

Module specification

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Module Code	ANM430
Module Title	Canine Behaviour and Cognition
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100522
Cost Code	GAAN
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
FdSc Canine Behaviour Training and Performance	Core

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	12 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	36 hrs
Placement hours	0 hrs
Guided independent study hours	164 hrs
Module duration (Total hours)	200 hrs

Module aims

This module focuses on behavioural science and learning processes, providing a foundational understanding of canine cognition, communication and learning theory. Students will observe, interpret and analyse canine behaviour using established behavioural frameworks. The module underpins professional practice through evidence-based, ethical and welfare-informed approaches to training and behaviour management, supporting progression into applied training and behaviour modules.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Recognise and interpret canine body language and behavioural communication using established behavioural frameworks. K1, K2
2	Identify canine behavioural needs and explain core learning theory principles, including their ethical and welfare-informed application within training contexts. K3-K5, K9-K13

Assessment methods

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1:

Assessment 1: Coursework that demonstrates through a range of short tasks how the student has recognised and interpreted canine body language, behaviour patterns and communication methods (1500 words)

Assessment 2:

Assessment 2: In class test: MCQ's, short answer and problem-based questions (1.5 hrs).

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count that demonstrate how the student	Weighting (%)	Alternative assessment, if applicable
1	1	Coursework	1500	50%	N/A
2	2	In-class test	1.5 hrs	50%	N/A

Derogations

N/A

Learning and Teaching Strategies

A blended format will be utilised to deliver this module. An active and inclusive learning environment aligned to Universities Active Learning Framework (ALF) will enable flexible, accessible and individualised learning opportunities for students. This approach will include both synchronous and asynchronous learning. Practical sessions and workshops will enable students to implement theory in practice. Assessments will take place midpoint and at the end of the module.

Welsh Elements

This module will embed Welsh language and cultural context where appropriate. Key terminology relating to canine behaviour, training and welfare will be introduced bilingually to support students' familiarity with professional terminology in both Welsh and English. Examples of canine working roles within Wales, including detection dogs used in conservation and wildlife protection, will be discussed to highlight the relevance of behavioural science within Welsh contexts. Welsh-medium resources, terminology and case studies will be incorporated into teaching materials and discussions. Students will also be encouraged to engage with Welsh legislation and welfare frameworks relevant to animal management and training.

Students can present their work, access forms, resources, email correspondence, work placements and personal tutorials in Welsh.

Indicative Syllabus Outline

- Canine communication, including body language and facial expressions
- Canine sensory systems, including olfaction, gustation, vision, auditory processing and mechanoreception
- Human interpretation errors, including anthropomorphism, cognitive bias and affective state
- Use of ethograms to observe and record behaviour
- The Dog Facial Action Coding System (DogFACS)
- Social learning in canines
- Breeds and traits, including implications for behaviour and training
- Evolution and domestication of the dog
- Behavioural development, including early neurological stimulation (ENS) and socialisation
- Canine emotion, including links to behaviour
- Pain and disease-related behaviours
- Social behaviour, including critique of the dominance fallacy
- The four-term contingency model (MO, antecedent, behaviour, consequence)
- Learning theory, including principles, effects and application of classical and operant conditioning (four quadrants)
- Non-associative learning, including habituation and sensitisation
- LIMA principles and ethical training approaches
- Behavioural needs of canines
- Preventative behavioural medicine
- Enrichment strategies to support welfare
- Basic training protocols
- Evidence-based and ethical decision-making in canine practice

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Horowitz, A. (ed.) (2014), *Domestic Dog Cognition and Behavior: The Scientific Study of Canis familiaris*. New York: Springer.

Other indicative reading:

Serpell, J. (ed.) (2017), *The Domestic Dog: Its Evolution, Behaviour and Interaction with People*. 2nd ed. New York: Cambridge University Press.

Horwitz, D. and Mills, D. (2009), *BSAVA Manual of Canine and Feline Behavioural Medicine*. Gloucester: BSAVA.

Administrative Information

For office use only	
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