

Title:	Noticing Animal Emotions and Comfort Levels
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	M/651/9897
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 notice when animals appear comfortable, relaxed or content, and when they may show simple signs of stress or discomfort. Learners will develop awareness of emotional cues, practise observing animals safely and build confidence in reporting what they notice to the appropriate person. This supports employability by strengthening attentiveness, communication, responsibility and the ability to contribute positively to animal welfare in supervised 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 recognise simple signs of animal comfort and discomfort and report these observations appropriately in supervised settings.</p>

Learning outcomes

The learner will:

1. Be able to recognise simple signs that an animal is comfortable.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to identify straightforward visual or behavioural signs that suggest an animal is relaxed and comfortable. Learners should explore how recognising comfort supports animal wellbeing.

The learner must demonstrate that they can:

- 1.1 Identify **simple signs of comfort**.
- 1.2 Describe **why these signs suggest comfort**.

2. Be able to recognise simple signs that an animal is uncomfortable or stressed.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise straightforward signs that an animal may be uncomfortable or stressed. Learners should explore how noticing these signs helps to maintain safe and supportive animal care routines.

The learner must:

- 2.1 Identify **simple signs of discomfort**.
- 2.2 Describe **why these signs may indicate stress**.

3. Be able to report observations of animal comfort or discomfort.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to report what they notice about an animal's emotions or comfort levels clearly and promptly. Learners should explore how simple reporting helps maintain welfare and supports supervised routines.

The learner must demonstrate that they can:

- 3.1 Identify **when to report observations**.
- 3.2 Report **simple observations clearly**.

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 signs of comfort:	<p>Definition:</p> <p>Straightforward behaviours or postures showing that an animal is relaxed or at ease.</p> <p>Teaching must include</p>
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	<ul style="list-style-type: none"> • Recognising relaxed body positions or movements. • Identifying calm behaviours appropriate to the species. • Understanding that comfort supports wellbeing. <p>Teaching could include</p> <ul style="list-style-type: none"> • Tutor-led comparisons of comfortable vs uncomfortable behaviours. • Images or videos showing relaxed posture. • Supported observation tasks using models or examples
<p>Why these signs suggest comfort:</p>	<p>Definition: Basic explanations linking calm, relaxed behaviours to positive animal experiences.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Recognising that relaxed behaviour indicates comfort. • Understanding that comfort is linked to safety and wellbeing. • Connecting visual signs to simple reasoning (“because…”). <p>Teaching could include</p> <ul style="list-style-type: none"> • Simple prompts explaining behaviour–emotion links. • Supported discussions about why animals appear relaxed. • Tutor modelling of reasoning in clear, simple language.
<p>Simple signs of discomfort:</p>	<p>Definition: Straightforward indicators that an animal may be uneasy, stressed or uncomfortable.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Recognising obvious changes in posture or movement. • Identifying behaviours that may signal discomfort. • Understanding that discomfort should be reported. <p>Teaching could include</p> <ul style="list-style-type: none"> • Tutor examples comparing normal vs stressed behaviours. • Supported group discussion of discomfort cues. • Visual aids highlighting common signs.
<p>Why these signs may indicate stress:</p>	<p>Definition: Basic explanations for why certain behaviours or positions may show that an animal is experiencing stress or discomfort.</p>

	<p>Teaching must include</p> <ul style="list-style-type: none"> • Understanding that unusual behaviour can signal stress. • Connecting specific signs to possible causes. • Recognising that stress impacts welfare. <p>Teaching could include</p> <ul style="list-style-type: none"> • Scenarios linking behaviours to stress. • Tutor modelling of simple cause-and-effect reasoning. • Supported reflection on observed examples.
<p>When to report observations:</p>	<p>Definition: Situations where the learner should tell the supervisor what they have noticed about an animal’s comfort or discomfort.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Understanding that discomfort or behavioural changes must be reported. • Recognising when an observation is important. • Knowing who to report to. <p>Teaching could include</p> <ul style="list-style-type: none"> • Role-play examples showing when reporting is needed. • Tutor-led discussion of “safe vs unsafe to ignore”. • Supported matching tasks linking scenarios to reporting actions.
<p>Simple observations clearly:</p>	<p>Definition: Basic, understandable statements describing what the learner saw or noticed about an animal’s behaviour or comfort level.</p> <p>Teaching must include</p> <ul style="list-style-type: none"> • Using short, clear statements to describe observations. • Identifying key information: what, where, when. • Reporting observations promptly. <p>Teaching could include</p> <ul style="list-style-type: none"> • Practising short observation statements. • Using prompt cards or visual supports. • Supported peer or tutor role-play.