

Title:	Following Simple Instructions in Animal Care Settings
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	J/651/9894
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the knowledge and skills to follow simple instructions during supervised animal care tasks. Learners will practise listening, responding, completing straightforward actions and asking for clarification when needed. This supports employability by building reliability, communication, safe working habits and the capacity to work under supervision in real animal care settings.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity and direct observation should form the main source of evidence, supported by discussion, annotated photographs, or witness statements.</p> <p>Skills-based assessment must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can follow simple instructions and complete straightforward supervised tasks safely and appropriately in an animal care environment.</p>

Learning outcomes

The learner will:

1. Be able to follow simple spoken or demonstrated instructions.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to respond to simple, clear instructions given verbally or through demonstration. Learners should explore how following instructions helps tasks happen safely and correctly.

The learner must demonstrate that they can:

- 1.1 Follow **simple spoken instructions**.
- 1.2 Follow **simple demonstrated instructions**.

2. Be able to complete straightforward supervised tasks as instructed.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to carry out basic, supervised tasks exactly as instructed. Learners should explore the importance of completing tasks safely and accurately.

The learner must:

- 2.1 Complete **straightforward supervised tasks**.
- 2.2 Carry out **tasks in the instructed order**.

3. Be able to check understanding when unsure.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise when they are unsure and ask for clarification. Learners should explore how checking understanding supports safety and reliability.

The learner must demonstrate that they can:

- 3.1 Identify **when clarification is needed**.
- 3.2 Request **clarification appropriately**.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Simple spoken instructions:

Definition:

Clear, short verbal directions from a supervisor or tutor guiding the learner through safe, supervised tasks.

Teaching must include

- Recognising when an instruction is being given.
- Listening carefully to simple directions.
- Responding appropriately to what is heard.

Teaching could include

- Tutor modelling of typical verbal instructions.

	<ul style="list-style-type: none"> • Supported listening practice in short steps. • Using prompts to encourage recall of instructions.
<p>Simple demonstrated instructions:</p>	<p>Definition: Instructions shown through actions or gestures that the learner is expected to copy during supervised tasks.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Watching a demonstration carefully. • Copying simple actions as shown. • Understanding that the demonstration shows the correct method. <p>Teaching could include</p> <ul style="list-style-type: none"> • Tutor demonstration of common simple tasks. • Repeating demonstrated actions step by step. • Supported comparison of correct vs incorrect copying.
<p>Straightforward supervised tasks:</p>	<p>Definition: Basic animal-care-related actions that can be completed safely under direct supervision.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Understanding what makes a task straightforward. • Completing tasks as directed by the supervisor. • Recognising the limits of independent work at E3. <p>Teaching could include</p> <ul style="list-style-type: none"> • Supported practice of tasks in small steps. • Short discussions about task purpose. • Tutor feedback on task completion.
<p>Tasks in the instructed order:</p>	<p>Definition: Completing actions in the sequence provided by the tutor or supervisor.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Recognising sequences or step-by-step instructions. • Following steps in the correct order. • Understanding why sequence matters for safety or effectiveness. <p>Teaching could include</p>

	<ul style="list-style-type: none"> • Simple sequencing cards or prompts. • Tutor-led step-through of a routine. • Supported practice comparing correct vs mixed-up order.
When clarification is needed:	<p>Definition: Situations where the learner realises they are unsure how to proceed or do not fully understand the instruction.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Recognising feelings of uncertainty. • Identifying common points where confusion may happen. • Understanding that it is safe and expected to ask for help. <p>Teaching could include</p> <ul style="list-style-type: none"> • Scenarios illustrating confusion or uncertainty. • Supported group discussion of “what to do when unsure”. • Tutor examples of misunderstanding and how to correct it.
Clarification appropriately:	<p>Definition: Asking for help in a clear, polite and timely way when an instruction is not fully understood.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Knowing who to ask. • Using clear, short questions. • Asking before attempting unsafe or incorrect action. <p>Teaching could include</p> <ul style="list-style-type: none"> • Practising simple help-seeking phrases. • Role-play conversations with tutor or peers. • Using visual prompts to support communication.