

Title:	Understanding Animal Behaviour
Level:	Entry Level 3
Credit value:	1
GLH:	10
Unique Reference Number:	J/651/9901
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 simple features of normal animal behaviour. Learners will explore clear, observable behaviours that show animals are relaxed, comfortable and reacting appropriately within their environment. This supports employability by preparing learners to recognise typical patterns, respond appropriately in supervised settings and build confidence before learning to spot concerns.
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 behaviours that show an animal is calm, comfortable and responding normally to its surroundings.</p>

Learning outcomes

The learner will:

1. Understand simple features of normal animal behaviour.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise basic behaviours that indicate an animal is acting normally. Learners should explore calm, predictable behaviours and develop confidence noticing how animals typically respond to familiar people and environments.

The learner must:

1.1 Identify simple examples of normal behaviour .
2. Understand how animals show comfort or relaxation.
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to describe clear signs that an animal feels comfortable and at ease. Learners should explore simple body language and behavioural cues that indicate relaxation and emotional comfort.</p> <p>The learner must:</p> <p style="text-align: center;">2.1 Describe simple signs of comfort or relaxation.</p>
3. Understand how animals respond to familiar people and environments.
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to recognise how animals may respond positively to familiar settings and predictable routines. Learners should explore clear, basic examples of how animals show recognition or comfort in environments they know well.</p> <p>The learner must:</p> <p style="text-align: center;">3.1 Identify simple positive responses to familiar situations.</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	
Simple examples of normal behaviour:	<p>Definition:</p> <p>Clear, easy-to-observe behaviours that show an animal is acting in a typical way for its species, such as exploring, resting, eating or calmly interacting.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Helping learners recognise behaviours that are predictable and routine.

	<ul style="list-style-type: none"> Supporting learners to identify calm and non-aggressive actions. Highlighting differences between active and resting behaviour. <p>Teaching could include:</p> <ul style="list-style-type: none"> Watching video clips of animals demonstrating normal behaviour. Using simple comparison activities with images or models. Tutor demonstrations with figurines or drawings to highlight typical actions.
<p>Simple signs of comfort or relaxation:</p>	<p>Definition: Basic body language or behaviours that show an animal feels safe, calm and physically comfortable.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> Exploring relaxed body positions or postures. Highlighting simple behaviours linked to calmness, such as gentle movement or resting. Supporting learners to recognise when an animal is comfortable with its surroundings. <p>Teaching could include:</p> <ul style="list-style-type: none"> Short video clips demonstrating comfort cues. Role-play using toy animals to practise identifying calm postures. Tutor explanations linking comfort to wellbeing.
<p>Simple positive responses to familiar situations:</p>	<p>Definition: Clear behaviours that show an animal recognises familiar people, routines or environments and reacts calmly or positively.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> Exploring how animals may respond when they feel secure in a known space. Highlighting predictable responses linked to familiar carers or routines. Supporting learners to identify behaviours that show comfort rather than fear. <p>Teaching could include:</p>

	<ul style="list-style-type: none">• Tutor-led scenarios showing familiar vs unfamiliar situations.• Group discussions about animals learners know or have observed.• Simple matching tasks linking situations to likely responses.
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