

Title:	Observing and Recording Animal Behaviour
Level:	Level 1
Credit value:	2
GLH:	18
Unique Reference Number:	L/651/9921
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 understand why observing and recording animal behaviour is important in animal care settings. Learners will develop an awareness of how animals communicate through behaviour, how observation supports animal welfare, and why accurate recording helps others respond appropriately to animals' needs in a safe and professional way.
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 describe common animal behaviours, explain why observation is important, and outline simple methods for recording observations. Assessment decisions should be based on discussion, written work, or structured questioning. This unit does not require learners to assess or interpret behaviour independently or to make judgements about animal health or welfare beyond their level of responsibility.</p>

Learning outcomes

The learner will:

1. Understand why observing animal behaviour is important in animal care settings.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to explain why careful observation of animals is an essential part of animal care. Learners

should explore how behaviour can indicate comfort, stress, or changes in routine, and why observing animals helps carers respond appropriately and maintain animal welfare.

The learner must:

- 1.1 Explain why **observing animal behaviour** is important in animal care settings.
- 1.2 Describe how observation can support **animal welfare** and safe handling.

2. Understand common types of animal behaviour.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise common types of animal behaviour and understand what these behaviours may communicate. Learners should explore simple examples of calm, alert, playful, fearful, or stressed behaviour, without being required to diagnose or interpret complex causes.

The learner must:

- 2.1 Identify common **types of animal behaviour**.
- 2.2 Describe simple examples of **animal communication through behaviour**.

3. Be able to describe simple methods for recording animal behaviour.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to describe how animal behaviour can be recorded clearly and accurately. Learners should explore why records are useful, who may use them, and the importance of keeping observations factual and appropriate to their role.

The learner must demonstrate that they can:

- 3.1 Describe simple **methods for recording animal behaviour**.
- 3.2 Explain why clear and accurate **behaviour records** are important in animal care settings.

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

<p>Observing animal behaviour:</p>	<p>Definition: Watching animals carefully to notice how they act, move, and respond to their environment.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • What observation means in an animal care role. • Why regular observation supports animal welfare. • The limits of observation at Level 1. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples of observation in different animal care settings. • How observation links to routine care tasks. • Differences between casual looking and purposeful observation.
<p>Animal welfare:</p>	<p>Definition: The physical and emotional wellbeing of an animal and how well its needs are being met.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • How behaviour can indicate comfort or discomfort. • The link between environment and welfare. • Why welfare is a shared responsibility. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Simple welfare needs relevant to different animals. • How poor welfare may affect behaviour. • The role of observation in preventing problems.
<p>Types of animal behaviour:</p>	<p>Definition: Common ways animals act or respond, such as calm, alert, playful, fearful, or stressed behaviour.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples of common behaviours seen in animals. • Differences between relaxed and stressed behaviour. • Behaviour appropriate to different situations. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Behaviour differences between species. • Behaviour changes due to environment or routine. • How animals may show discomfort.

<p>Animal communication through behaviour:</p>	<p>Definition: How animals use actions, posture, movement, or sounds to express how they feel.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Simple ways animals communicate without words. • How carers can respond safely to behaviour signals. • Why misreading behaviour can increase risk. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Body language examples. • Vocalisation examples. • How behaviour can change when animals feel threatened.
<p>Methods for recording animal behaviour:</p>	<p>Definition: Simple ways of writing down or noting what has been observed about an animal's behaviour.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • What information should be recorded. • Keeping records factual and clear. • Who may use behaviour records. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Simple observation sheets or logs. • Recording changes over time. • Using records to share information with others.
<p>Behaviour records:</p>	<p>Definition: Written or recorded notes that describe animal behaviour accurately and objectively.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Why records must be accurate. • The importance of confidentiality and professionalism. • When to pass records on to others. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples of good and poor records. • How records support teamwork. • How records link to animal care planning.