

Programme Specification

Part 1: Basic Data			
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury University		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Animal		
Programme Title	BSc (Hons) Canine Training and Performance		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Canine Training and Performance BSc (Hons) Canine Training and Performance with Integrated Placement Year		
Default Award Title	None		
Interim Award Titles	BSc Canine Training and Performance with Integrated Placement Year BSc Canine Training and Performance BSc Animal Studies Diploma of Higher Education in Animal Training and Performance Diploma of Higher Education in Animal Studies Certificate of Higher Education in Animal Studies Certificate in Animal Studies Higher Education Foundation Certificate		
Mode(s) of Study	Full Time / Part Time		
Codes	UCAS: Year 1: C866 Foundation Year: CF65	UNIT-E: BSHACTPX	
Relevant QAA Subject Benchmark Statements	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences		
Most recent Validation Date	V1.0 – 6 November 2019	Due for re-validation by: Amended with effect from	September 2026
Amendment Approval Date	V1.1 – 26 February 2020		V1.1 01 September 2020
Version	1.1		

Part 2: Educational Aims of the Programme

The BSc (Hons) in Canine Training and Performance aims to produce graduates who are capable of working within the sector in a variety of roles. This degree equips students with the knowledge, practical and intellectual skills to challenge orthodox thinking, develop new ideas and evaluate current process and practices in canine training, performance and rehabilitation. The programme combines multidisciplinary knowledge across a range of topics related to training, performance and rehabilitation of dogs including critical skills and industry awareness. Training will incorporate both training for behaviour and also training for fitness and success, and rehabilitation. Coaching in the context of this programme relates to mentoring of the human partner within the human-animal relationship. Alongside this, students are encouraged to think constructively and critically and discuss and evaluate concepts and theories in the field to enable them to propose evidence-based training, performance and rehabilitation regimes that promote success. Students will be exposed to the latest scientific approaches within the field to solve intellectual and practical problems within the context of the applied canine training, performance and rehabilitation sector.

The educational aims of the programme are to enable students to:

1. Assess the theoretical and scientific foundations that underpin canine health and develop the ability to understand how these fortify the principles and practice of managing canine training, performance and rehabilitation.
2. Develop theoretical and vocational skills contextualised to support employment across a range of disciplines in the canine training, performance and rehabilitation sector.
3. Undertake critical analysis of methodologies employed within canine training, performance and rehabilitation, and propose solutions to problems arising from that analysis.
4. Effectively communicate information, arguments and analysis in a variety of forms (e.g. written, verbal, practical).
5. Demonstrate knowledge of the main approaches in canine training, performance and rehabilitation research and develop the ability to critically evaluate the appropriateness of different approaches to solving real-world problems.
6. Articulate animal learning and animal welfare science theory into practice to propose realistic and effective training, performance and rehabilitation regimes for dogs.
7. Access the opportunity to design, construct and undertake scientific research in canine training, performance and rehabilitation.
8. Conceptualise and defend strategies that could be used to promote successful training, performance and rehabilitation in dogs.
9. Assess human-canine relationships in training, performance and rehabilitation sectors.
10. Demonstrate a 'can do' attitude; develop autonomy and confidence to question practice and apply the skills learnt to propose effective solutions to real world problems in a professional manner.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

BSc (Hons) Canine Training and Performance graduates understand the complexity of training, performance and rehabilitation for canine recreational / sporting activities to achieve beneficial results in real-world contexts. Graduates are able to communicate effectively with a wide range of audiences, and to implement and facilitate canine training, performance and rehabilitation regimes. Graduates are able to solve problems, innovate, and evaluate training, performance and rehabilitation practice for positive human-animal interaction. Graduates are able to apply contemporary advances in training techniques and management programmes and apply research to change canine cognitive ability and performance focusing on welfare, health, ethics and associated legislation.

Part 3: Programme Structure

This structure diagram demonstrates the student journey from Enrolment through to Graduation for a typical **full time student**, including:

- level and credit requirements
- award requirements that are in addition to those described in the Hartpury Academic Regulations
- module diet, including compulsory, core and optional modules

	Core/ Compulsory Modules	Optional Modules	Awards
Stage 0	HANV8B-30-3 Academic Skills in Practice	None	<u>Higher Education Foundation Certificate</u>
	HANV8G-15-3 Foundation Animal Studies		
	HANV8E-30-3 Foundation Biological Principles		
	HANV8A-30-3 Foundation Skills Development		
	HANV8C-15-3 Reviewing Literature		

	Core/ Compulsory Modules	Optional Modules	Awards
Stage 1	HANV83-15-4 Animal Behaviour & Welfare	None	<u>Cert Animal Studies</u> <u>Cert HE Animal Studies</u>
	HANXKK-15-4 Animal Health & Disease		
	HANXK5-15-4 Animal Nutrition		
	HANV89-15-4 Animals in Society		
	HANV69-15-4 Fundamental Skills for the Animal Scientist		
	HANVCD-30-4 Introduction to Animal Training & Performance		
	HANXK4-15-4 Systems Biology		

	Core/ Compulsory Modules	Optional Modules	Awards
Stage 2	HANV6A-15-5 Animal Structure and Motion	HANXU4-15-5 Animal Therapy 1	<u>Dip HE Animal Studies</u>
	HANVCE-15-5 Principles of Assessing Animal Performance	HANXSW-15-5 Ethics and Welfare	<u>Dip HE Animal Training and Performance</u> Must include: Introduction to Animal Training & Performance Principles of Assessing Animal Performance Management and Training of the Animal
	HANVCF-30-5 Management and Training of the Animal	HANXRX-15-5 Independent Report	
	HANVCG-15-5 The Canine Sector	HANV8T-15-5 Managing Animal Wellbeing for Human-Animal Interactions	
	HANXU5-15-5 Undergraduate Research Process	HSPXTX-15-5 New Venture Creation	

Integrated Placement Year (Optional): Year Work Placement (HANVK6-15-5)

	Core/ Compulsory Modules	Optional Modules	Awards
Stage 3	HANVCJ-15-6 Advanced Animal Performance Analysis	HANV36-15-6 Animal Therapy 2	<u>BSc Animal Studies</u>
	HANVCH-30-6 Advanced Animal Training	HANV38-15-6 Anthrozoology	<u>BSc Canine Training and Performance with Integrated Placement Year</u> Must include Year Work Placement and Introduction to Animal Training & Performance Principles of Assessing Animal Performance Management and Training of the Animal
	HANVCK-15-6 Management and Rehabilitation of the Canine Athlete	HANXKU-15-6 Applied Business Management	<u>BSc Canine Training and Performance</u> Must include Introduction to Animal Training & Performance Principles of Assessing Animal Performance Management and Training of the Animal
	HANV3R-45-6 Undergraduate Dissertation	HANV3M-15-6 Undergraduate Independent Study	<u>BSc (Hons) Canine Training and Performance with Integrated Placement year</u> Must include Year Work Placement and all compulsory modules <u>BSc (Hons) Caine Training and Performance</u> Must include all compulsory modules

**Part 3: Programme Structure for:
BSc (Hons) Canine Training & Performance (Level 6 entry)**

This structure diagram demonstrates the student journey from Enrolment through to Graduation for a typical **full time student**, including:

- level and credit requirements
- award requirements that are in addition to those described in the Hartpury Academic Regulations
- module diet, including compulsory, core and optional modules

Stage	Core/ Compulsory Modules	Optional Modules	Awards
3	HANVCJ-15-6 Advanced Animal Performance Analysis HANVCH-30-6 Advanced Animal Training HANVCK-15-6 Management and Rehabilitation of the Canine Athlete EITHER HANV3R-45-6 Undergraduate Dissertation OR HANV4Y-15-6 Investigative Skills for the Successful Undergraduate AND HANV3S-30-6 Applied Research Project	HANV36-15-6 Animal Therapy 2 HANV38-15-6 Anthrozoology HANXKU-15-6 Applied Business Management HANV3M-15-6 Undergraduate Independent Study	<u>BSc Animal Studies</u> <u>BSc (Hons) Canine Training and Performance</u> Must include all compulsory modules and 45 credits from core modules.

Part time:

The part time student journey from Entry through to Graduation is individually negotiated with the student, based upon the student's specific requirements and will be individually negotiated and designed, with support from the programme manager.

Part 4: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

<i>Learning Outcomes:</i>	Introduction to Animal Training & Performance	Animal Behaviour & Welfare	Fundamental Skills for the Animal Scientist	Systems Biology	Animals in Society	Animal Health & Disease	Animal Nutrition	Animal Structure and Motion	Principles of Assessing Animal Performance	Undergraduate Research Process	Management and Training of the Animal	The Canine Sector	New Venture Creation	Ethics and Welfare	Independent Report	Managing Animal Wellbeing for Human-Animal	Animal Therapy 1	Year Work Placement	Advanced Animal Training	Undergraduate Dissertation	Advanced Animal Performance Analysis	Management and Rehabilitation of the Canine Athlete	Animal Therapy 2	Anthrozoology	Applied Business Management	Undergraduate Independent Study
A) Knowledge and understanding of:																										
1. Legislative, ethical and moral constraints within the canine training, performance and rehabilitation sectors.																			✓	✓	✓					
2. A range of techniques in canine training, performance and rehabilitation.																	✓	✓	✓	✓	✓	✓				
3. The basis of animal structure, function and exercise physiology to facilitate best practice.	✓			✓		✓																				
4. Nutrition and management practices.	✓			✓		✓	✓																			
5. Developments in key areas relating to training, performance and rehabilitation.															✓					✓	✓	✓	✓	✓	✓	
6. The human-animal relationship and the canine-human bond.	✓	✓			✓							✓	✓		✓				✓	✓	✓	✓	✓			
7. Integrated coaching and management for training, performance and rehabilitation excellence in animals and human/canine partnerships.	✓								✓		✓								✓	✓	✓	✓				
8. The principles and practice of animal husbandry and animal health, disease and injury and how these combine to																✓	✓	✓	✓	✓	✓	✓				

Part 4: Learning Outcomes of the Programme

4. Recognise moral/ethical dilemmas issues central to canine training, performance and rehabilitation.	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓					✓	✓	✓	✓			
5. Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
6. Demonstrate effective contribution to team working when managing the canine athlete.								✓				✓						✓	✓		✓	✓			
7. Assess the welfare domains for positive performance, wellbeing and career longevity.	✓	✓					✓				✓				✓			✓		✓					
(D) Transferable skills and other attributes																									
1. Concisely prepare, interpret and present data using appropriate qualitative and quantitative techniques.	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
2. Develop a reflective philosophy when analysing personal effectiveness and be responsible for personal management and learning.	✓		✓		✓							✓	✓		✓			✓	✓	✓	✓			✓	
3. Confidently demonstrate the ability to work individually and as part of a team in a variety of situations.			✓	✓			✓	✓	✓			✓	✓	✓				✓	✓		✓			✓	
4. Motivate and coach others in best training, performance and rehabilitation practices.																		✓		✓	✓				
5. Develop a can do attitude and develop inquiry based learning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
6. Communicate effectively through written and verbal means, with a wide range of audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓

Part 5: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The Canine Training and Performance programme utilises a mixture of teaching approaches, which aim to support the student to develop comprehensive knowledge and understanding of the principles of training, performance and rehabilitation. Learning opportunities are varied, with students able to put theory into practice using the campus animal facilities and real-life situations and events. The teaching and learning strategies employed within modules aim to develop graduates who can recognise trends and patterns, and propose justified solutions to problems related to training, performance and rehabilitation. The programme will have the following distinct features for each stage of delivery:

Foundation Stage: The focus will be on establishing clear underpinning knowledge and study skills to support students' progress through higher levels of the programme. Practical and academic skills will be enhanced, through a range of practical sessions and an internship in a chosen area of the campus e.g. Canine Hydrotherapy Centre or Animal Management Centre. Students will learn in small groups to develop confidence, whilst working alone on projects to develop independent study skills in their own area of interest.

Stage 1: Delivery is focused on providing a scientific foundation to support students' academic and interpersonal skill development. To achieve this, stage 1 concentrates on the development of fundamental knowledge of human psychology and animal science, and the significance of the human-animal bond across a broad range of species. Students will also learn how to assess animal health, with an introduction to welfare as well as beginning to gain an appreciation of ethical requirements to ensure positive interactions occur for both human and animal participants. Intellectual skills are developed through lectures, seminars, practical sessions and academic workshops.

Stage 2: Delivery aims to consolidate the knowledge and skills developed in stage 1. Students are encouraged to evaluate the positive and negative impact of training, performance and rehabilitation on the dog. In stage 2, students continue to apply their knowledge and understanding through evidence-based learning, application into practice and exposure to a range of guest speakers, from businesses, animal training organisations, animal performance bodies and rehabilitation organisations. Optional modules allow students to tailor and build their specialist knowledge and begin to focus on their chosen career path, with choices to include application of training, performance and rehabilitation on dogs. Delivery will encourage students to develop their autonomy, engage in reflection and will reinforce the competencies developed in stage 1.

Integrated Placement Year (optional): Students have the opportunity to further develop their employability and can experience different methods used within training, performance and rehabilitation in either a regional, national or an international environment.

Stage 3: Delivery aims to provide students with opportunities to apply research and the skills they have developed into practice, facilitating individual specialisation within their chosen career path. The final stage concentrates on the individual development of the student and the expansion of their specialist career path. Taught content will focus on evaluation of emerging issues across the developing canine training, performance and rehabilitation industry and students will be encouraged to engage in critical review and evidence based learning, with opportunities to put this into practice during industry or research focused projects. Students will enhance skills of reflection and application through engagement with industry, culminating in a case study based module, for reflective improvement and advancement.

At Hartpury there is a policy for a minimum average requirement of 15 contact hours / teaching week in stage one of a full-time undergraduate programme. This contact time encompasses a range of face to face scheduled activities as described below. In addition, a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. On the Canine Training and Performance programme, teaching is a mix of scheduled and independent learning. Throughout their studies, students are encouraged to

Part 5: Student Learning and Student Support

engage with volunteering opportunities to develop their practice and subject knowledge. Students will develop an ethos for ethical, welfare-centred practice, with a strong focus on the improvement and refinement on the training, performance and rehabilitation of dogs.

Description of the teaching resources provided for students

Teaching will incorporate access to various resources onsite at the institution, including the onsite animal collection, farm, equine centre and the wider estate. Teaching will also incorporate access to the onsite canine therapy centre, canine water treadmill and canine hydrotherapy pool. During their research, students will be fully supported by academic staff, training, performance and rehabilitation experts, laboratory staff and industry mentors. Within the institution's Sports Academy there is a human performance laboratory and training facilities that can be utilised to support human performance research including staff with expertise in human fitness, performance and exercise. A range of equipment is available for students to develop their vocational skills in a safe teaching environment. This equipment is updated on a regular basis to reflect current practice in industry, and the needs of research activities. Classrooms are situated throughout the University, which allows for a seamless transfer between theory and practical activities. The teaching team have a high degree of industry-relevant experience that covers all aspects of the programme, and are actively engaged in research and knowledge exchange activities.

Students have access to the University Learning Centre (ULC) to support their studies. Students can access a wide range of textbooks and journals alongside ICT facilities. There are dedicated areas for individual study, group study and a higher education flexible study zone. These facilities are all available to students to support their studies. Students with specific learning requirements will be supported through the HE Learning Support Service which works with the individual student to facilitate them accessing support through government schemes, provides them with study advice to maximise their chances of success and where necessary guides them through applying for alternative means of assessment.

Description of any Distinctive Features

The BSc (Hons) Canine Training and Performance programme will enable students to develop expert knowledge and practical skills that are intellectually challenging, vocationally relevant, and provide a foundation for pursuing a career within the sector of canine training, performance and rehabilitation based industries. This programme does not qualify students to become behaviourists or trainers, it exposes them to the scientific principles which underpin canine training, performance and rehabilitation. Key principles will be learnt in lectures and seminars, whilst onsite facilities and offsite partnerships will provide extensive opportunities for putting theory into practice. Practical sessions and industry-based visits will underpin the students' academic knowledge whilst giving them the opportunity to develop practical skills required. The programme will provide students with practical application of 'real-world' cases using dogs and environments to support employability within the canine training, performance and rehabilitation sector. Students will have access to a wide range of animal species to broaden their existing knowledge base which will be used to underpin their specialist knowledge of dogs.

Students will have access to work experience and volunteering opportunities at a wide range of local and national partners, to increase their employability skills and application of knowledge in new environments. Partnerships are currently established with local animal rescue charities, national assistance dog organisations and a variety of animal businesses, including pet shops, rehabilitation and veterinary businesses, to provide volunteering opportunities, guest speakers, trips and research opportunities. Students will benefit from the opportunity to undertake research and access to and delivery within the institution's extensive animal facilities and links including the Canine Therapy Centre, Canine Hydrotherapy Centre and Human Performance Laboratory, enabling them to put theory learnt in the classroom into practice.

Part 6: Assessment

This programme will be assessed according to the approved Academic Regulations including specific variant regulations:

None.

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be:

Undergraduate Dissertation or Applied Research Project

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment within the Foundation Year has been designed to prepare a student for the assessment to come in following years. As such, it demonstrates a breadth of type and gradual introduction to the expectations for HE level study. During stage 0, students will establish clear underpinning knowledge and study skills which is assessed through in-class tests and written assignments (amongst other forms of assessment). Stage 1 provides scientific foundation to support students' academic and interpersonal skill development and is assessed through methods such as a portfolio. Stage 2 encourages students to apply knowledge to practice to promote critical thinking and problem solving in a practical context (training) through the use of reports and projects which include a reflective element. Stage 3 provides students with opportunities to apply research / skills developed into practice, facilitating individual specialisation within their chosen career path. Stage 3 assessments ensure students are capable of informed decision-making in practice and include projects and oral presentations with an applied nature and the use of case studies. Level 6 entry provides students with opportunities to investigate an area of specialisation within their chosen career path through the Applied Research Project module. The final year project (Undergraduate Dissertation or Applied Research Project) and examples used in the assessment for the module Advanced Animal Training must consider aspects of canine training and performance.

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer-based, laboratory, farm, canine and equine therapy centre and estate), seminars and debates, industry based visits and guest speakers from within the industry enhance the student's academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. Module assessments are designed to apply the knowledge and experience gained from these learning opportunities to a real-world context using a range of skills. Formative and summative assessment opportunities will be facilitated by tutors in sessions and students will receive verbal and written feedback on their progress.

Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Foundation Level 3	Foundation Skills Development	A (25)				B (75)					
	Academic Skills in Practice						A (25)		B (75)		
	Reviewing Literature							A (100)			
	Foundation Animal Studies			B (50)			A (50)				
	Foundation Biological Principles				A (50)						B (50)
Compulsory Modules Level 4	Introduction to Animal Training and Performance					A (100)					
	Fundamental Skills for the Animal Scientist					A (100)					
	Animals in Society						A (25)		B (75)		
	Systems Biology			A (50)						B (50)	
	Animal Health and Disease	A (70)								B (30)	
	Animal Nutrition	A (50)								B (50)	
	Animal Behaviour & Welfare	A (50)							B (50)		
Compulsory Modules Level 5	Animal Structure and Motion		A (100)								
	Principles of Assessing Animal Performance						A (30)		B (70)		
	Undergraduate Research Process								A/B (100)		
	Management and Training of the Animal					A (100)					
	The Canine Sector						A (100)				
Optional Modules Level 5	Animal Therapy I						A (100)				
	New Venture Creation						A (100)				
	Ethics and Welfare	A (50)					B (50)				
	Independent Report								A (100)		

Part 7: Entry Requirements

Where appropriate experience or learning has been gained prior to enrolment on the programme, Hartpury will consider applications for advanced entry, e.g. into year two or three of a programme. More details on how to apply for this can be found through the Hartpury website.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.


This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found through Hartpury's website.

Programme Amendment Log

Programme Title:	BSc (Hons) Canine Training and Performance
Programme Code:	BSHACTPX
Initial Approval Date:	6 November 2019

Changes: *Most recent at the top of the page*

27/03/2020 Unit-E programme code amended from BSHACPTX to BSHACTPX

Current version number: 0	
Outline Change Details: Part 3: optional level 5 module HANV8T-15-5 Managing Animal Wellbeing for Human-Animal Interactions added and HANV8N-30-5 Managing Human-Animal Interactions removed. Change reflected in Part 4 and the Assessment Map. Subsequent to CVC 25 February 2020, the following non-material amendments were made: (Approved by Lucy Dumbell, CSP Chair, 26/02/2020.) Interim awards updated in Parts 1 and 3: 'Higher Education Foundation Certificate' and 'BSc Animal Studies with Integrated Placement Year' added. Assessment for Level 5 optional module Independent Report (HANXRX-15-5) changed to 100% coursework, in line with amendment to module. Assessment for Level 4 module Systems Biology (HANXK4-15-4) updated: Component A changed from practical exam to in-class test, in line with module amendment.	
Material Alteration: No	
Rationale: Optional module was core on an alternative programme (HAI). With changes in this programme this module will no longer run, but much of the content is covered on the alternative module substituted.	
Change requested by: Ben Brilot <input type="checkbox"/> N/A I can confirm that student representatives have been consulted about this change <input checked="" type="checkbox"/> I can confirm that colleagues impacted by this change have been consulted <input checked="" type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report 	
Signature:	Date: 27/01/2020
Name of Head of Department: Rob Graham <input checked="" type="checkbox"/> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
Signature:	Date: 3 rd February 2020
Approval Committee and Date:	CSP Chair's action 2020 02 26
Change approved with effect from:	01 September 2020
Resulting new version number:	1.1

Current version number: 0	
Outline Change Details: new programme	
Material Alteration: n/a	

Rationale: new programme	
Change requested by: Sienna Taylor	
<input checked="" type="checkbox"/> I can confirm that student representatives have been consulted about this change <input checked="" type="checkbox"/> I can confirm that colleagues impacted by this change have been consulted <input checked="" type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature: <i>S. Taylor.</i>	Date: 23/06/2019
Name of Head of Department: Jane Williams	
<input type="checkbox"/> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
Signature: <i>Jane Williams</i>	Date: 20.06.19
Approval Committee and Date:	CVC 2019 11 06
Change approved with effect from:	1 September 2020
Resulting new version number:	1.0