

<b>Title:</b>	Noticing When Something Looks Wrong
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	R/651/9898
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge and skills to notice when something does not look right in supervised animal care settings. Learners will develop confidence recognising simple signs of problems in animals or their housing and practise reporting concerns clearly to the appropriate person. This unit builds core employability behaviours such as awareness, attentiveness, responsibility and timely communication, all essential for safe participation in animal care routines.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<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 that something may be wrong and report these signs appropriately in supervised animal care environments.</p>

### Learning outcomes

*The learner will:*

1. Be able to recognise simple signs that an animal may need attention.

#### **Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to identify straightforward signs that an animal may be uncomfortable, unwell or behaving unusually. Learners should explore how noticing small changes helps maintain welfare.

<p>The learner must demonstrate that they can:</p> <p>1.1 Identify <b>simple signs of concern in animals</b>.</p> <p>1.2 Describe <b>why the signs may indicate a problem</b>.</p>
<p>2. Be able to recognise simple problems in animal housing.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to notice obvious issues in animal housing that may affect safety or welfare. Learners should explore how these issues can be recognised during routine checks.</p> <p>The learner must:</p> <p>2.1 Identify <b>simple problems in housing</b>.</p> <p>2.2 Describe <b>why the problems may affect welfare</b>.</p>
<p>3. Be able to report concerns to the appropriate person.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to report concerns clearly and promptly during supervised tasks. Learners should explore when, how and to whom concerns should be reported.</p> <p>The learner must demonstrate that they can:</p> <p>3.1 Identify <b>who to report concerns to</b>.</p> <p>3.2 Report <b>simple concerns clearly</b>.</p>

<p><b>Scope of Training</b></p> <p>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.</p>	
<p><b>Requirements</b></p>	
<p><b>Simple signs of concern in animals:</b></p>	<p><b>Definition:</b></p> <p>Straightforward visual or behavioural signs that may suggest an animal needs attention, such as unusual movement, posture or responsiveness.</p> <p><b>Teaching must include</b></p> <ul style="list-style-type: none"> <li>• Recognising simple changes in behaviour or movement.</li> <li>• Recognising signs that an animal may be uncomfortable.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding that signs should be reported promptly.</li> </ul> <p><b>Teaching could include</b></p> <ul style="list-style-type: none"> <li>• Images showing common signs of concern.</li> <li>• Tutor-led comparisons of normal vs unusual behaviours.</li> <li>• Supported discussions about how small changes can matter.</li> </ul>
<p><b>Why the signs may indicate a problem:</b></p>	<p><b>Definition:</b> Basic explanations of how observed signs link to possible discomfort, illness or stress.</p> <p><b>Teaching must include</b></p> <ul style="list-style-type: none"> <li>• Understanding that animals show discomfort through behaviour.</li> <li>• Recognising that unusual signs can suggest a problem.</li> <li>• Linking signs to the need for reporting.</li> </ul> <p><b>Teaching could include</b></p> <ul style="list-style-type: none"> <li>• Simple scenarios showing why a sign matters.</li> <li>• Tutor modelling of reasoning (“If we see this, it might mean...”).</li> <li>• Supported group reflection on examples.</li> </ul>
<p><b>Simple problems in housing:</b></p>	<p><b>Definition:</b> Obvious issues in animal housing that may present risks, such as broken latches, spilled water, or blocked access.</p> <p><b>Teaching must include</b></p> <ul style="list-style-type: none"> <li>• Recognising visual problems in housing.</li> <li>• Understanding how problems affect animals.</li> <li>• Identifying when problems need to be reported.</li> </ul> <p><b>Teaching could include</b></p> <ul style="list-style-type: none"> <li>• Comparing images of safe vs unsafe housing.</li> <li>• Supervised walkthroughs highlighting common issues.</li> <li>• Tutor-supported identification tasks.</li> </ul>
<p><b>Why the problem may affect welfare:</b></p>	<p><b>Definition:</b> Basic explanations of how simple housing issues can influence comfort, safety or health.</p> <p><b>Teaching must include</b></p>

	<ul style="list-style-type: none"> <li>• Recognising that problems can cause discomfort or stress.</li> <li>• Understanding how issues can make housing unsafe.</li> <li>• Linking the issue to the need for action or reporting.</li> </ul> <p><b>Teaching could include</b></p> <ul style="list-style-type: none"> <li>• Tutor-led examples linking problems to consequences.</li> <li>• Simple discussions of “what could happen if...”.</li> <li>• Supported reflection using real or model housing.</li> </ul>
<p><b>Who to report concerns to:</b></p>	<p><b>Definition:</b> The appropriate person responsible for addressing issues, such as a tutor, supervisor or team leader.</p> <p><b>Teaching must include</b></p> <ul style="list-style-type: none"> <li>• Identifying the correct responsible person.</li> <li>• Knowing the role of the supervisor in animal care.</li> <li>• Recognising that concerns must be shared, not kept quiet.</li> </ul> <p><b>Teaching could include</b></p> <ul style="list-style-type: none"> <li>• Photos or names of staff members in the setting.</li> <li>• Tutor-led examples of correct reporting lines.</li> <li>• Supported matching tasks linking concerns to people.</li> </ul>
<p><b>Simple concerns clearly:</b></p>	<p><b>Definition:</b> Basic verbal or visual communication used to share information about an issue in a way that is easy to understand.</p> <p><b>Teaching must include</b></p> <ul style="list-style-type: none"> <li>• Using simple, clear sentences to report a concern.</li> <li>• Stating what was seen and where.</li> <li>• Reporting in a timely manner.</li> </ul> <p><b>Teaching could include</b></p> <ul style="list-style-type: none"> <li>• Practising short reporting phrases.</li> <li>• Role-play of reporting scenarios.</li> <li>• Supported use of visual cues or prompt cards.</li> </ul>