

Programme Specification

Part 1: Basic Data			
Primary Programme Title	BSc (Hons) Animal Behaviour and Training (Clinical) (Level 6 entry) BSc (Hons) Animal Behaviour and Training with Canine (Clinical) (Level 6 entry)		
Target Award Titles	Mode and Typical Duration of Study	Professional Accrediting Body Links	Study Abroad / Exchange / Credit Recognition
BSc (Hons) Animal Behaviour and Training (Clinical)	Full time, 1 year, Part time 2 years	Animal Behaviour and Training Council (ABTC)	None
BSc (Hons) Animal Behaviour and Training with Canine (Clinical)	Full time, 1 year, Part time 2 years	Animal Behaviour and Training Council (ABTC)	None
Interim Award Titles	BSc Animal Behaviour and Training BSc Animal Behaviour and Training with Canine BSc Animal Studies Undergraduate Level 6 Award in Animal Studies		
Teaching Delivery Method	On-site		
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury University		
Delivery Location	Hartpury		
Department Responsible for Programme	Animal and Agriculture		
Unit-E Code	BSHAABT6 with Canine: BSHAATC6		
Entry Criteria Information	Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the Hartpury website (www.hartpury.ac.uk).		
Most Recent Validation Date	05 August 2025	Due for Re-validation By	01 September 2029
Amendment Approval Date	V1.1 – 28 January 2026	Approved With Effect From	V1.1 - 01 September 2026
Professional Accrediting Body Approval Date	10 September 2024	Date for Re-accreditation	01 September 2027
Version	1.1		

Part 2: Programme Overview

Graduates of the BSc (Hons) in Animal Behaviour and Training (Clinical) build on existing knowledge to develop into graduates who are capable of working within the sector in a variety of roles.

Graduates are equipped with the knowledge, practical and intellectual skills to challenge orthodox thinking, develop new ideas and evaluate current process and practices in animal training for successful performance of tasks, support of good management practices and behavioural rehabilitation. Graduates are able to solve real-world problems through innovation, and the evaluation of training practices. Graduates can communicate effectively with a wide range of audiences, and implement and facilitate animal training and behaviour regimes. Graduates have the ability to think constructively and critically to enable them to propose successful evidence-based training and behavioural rehabilitation regimes. Graduates can apply contemporary advances in training techniques and apply research to change animal behaviour and performance focusing on welfare, health, ethics and associated legislation. At level 6 entry, the graduate's learning has been endorsed by the Animal Behaviour and Training Council (ABTC) as covering the academic elements necessary to achieve ABTC recognition at Clinical Animal Behaviourist (CAB) level. Full recognition may be achieved post-graduation via membership of one of ABTC's Practitioner Organisations.

Graduates from the BSc (Hons) Animal Behaviour and Training with Canine (Clinical) have a strong knowledge base in a range of species but have focused their research on domestic dogs.

Part 3: Programme Structure

This structure diagram demonstrates the student journey from enrolment through to graduation for a typical **full time student on the primary programme**, including:

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

Please note:

*PAB these modules are subject to additional and variant regulations as part of an accreditation by a professional accrediting body

+ core modules marked + are not eligible for compensation

¹ these modules are accredited by a professional awarding body, but are not subject to variant regulations

^{AV} these modules are subject to additional and variant regulations but are not accredited by a professional awarding body

For ABTC recognition students must complete the modules indicated with a ⁴ in the programme structure for Clinical Animal Behaviourist.

	Core Modules	Optional Modules	Target and Interim Awards
Stage 3	HANVCH-30-6 + Advanced Animal Training ⁴ HANVKS-45-6 Animal and Agriculture Dissertation ⁴ HANV38-15-6 Anthrozoology ⁴ HANVS9-15-6 + Clinical Case Studies for Veterinary Paraprofessionals ⁴ HANV4X-15-6 Cognitive Ethology ⁴	None	<u>Undergraduate Level 6 Award in Animal Studies</u> <u>BSc Animal Studies</u> <u>BSc Animal Behaviour and Training</u> Must include Advanced Animal Training. <u>BSc (Hons) Animal Behaviour and Training (Clinical)</u> Must include all core modules. <u>BSc (Hons) Animal Behaviour and Training with Canine (Clinical)</u> Must include all core modules.

Part time:

The part time student journey from entry through to graduation is individually negotiated with the student.

Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.
 A denotes a module that assesses a learning outcome and B denotes a module aligned with a learning outcome.

<i>Learning Outcomes:</i>	Animal and Agriculture Dissertation	Anthrozoology	Cognitive Ethology	Clinical Case Studies for Veterinary Paraprofessionals	Advanced Animal Training
A) Knowledge and Understanding of:					
1. Legislative, ethical and moral constraints within the animal training sector.	A	B			
2. A range of techniques in animal training.				B	A
3. The basis of animal structure, function and physiology to facilitate best practice in animal behaviour and training.	Required at entry				
4. Nutrition, breeding and management practices.	Required at entry				
5. Developments in key areas relating to animal behaviour and training.	A	B	B		
6. The human-animal relationship, human psychology and human behaviour change.		A		A	A
7. Integrated coaching and management for training, excellence in animal behaviour and human-animal partnerships.				A	A

8. The principles and practice of animal husbandry, health and disease and how these combine to inform best practice in management and training of the animal.	Required at entry				
9. The physiology of animal behaviour and methods for managing and monitoring problematic behaviours.				A	
B) Intellectual Skills					
1. Challenge knowledge and research concepts and practice from a range of sources through critical analysis, evaluation and application.	A	A	B		B
2. Effectively synthesise information from a range of disciplines to design and create a training programme for success.				B	A
3. Apply animal learning and animal welfare science theory into practice to propose realistic and effective training techniques across a range of disciplines.				B	A
4. Application of problem-solving skills and decision-making strategies to support in-depth investigation in the context of training.	A				A
5. Comprehensively reflect before, during and after action / decisions to be able to develop alternative and appropriate courses of action in advancing the effectiveness of animal training.					A
6. Reflect on how the animal behaviour and training industries are changing and propose sustainable approaches to future development.	Required at entry				
7. Evaluate the ethics of animal training practices and analyse the implications of specific practices for human and animal wellbeing.		B		A	B
C) Performance and Practice					
1. Undertake competent practical handling skills that utilise a range of species (including technologies and equipment) to collect data to inform training practices.	Required at entry				
2. Fully develop personal and business attributes including flexibility, creativity, self-reliance, adaptability, planning and management qualities, whilst considering the sustainability of the animal behaviour industry.	Required at entry				
3. Implement, monitor and critically evaluate and justify schedules and practices for effective behavioural management of the animal.				A	A
4. Recognise moral and ethical dilemmas central to animal training.	A	B		A	B
5. Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study.	A	B			B
6. Demonstrate effective contribution to team working when managing the animal.				B	A
7. Assess the welfare domains for positive performance, wellbeing and career longevity.	Required at entry				
D) Setting, Personal and Enabling Skills					
1. Concisely prepare, interpret and present data using appropriate qualitative and quantitative techniques.	A	B			
2. Develop a reflective philosophy when analysing personal effectiveness and be responsible for personal wellbeing, management and learning.	B				A
3. Confidently demonstrate the ability to work individually and as part of a team in a variety of situations.	B			B	A
4. Influence and coach others in best practice training approaches for behavioural problems, considering how to account for inclusivity.				A	A
5. Develop a can-do attitude and develop inquiry-based learning.	A	B			B
6. Communicate effectively through written and verbal means, with a wide range of audiences.	A	A		A	A

Part 5: Learning, Teaching and Assessment

Learning, Teaching and Assessment Journey:

The Animal Behaviour and Training (Clinical) programme utilises a mixture of teaching approaches, which aims to support the student to develop comprehensive knowledge and understanding of the principles of training and behavioural rehabilitation. Learning opportunities are varied, with students being 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 animal behavioural management. The programme will have the following distinct features:

Delivery aims to provide students with opportunities to apply research and the skills they have developed into practice, and expand their knowledge towards the management of animals showing problematic behaviours. Taught content will focus on evaluation of animal training and behavioural modification. 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. In addition to producing industry relevant case study reports, students continue to build on their verbal and presentation skills through oral assessments. Students are also required to demonstrate their practical competency in a practical skills assessment. There is a focus on evaluating their own practice, therefore students are required to demonstrate their reflective skills across a number of assessments to prepare them for continuous development within industry.

Throughout their studies, students are encouraged to 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, and behavioural rehabilitation of animals. This stage allows students to cover the required topics they need to apply for ABTC Clinical Animal Behaviourist.

Teaching will incorporate access to various resources onsite at the institution including the animal collection, farm, equine centre and the wider estate. 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 resources 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.

Careers: To support students' career preparations, personnel from the careers department will provide students with opportunities to map progress towards chosen career paths and develop effective CVs and interview techniques. Industry professionals will also visit the institution on an annual basis, as part of an Animal Careers Insight day, to support students to develop their employability prospects and engage directly with employers. A range of online resources linked to employability will also be signposted to students via the programme's VLE page, the Enterprise, Skills and Careers (ESC) Centre, and academic personal tutors. Tutors will typically offer subject-specific careers advice through module sessions or within individual tutorials.

Part 5: Learning, Teaching and Assessment

Students are strongly encouraged to undertake work experience and voluntary working within the animal sector alongside their studies. This professional practical experience, paired with the course credentials, as recognised by the ABTC, will facilitate their journey in applying for membership of an ABTC practitioner organisation. Recognition of the programme by the ABTC also confirms that students have been prepared to work effectively as animal professionals, able to perform in a responsible and ethical way and according to industry best practice.

This programme will be assessed according to the approved Academic Regulations.

Students registered on this programme will have access to the Hartpury University support services.

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

Professional Accrediting Body documents to which this programme is mapped and or aligned: ABTC role standards for Clinical Animal Behaviourist (CAB).

Assessment Map

		Type of Assessment*							
		Coursework	Report	Portfolio	Written Examination	Written Test	Practical Skills Examination	Practical Skills Assessment	Oral Assessment
Core Modules Stage 3	Animal and Agriculture Dissertation		A1 (90) Project Report					A2 (10) Practical Skills Assessment	
	Anthrozoology	A (100) Coursework							
	Cognitive Ethology		A (100) Report						
	Clinical Case Studies for Veterinary Paraprofessionals		A (50) Case Study Report						B (50) Oral Presentation with Questions
	Advanced Animal Training		B (50) Report					A (50) Practical Skills Assessment	


*Indicative assessment types for new students enrolling on this programme after the date this specification takes effect (Part 1) are shown in terms of either **Coursework**, **Written Examination**, or **Practical Examination** as indicated by the colour coding above.

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 they take 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 (www.hartpury.ac.uk).

Approved Programme Amendment Log

Primary Programme Title:	BSc (Hons) Animal Behaviour and Training (Clinical) (Level 6 entry)
Programme Code:	BSHAABT6 / BSHAATC6
Initial Approval Date:	05 August 2025

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

Current version number: 1.0	
Outline Change Details: Part 5: Assessment Map – assessment for module Anthrozoology changed from Seen Open-Material Case Study(s) Written Examination to Coursework, in line with module amendment.	
Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No	
If yes, please provide the details of the changes:	
Material Alteration: No	
Rationale: Module assessment has been changed in response to student feedback that they would prefer a more creative opportunity to showcase the criticality, knowledge and skills they have acquired through the module, and having an applied assessment would provide a more appropriate graduate skill, rather than the completion of an examination.	
Change requested by: Clare Thomas-Pino I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature: <i>Clare Thomas-Pino</i>	Date: 28/1/26
Name of Head of Department: Jenny Paddison 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: 28/01/2026
Approval Committee and Date:	CVC action 2026 01 28 (from CVC 2026 01 27)
Change approved with effect from:	01 September 2026
Resulting new version number:	1.1

Outline Change Details: New programme.	
Approval Committee and Date:	CVC Chair's Action 2025 08 05 from CVC 2025 07 24
Change approved with effect from:	01 September 2026
Resulting new version number:	1.0