

Title:	Introduction to Animal Housing
Level:	Entry Level 3
Credit value:	1
GLH:	10
Unique Reference Number:	K/651/9895
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 recognise what suitable housing looks like for different animals. Learners will explore simple features that help keep animals safe, clean and comfortable, and begin to understand why housing matters for animal welfare. This supports employability by helping learners develop the foundational awareness needed to contribute safely and reliably to supervised animal care environments.
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 identify simple types of animal housing and state basic reasons why housing supports animal comfort and wellbeing.</p>

Learning outcomes

The learner will:

1. Understand that different animals require different types of housing.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise different types of animal housing and describe simple features that make them suitable for particular animals. Delivery can introduce common types of animal housing, such as hutches, cages, kennels, runs or stables, and draw attention to basic features of animal housing, for example bedding areas, doors, secure latches, size, shelter or feeding areas. Learners should have opportunities to match animals to

appropriate housing types using pictures, models or real examples and to talk about why particular animals are kept in particular kinds of housing.

The learner must:

- 1.1 Identify **types of animal housing**.
- 1.2 State **features of animal housing**.

2. Understand simple reasons why suitable housing is important for animals.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to describe why suitable housing matters for animal welfare. Learners should explore simple consequences of unsuitable housing, and link animal comfort and calm behaviour to the conditions they live in.

The learner must:

- 2.1 State **reasons for suitable housing**.
- 2.2 State **consequences of unsuitable housing**.

3. Understand basic ways to help keep animal housing clean and comfortable.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to describe straightforward ways to keep housing clean and simple ways to keep housing comfortable. Learners should explore how these actions support animal health and wellbeing.

The learner must:

- 3.1 State **ways to keep housing clean**.
- 3.2 State **ways to keep housing comfortable**.

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

Types of animal housing:	<p>Definition: Common enclosed spaces where animals are kept, such as hutches, cages, kennels or stables.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • A range of types of animal housing appropriate to local provision or accessible examples. <p>Teaching could include</p> <ul style="list-style-type: none"> • Pictures, models or videos showing different housing types. • Real or simulated examples within the learning environment
Features of animal housing:	<p>Definition: Simple characteristics of housing that support animal safety and comfort, such as bedding areas, doors, latches or shelter.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Key features that make housing suitable for different animals. <p>Teaching could include</p> <ul style="list-style-type: none"> • Comparing features across different housing types. • Tutor-supported discussions about why certain features matter.
Reasons for suitable housing:	<p>Definition: Basic welfare needs met by appropriate housing, for example warmth, shelter, safety, or rest.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Core welfare principles linked to appropriate housing. <p>Teaching could include</p> <ul style="list-style-type: none"> • How housing supports routine care and wellbeing.
Consequences of unsuitable housing:	<p>Definition: Simple negative outcomes for animals if their housing does not meet basic needs.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Direct impacts on comfort, safety or wellbeing. <p>Teaching could include</p> <ul style="list-style-type: none"> • Visual contrasts between suitable and unsuitable housing.

<p>Ways to keep housing clean:</p>	<p>Definition: Simple cleaning actions that support hygiene in animal housing.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Basic cleaning checks or tasks appropriate to supervised E3 learning. <p>Teaching could include</p> <ul style="list-style-type: none"> • Examples of maintaining clean housing in different settings.
<p>Ways to keep housing comfortable:</p>	<p>Definition: Simple actions that support animal comfort within their housing.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Basic comfort-focused tasks, such as adding fresh bedding or checking accessible resources. <p>Teaching could include</p> <ul style="list-style-type: none"> • How small changes can help animals feel calm and secure.