Title:	Supporting Adults with Daily Living Needs
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	Y/652/0166
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to introduce learners to supporting adults with daily living activities safely, respectfully, and promoting independence.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes *The learner will:*
1. Be able to know basic personal care tasks.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to develop awareness of activities adults may need help with. The learner must: 1.1 Identify **tasks** that may be needed to support adults. 1.2 State why these tasks are **important**.
2. Be able to understand how to respect individual preferences.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to learn simple ways to support choice and independence.

The learner must: 2.1 Identify ways to **respect preferences**. 2.2 Give examples of **supporting independence**.
3. Be able to understand safety and wellbeing when supporting adults.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to recognise the importance of safety and wellbeing in care activities. The learner must: 3.1 Identify **safe ways** to support adults with daily tasks. 3.2 Identify what to do if an adult seems **unwell or at risk**. 3.3 State why it is important to **report concerns**.

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	
Tasks	**Definition:** Support tasks are actions carried out to help adults with daily living, health, and wellbeing, ensuring they can live safely and comfortably. **Teaching must include:** Learners should be able to identify tasks such as: • Helping with personal care – washing, dressing, toileting • Assisting with meals – preparing food, helping with eating or drinking • Supporting mobility – helping someone move safely, use a wheelchair or walking aid • Medication support – reminding or assisting with medicines (where trained)

	• Household tasks – cleaning, laundry, shopping • Emotional or social support – companionship, listening, encouraging activity Learners must identify at least three tasks that could be needed to support adults. **Teaching could include:** • Picture cards or real-life examples of support tasks • Group activity: matching tasks to scenarios or needs • Discussion: "Which tasks are most important for health and wellbeing?"
Important	**Definition:** These tasks are important because they help adults maintain health, independence, safety, and quality of life. **Teaching must include:** Learners should be able to state reasons such as: • Promotes independence – helping adults live safely and confidently • Maintains health and wellbeing – personal hygiene, nutrition, and medication support • Prevents harm or accidents – safe mobility and environment • Supports emotional and social needs – reducing isolation and improving mood • Ensures dignity and respect – treating adults appropriately while providing care Learners must state at least two reasons why support tasks are important. **Teaching could include:** • Scenario discussions: "Why is this task important for the adult?" • Group activity linking tasks to outcomes (e.g., health, safety, independence) • Reflection: "How does providing support make a difference to an adult's day?"

Respect Preferences	**Definition:** Respecting preferences means listening to and acting on what an adult wants or chooses regarding their care, daily routines, or lifestyle, while keeping them safe. **Teaching must include:** Learners should be able to identify ways such as: • Asking for choices – meals, clothing, activities, daily routines • Listening to opinions – valuing what the adult says and wants • Following cultural, religious, or personal preferences – for food, clothing, or activities • Providing privacy and dignity – allowing adults to do things their way when possible • Involving adults in decisions about their care Learners must identify at least three ways to respect preferences. **Teaching could include:** • Role-play: asking a service user for their preferences • Case study: respecting cultural or personal choices in care • Group discussion: "What happens if preferences are ignored?"
Supporting Independence	**Definition:** Supporting independence means helping adults to do as much as they can for themselves safely, promoting confidence and self-reliance. **Teaching must include:** Learners should be able to give examples such as: • Encouraging self-care – washing, dressing, or brushing teeth independently • Helping adults prepare their own meals or snacks • Allowing adults to make choices about daily routines • Supporting safe mobility and movement without taking over • Encouraging participation in hobbies or social activities

	Learners must give at least two examples of supporting independence. **Teaching could include:** • Scenario discussion: "How could you help this adult be more independent?" • Role-play: encouraging someone to do a task themselves safely • Group brainstorming: linking independence to confidence, dignity, and wellbeing
Safe Ways	**Definition:** Safe practice means helping adults with their daily tasks in a way that prevents harm to them and to yourself. **Teaching must include:** Learners should be able to identify safe ways such as: • Using correct body mechanics when assisting with mobility or lifting • Checking equipment (e.g., hoists, walking aids) before use • Following care plans or instructions from supervisors • Keeping the environment safe – clear floors, dry surfaces, no hazards • Providing supervision when needed but allowing independence when safe Learners must identify at least two safe ways to support adults. **Teaching could include:** • Role-play assisting an adult safely • Picture cards showing safe and unsafe support practices • Group discussion: "What could go wrong if these safety steps are ignored?"
Unwell or at Risk	**Definition:** Recognising when an adult is unwell or at risk means noticing changes in health or behaviour and taking the correct action to keep them safe. **Teaching must include:** Learners should be able to identify steps such as:

	• Noticing signs – pain, illness, falls, distress, confusion • Reporting immediately to a supervisor or qualified staff • Following organisational procedures for incidents or emergencies • Recording observations accurately – date, time, and what was noticed • Providing support safely while waiting for help (e.g., helping them sit down, keeping them calm) Learners must identify at least two actions to take if an adult seems unwell or at risk. **Teaching could include:** • Scenario discussions: "What would you do if the adult faints or falls?" • Role-play: recognising signs and informing staff • Worksheets listing common signs of illness or risk and appropriate responses
Report Concerns	**Definition:** Reporting concerns ensures adults are protected, risks are managed, and safe care is provided. **Teaching must include:** Learners should be able to state reasons such as: • Protects the adult from harm • Ensures timely help and intervention • Supports safe working practice and legal compliance • Keeps supervisors and other staff informed • Helps improve care quality and wellbeing Learners must state at least two reasons why reporting concerns is important. **Teaching could include:** • Group discussion on the consequences of not reporting concerns • Case studies of incidents where timely reporting prevented harm

	• Role-play reporting a concern to a supervisor or safeguarding lead

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