

<b>Title:</b>	Staying Safe Around Animals
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Unique Reference Number:</b>	H/651/9900
<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 understand simple safety principles for working around animals. Learners will explore clear, basic safety rules, common risks and the importance of behaving calmly and responsibly. This supports employability by helping learners build confidence, follow supervised guidance and contribute safely to animal care environments.
<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 identify simple safety rules for being around animals and state basic safe behaviours.</p>

### Learning outcomes

*The learner will:*

1. Understand simple safety rules for being around animals.

#### **Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise basic rules that help keep people and animals safe. Learners should explore clear, simple principles such as calm movement, awareness of space and listening to instructions.

The learner must:

- 1.1 Identify **simple safety rules** for being around animals.

2. Understand simple risks when working near animals.

**Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise common, easily spotted risks when working near animals. Learners should explore basic hazards linked to movement, environment and equipment in ways that are accessible and relevant to supervised settings.

The learner must:

2.1 Identify **simple risks** when working near animals.

3. Understand the importance of calm and responsible behaviour around animals.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand why calm, responsible behaviour keeps both people and animals safe. Learners should explore how animals respond to movement, noise and handling, and why simple, controlled behaviour supports welfare and safety.

The learner must:

3.1 State **why calm behaviour is important** when working around animals.

**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 safety rules:**

**Definition:**

Clear, basic rules that help ensure safety when working around animals, such as calm movement, awareness of space and following supervised guidance.

**Teaching must include:**

- Introducing calm and predictable movement as a basic safety rule.
- Helping learners recognise the importance of giving animals personal space.

	<ul style="list-style-type: none"> <li>Supporting learners to understand the need to follow instructions from a supervisor.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>Tutor explanations showing correct vs incorrect behaviour.</li> <li>Simple matching activities linking rules to safe practice.</li> <li>Group discussions about why rules help keep everyone safe.</li> </ul>
<p><b>Simple rules:</b></p>	<p><b>Definition:</b></p> <p>Basic, easy-to-recognise hazards that may cause accidents when working near animals, such as slipping hazards, sudden movement or obstacles.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>Identifying simple, common hazards in supervised settings.</li> <li>Supporting learners to notice how environment or movement can create risks.</li> <li>Highlighting why awareness of surroundings is important.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>Using images to identify hazards in staged scenes.</li> <li>Watching short clips demonstrating simple risky situations.</li> <li>Tutor-led walk-throughs (real or simulated) highlighting risks.</li> </ul>
<p><b>Why calm behaviour is important:</b></p>	<p><b>Definition:</b></p> <p>Basic reasons why staying calm and controlled helps prevent accidents and keeps animals comfortable.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>Exploring how sudden movement or loud noise can startle animals.</li> <li>Highlighting how calm behaviour supports animal welfare.</li> <li>Supporting learners to understand how staying calm keeps everyone safe.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>Tutor demonstrations of calm vs sudden behaviour.</li> <li>Simple scenarios showing different behaviour outcomes.</li> <li>Group discussions linking calm behaviour to safety and comfort.</li> </ul>

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