMENTS FOR INTERIM AND FINAL AWARDS

Harper Adams' programmes are based on a credit-accumulation system where 1 credit represents 10 notional hours of student study time. Modules are normally 15 credits or multiples thereof. Modules are also at different levels from Levels 3 – 7, according to their intellectual challenge. Courses leading to specific awards include **core modules, optional modules** from which students must select choices up to the number of credits required, and, in some cases, **elective credit** whereby students may study any modules of their choice from within the Harper Adams portfolio, subject to timetabling and pre-requisite constraints, in place of optional modules, with the approval of their programme manager.

The minimum credit requirements needed to progress to interim and final awards are listed in **Section 4.4.5** of the *Academic Quality Assurance Manual*. These are reflected in the corresponding course structure study programmes, which follow.

Course Structure - FdSc Canine and Feline Training and Behaviour

2017 Entry Cohort
UCAS CODE: C865

| Part 1 | | Part 2 | |
|---|--|---|---|
| Part 1 - Level 4 | | Part 2 - Level 5 | |
| Semester 1 Core | Semester 2 Core | Semester 3 Core | Semester 4 Core |
| Kennel and Cattery Management (Industry Skills) (ABA4113) 15 Credits | | Personal Research Project (Module Code TBC) 15 Credits | |
| Anatomy and Physiology (ABA4102) 15 Credits | | Organising Classes (Professional Development) (Module Code TBC) 15 Credits | |
| Academic Skills (ABC4100) 15 Credits | | Academic Development (Module Code TBC) 15 Credits | |
| Introduction to Business (ABC4102) 15 Credits | Canine and Feline Welfare (ABA4105) 15 Credits | Breeding and Inheritance (Module Code TBC) 15 Credits | Business Enterprise (Module Code TBC) 15 Credits |
| Canine and Feline Behaviour (ABA4104) 15 Credits | Learning and Cognition (ABA4114) 15 Credits | Training and Learning Theory (Module Code TBC) 15 Credits | Applied Animal Training (Module Code TBC) 15 Credits |
| | Human and Companion Animal Interactions (ABA4111) 15 Credits | | Clinical Skills (Module Code TBC) 15 Credits |

Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) per year from a combination of core (compulsory) and optional modules. Students intending to top-up to a BSc/BSc Honours programme should discuss their option choices with their Course Manager.

Key: The code on the left denotes the module identifier; the number on the right denotes the credit value.

Validation Date: 16th March 2015

Date of Approval following Response to Validation Report: July 2015

Period of Approval: September 2015 – August 2021

Updated Academic Standards Committee: July 2017

Askham Bryan College Programme Specification
FdSc Canine and Feline Training and Behaviour

COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Curriculum design

The early stages of the course involves study of current principles which not only provide the tools for critical analysis of existing practices but also ensures that students have an appropriate background for the work experience period. The work experience period is considered to be a key element of the Askham Bryan College curriculum as the principles learned in the early stages of the course and the experience acquired in the placement period are applied to the solution of real and complex problems in the final stages. Students will normally undertake a work placement alongside full time study, i.e. one day per week at each level, although arrangements can be made for alternative models.

The curriculum has been designed to be relevant and stimulating to meet the needs of both students and employers in the industry. Technical Advisory Groups, student focus groups and course team reports have been consulted during review and revision of the existing curriculum. Efficiency of delivery is a key HEFCE funding priority for the future and increased shared delivery of cross-programme modules is planned on this programme.

Learning and teaching methods

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and through reflection upon it, develop concepts which can then be explored through testing and experimentation. Methods vary according to the nature of each module's subject matter but include a wide diversity from more formal lectures to student centred activities including assignments, seminars, field trips, guest lectures and case studies. Practical skills will be developed during sessions in the animal unit, on field trips and in laboratories.

All students carry out a major individual research project in the final year. The curriculum is delivered in such a way that there is a reducing reliance on tutor-directed study as students' progress through their programme. The teaching and learning strategy adopted within this Foundation degree aims to ensure that the learning experience empowers students to improve their levels of informed and independent analysis and evaluation. Students will be supported with their study via the college's VLE, Moodle, which will prepare them for the autonomy expected of HE students and for Continuing Professional Development studies, post-graduation.

Transferable skills

All FdSc courses, other than Veterinary Nursing, at Askham Bryan College include the Academic Skills and Academic Development modules plus Kennel and Cattery Management (Industry Skills) and Organising Classes (Professional Development). These are designed to develop the skills required to succeed on College courses, to obtain employment, to manage careers and to develop the scholarship required in a learning society. The programme includes activities to develop core skills of communication, numeracy, IT and personal development planning. Vocational placement periods (normally 150 hours in both years) help to develop the skills and attributes required in the world of work. Higher level modules are designed to develop teamwork, independent learning, problem solving and research.

All FdSc programmes delivered at Askham Bryan College must include a placement of at least 300 hours over the period of the programme.

Assessment

Assessment is considered an important part of the learning process. Typically, modules are assessed by two pieces of assessment, although this may vary. The first will provide formative in-course feedback and the second provides a summative end-of module assessment; each contributing 50% to the weighted mean module work. The exact details are specified in each module descriptor. Unless otherwise specified in module descriptors the overall mark is derived from a weighted mean, with no threshold requirement in any assessment component. Formative assessment methods are diverse and include literature review-based essays, problem based assignments, oral presentations and business written reports, individual and team exercises, experimental work and placement assignments. Time constrained assessment includes closed and open book assessment, with both seen and unseen questions and tasks set.

A range of subject specific assessment methodologies will be included to develop practical and technical skills. These will include professional discussion, peer observation, case studies and practical assessments.

To introduce Level 4 students to HE assessment processes Kennel and Cattery Management (Industry Skills) and Human and Companion Animal interactions have pre-Christmas assignment feedback. Modules with exams that are running in the first semester have a late exam at the end of Semester 1.

ENTRANCE REQUIREMENTS

For admission to all courses, students must have achieved passes (Grade C or above) in a minimum of five GCSE subjects including English, Mathematics and Science or have passed a Level 2 Diploma

In addition, for admission onto FdSc programmes, students must have achieved a pass grade in a minimum of one 'A2' level subject (or equivalent) or have successfully completed an Extended/ National Diploma in a relevant subject area. Using the UCAS tariff system, a typical offer for admission to the FdSc would be in the range of 120 points. All UK based students will be invited to attend an interview at Askham Bryan College and places will be subject to a satisfactory reference and may also require satisfactory completion of an assessment.

Equivalent qualifications may be considered.

Applications will be welcomed via one of the formalised pathways outlined in signed progression accords with other institutions.

Applications from mature students are welcomed. Applicants will be assessed on individual experience.

For progression to the BSc (Hons) top-up programme, students would normally be expected to have successfully completed their FdSc programme with a minimum of mean grade of 55% in their final year. Admission to the BSc top up programme would involve successful completion of the FdSc programme plus a suitable tutor reference to support admission.

Curriculum Map for FdSc Canine and Feline Training and Behaviour

| Award Outcomes | C/O | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u |
|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LEVEL 4 MODULES | | | | | | | | | | | | | | | | | | | | | | |
| Academic Skills | C | | | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | | | | | |
| Kennel and Cattery Management (Industry Skills) | C | | | | | | | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | | | | | ✓ | |
| Introduction to Business | C | | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | | | | | | |
| Anatomy and Physiology | C | ✓ | | | | | | | | | ✓ | | | | | | | | | | | |
| Canine and Feline Behaviour | C | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | | | | | | | ✓ | | ✓ |
| Canine and Feline Welfare | C | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| Human and Companion Animal Interactions | C | | | ✓ | | | | | | ✓ | | ✓ | ✓ | | ✓ | | | | ✓ | | | |
| Learning and Cognition | C | ✓ | | | ✓ | | ✓ | | | | | ✓ | | | | | | | | ✓ | | |
| LEVEL 5 MODULES | | | | | | | | | | | | | | | | | | | | | | |
| Personal Research Project | C | | | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | | | | | | | | |
| Academic Development | C | | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | | | | | | | | | | | |
| Organising Classes (Professional Development) | C | | | | | | | ✓ | | | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | | ✓ |
| Breeding and Inheritance | C | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | ✓ | ✓ | | | | | | |
| Clinical Skills | C | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | | | | ✓ | ✓ | | ✓ |
| Business Enterprise | C | | | | | | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | | | | | | ✓ |
| Training and Learning Theory | C | ✓ | | | | ✓ | | | ✓ | | ✓ | ✓ | | | | | | | ✓ | | ✓ | |
| Applied Animal Training | C | ✓ | ✓ | ✓ | | | | | | | ✓ | | ✓ | | | ✓ | | | | | ✓ | |

Level 4

| | | |
|---|--------------------|---|
| A | Knowledge | Identify and describe key theories, ideas and terminology associated with the discipline. |
| B | Problem Solve | Solve straightforward, routine or predictable problems using strategies that are specified. |
| C | Analysis | Analyse data or ideas using specified procedures to generate usable findings. |
| D | Synthesis | Categorise information and draw on multiple sources to fulfil a specified purpose. |
| E | Evaluation | Review information in a balanced manner, using specified methods to fulfil a given purpose. |
| F | Digital Competence | Use technologies to enable or enhance the performance of specific tasks and demonstrate a commitment to developing appropriate digital competencies. |
| G | Team Work | Work with others to meet specified objectives and fulfil personal goals. |
| H | Career Develop | Recognise how learning within their programme links to future careers and identify the knowledge, skills and attributes associated with different relevant professions. |
| I | Communications | Communicate clearly to convey an understandable message in relation to specific tasks and audiences. |
| J | Practical Comp | Perform practical operations in predictable, routine situations that require the application of specified procedures. |
| K | Autonomy | Take responsibility for studies and self-development with guidance and support. Use the resources available to help learning. |
| L | Research | Recognise that research can generate theory and ideas that are used in practice. |
| M | Sustain Practice | Recognise the meaning and importance of sustainable practice, and identify some of the ways that sustainable practice manifests. |
| N | Global | Identify a range of international examples or case studies that are associated with the discipline. |
| O | Ethics | Recognise some ethical challenges and appreciate the need for personal responsibility. |
| P | Placement | Not applicable |
| Q | Honours | Not applicable |
| R | | Appraise a range of interactions that occur between non-human animals and man |
| S | | Recognise and interpret observations of canine and feline behaviour |
| T | | Design, implement and assess a husbandry plan for canines and felines |
| U | | Evaluate the basis of a range of conflicting perspectives of canine and feline behaviour, training and welfare |

Level 5

| | | |
|---|--------------------|--|
| A | Knowledge | Demonstrate a detailed knowledge of key theories, ideas and terminology associated with the discipline, with some appreciation of how knowledge is developed and used in practice. |
| B | Problem Solve | Select and use strategies to solve problems that are complex or unpredictable |
| C | Analysis | Analyse data using recognisable principles or approaches, and draw out specific findings from this process with some awareness of the limitations of the approach. |
| D | Synthesis | Compare and contrast ideas and/or data to strengthen evidence or arguments towards a specified purpose. |
| E | Evaluation | Review information using selected methods to address complex issues or problems, with an awareness of some of the limitations of the source material |
| F | Digital Competence | Select and use appropriate technologies to enable or enhance the performance of specific tasks, and appreciate the role information and communication technologies play in the discipline or relevant professions. |
| G | Team Work | Work productively with others on negotiated tasks and evaluate team performance with reference to some of the internal and external factors affecting success |
| H | Career Dev | Recognise, pursue and record personal development in a way that supports the needs of relevant professional employers. |
| I | Communications | Communicate effectively through different media and genre, for specialist and non-specialist audiences. |
| J | Practical Comp | Perform practical operations in more complex or unpredictable situations that require the selection and application of appropriate skills and review personal effectiveness in practical tasks. |
| K | Autonomy | Work independently and autonomously with only some supervision in academic and practical tasks; make decisions about when support is needed. |
| L | Research | Use research to inform the development of knowledge and understanding, and to inform decision-making. |
| M | Sustain Practice | Recognise the complexity of sustainable practice, and assess the sustainability of different practices, processes and/or developments. |
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| O | Ethics | Recognise some ethical challenges associated with research and within professional behaviour, and appreciate the role of personal responsibility and professional codes in complex ethical dilemmas |
| P | Placement | Not applicable |
| Q | Honours | Not applicable |
| R | | Demonstrate a scientific understanding of normal and problematic behaviour in canines and felines; |
| S | | Understand ethical, legal and professional standards of conduct for those working with canines and felines; |
| T | | Evaluate a range of training techniques and how they can be used in practice |
| U | | Develop an understanding of setting up and running a business enterprise working with canines and felines |