

Title:	Recognising Healthy Animals and Routine Care Tasks
Level:	Entry Level 3
Credit value:	1
GLH:	10
Unique Reference Number:	T/651/9899
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 basic signs of good animal health and understand simple routine care tasks. Learners will explore clear, visible indicators of healthy appearance and behaviour, and gain an introductory understanding of how routine tasks such as feeding, watering and simple cleaning support animal welfare. This supports employability by preparing learners to notice normal patterns, follow supervised routines and contribute appropriately within 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 signs of good health in animals and state basic features of routine care tasks that support health and wellbeing.</p>

Learning outcomes

The learner will:

1. Understand basic signs of good animal health.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to identify basic, visible physical indicators of good health in animals. Learners should explore what healthy appearance looks like in simple terms and develop confidence noticing clear physical features that show an animal's body is functioning normally.

The learner must:

1.1 Identify simple signs of good physical health .
2. Understand simple signs of healthy animal behaviour.
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise simple behaviours that indicate an animal is calm, comfortable and responding normally to its environment. Learners should explore clear, easy-to-observe behavioural cues that show an animal is healthy and at ease.</p> <p>The learner must:</p> <p style="text-align: center;">2.1 Identify simple signs of healthy behaviour.</p>
3. Understand basic routine care tasks carried out to support animal health and wellbeing.
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to understand what simple routine care tasks involve and why they matter for an animal's ongoing health. Learners should explore the purpose of these tasks, how they contribute to welfare, and how learners may participate safely under supervision.</p> <p>The learner must:</p> <p style="text-align: center;">3.1 Identify basic routine care tasks.</p> <p style="text-align: center;">3.2 State why routine care tasks are important.</p>

Scope of Training	
<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>	
Requirements	
<p>Simple signs of good physical health:</p>	<p>Definition:</p> <p>Clear, visible features that show an animal's body is functioning normally, such as clean eyes, healthy coat/skin, steady movement and normal body posture.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Helping learners recognise simple visible features linked to healthy appearance.

	<ul style="list-style-type: none"> Supporting learners to understand what normal body posture looks like. Highlighting clear signs that an animal's body condition is appropriate. <p>Teaching could include:</p> <ul style="list-style-type: none"> Tutor-led comparison of healthy vs unhealthy examples (photos, drawings or models). Supported observation tasks with real or model animals. Short group discussions linking appearance to comfort or wellbeing.
<p>Simple signs of healthy behaviour:</p>	<p>Definition: Easily observed behaviours showing an animal is calm, comfortable and acting normally within its environment.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> Identifying clear signs of calm or relaxed behaviour. Exploring simple examples of normal routines such as eating, resting or exploring. Supporting learners to notice positive responses to familiar people or surroundings. <p>Teaching could include:</p> <ul style="list-style-type: none"> Watching short clips of animals showing healthy behaviour. Using simple scenarios or role-play with toy animals to practise recognition. Tutor explanations linking behaviour to emotional comfort.
<p>Basic routine care tasks:</p>	<p>Definition: Definition: Simple, everyday activities that support an animal's wellbeing, such as providing food, water, clean bedding and basic environmental checks.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> Introducing core tasks that support daily animal care. Exploring what each task aims to achieve. Helping learners link routine actions to animal comfort and health. <p>Teaching could include:</p>

	<ul style="list-style-type: none"> • Step-through examples of simple daily routines. • Supported discussions about different tasks for different animals. • Use of visual prompts to show tasks and their purpose.
<p>Why routine care tasks are important:</p>	<p>Definition: Simple reasons why daily care tasks help animals stay healthy, safe and comfortable.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Highlighting how routine tasks prevent discomfort or illness. • Linking daily care to safety, wellbeing and calm behaviour. • Supporting learners to understand the role of supervised participation. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Tutor explanations using real or hypothetical examples. • Short discussions about what happens if tasks are not completed. • Simple matching or sequencing activities showing task → benefit.