



Subject Content for T Level in Social Care

Core Knowledge for Social Care

Element	Knowledge
Foundations of Social Care	Social care <ul style="list-style-type: none">• Purpose and scope of social care• Role of social care in supporting independence, wellbeing, inclusion and quality of life• Relationship and interdependence between health, social care and wider community services• Organisation and provision of social care in England, including statutory, independent, voluntary and community provision• Range of social care contexts: residential, domiciliary, supported living, Shared Lives, community-based support, reablement, respite, advocacy and preventative services• How individuals access and fund social care: local authority-funded support, personal budgets and direct payments, and self-funded care• Development of contemporary social care and how it has shaped care and support• Integrated and multi-agency working to support coordinated care, prevention and positive outcomes
Roles, Legislation, and Communication	Roles, duties and scope of practice <ul style="list-style-type: none">• Range of roles within social care: care and support, community and reablement, advocacy, social work, management and specialist roles, including registered

Element	Knowledge
	<p>managers and registered professions working alongside social care</p> <ul style="list-style-type: none"> • Responsibilities, scope and accountability of different roles, including registered managers, registered nurses, nursing associates, social workers and allied health professionals, and how they contribute to care and support • Working within own role, competence and delegated responsibilities, including understanding professional boundaries, delegation and when to seek advice or escalate concerns • Promoting independence, choice, wellbeing and inclusion • As outlined in the Long-Term Plan, providing person-centred care and support based on the person's: <ul style="list-style-type: none"> ○ Individual needs ○ Preferences ○ Strengths ○ Goals ○ Choice ○ Control <p>and strengths-based care and support based on the person's:</p> <ul style="list-style-type: none"> ○ Strengths ○ Abilities ○ Resources ○ Relationships ○ Community Connections <p>as well as their needs, to support independence, wellbeing and the achievement of their goals e.g. social prescribing.</p> <ul style="list-style-type: none"> • Supporting individuals with physical, sensory, learning disability, neurodivergent and mental health needs • Working in accordance with organisational policies, agreed ways of working and professional standards • How roles and responsibilities develop through career and progression pathways in social care

Element	Knowledge
	<p>Legislation and regulation</p> <ul style="list-style-type: none"> • Purpose and practical application of legislation, regulation and statutory guidance relevant to social care • Rights, responsibilities and duties arising from: <ul style="list-style-type: none"> ◦ Care Act 2014 ◦ Mental Capacity Act 2005 ◦ Equality Act 2010 ◦ Human Rights Act 1998 • Safeguarding legislation and statutory guidance, including: <ul style="list-style-type: none"> ◦ Care Act 2014 and Care and Support Statutory Guidance, Chapter 14 (Safeguarding) ◦ Safeguarding Vulnerable Groups Act 2006 ◦ Mental Capacity Act 2005 and Code of Practice • Regulatory requirements, including: <ul style="list-style-type: none"> ◦ Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 – Fundamental Standards ◦ CQC (Registration) Regulations 2009 • How legislation and regulation inform organisational policies, procedures and agreed ways of working • Safeguarding adults and children, including children within adult households, and roles and responsibilities for recognising, reporting and escalating safeguarding concerns • Domestic abuse and its impact on individuals and families, including recognising and reporting concerns within own role <p>Openness, concerns and complaints</p> <ul style="list-style-type: none"> • Duty of Candour and openness when things go wrong • Routes for raising concerns, making and responding to complaints, and whistleblowing • Learning from errors, incidents, concerns and complaints to support improvement

Element	Knowledge
	<p>Capacity, consent and decision making</p> <ul style="list-style-type: none"> • Mental capacity and the presumption that an individual has capacity to make their own decisions • Informed consent and an individual's right to make decisions about their care and support • Recognising when capacity may be in question and the limits of own role • Best-interest decision making and involvement of the individual and relevant others • Relationship between capacity, consent, autonomy, duty of care and positive risk-taking <p>Communication in social care</p> <ul style="list-style-type: none"> • Verbal, non-verbal, written and digital communication • Communicating respectfully and professionally with individuals, families, carers, advocates, colleagues and other professionals • Inclusive and accessible communication for different communication needs and preferences • Communication aids, assistive technologies and adaptations • Supporting communication with individuals with sensory, cognitive, learning disability, neurodivergent and complex communication needs • Communication barriers: language, sensory, cognitive, emotional and environmental; ways of reducing and overcoming them • Active listening, questioning and responding to individuals' views, wishes and concerns • Communicating sensitively in complex, difficult and emotional situations • Maintaining confidentiality and professional boundaries when communicating
Human Development and Wellbeing	<p>Lifespan development and life experience</p> <ul style="list-style-type: none"> • Physical, cognitive, emotional and social development across the lifespan

Element	Knowledge
	<ul style="list-style-type: none"> • Key life stages, transitions and changes and their potential impact on care and support needs • Environmental, social, cultural and economic influences on development, wellbeing and life experience • Impact of relationships, family circumstances and significant life events on wellbeing • Adverse childhood experiences and their impact on health, wellbeing and support needs across the lifespan • Trauma and trauma-informed care and support <p>Mental health and wellbeing</p> <ul style="list-style-type: none"> • Mental health, emotional wellbeing and psychological wellbeing • Mental health needs and how they may affect daily living, relationships, independence and care and support needs • Indicators of changes in mental health and wellbeing; recognition of and reporting concerns • Influences that may adversely affect mental health and wellbeing: social isolation, loneliness, loss, trauma, illness and life changes • Support for wellbeing, resilience, independence and social connection • Role of relationships, families, carers, communities and support services in promoting mental health and wellbeing • Limits of own role and when concerns require support, referral and escalation <p>Learning disabilities, autism and neurodiversity</p> <ul style="list-style-type: none"> • Learning disabilities, autism and neurodiversity and their potential impact on individuals' care and support needs • Diversity of needs, strengths, abilities and experiences of individuals with learning disabilities and autistic people • Impact of learning disabilities, autism and neurodivergence on communication, sensory

Element	Knowledge
	<p>processing, daily living, relationships and participation</p> <ul style="list-style-type: none"> • Person-centred and strengths-based approaches to promoting independence, choice, control and inclusion • Communication needs and preferences, including complex communication needs • Environmental and communication adaptations that support accessibility, participation and wellbeing • Rights, advocacy and reasonable adjustments including relevant provisions of the Equality Act 2010 and Mental Capacity Act 2005 in relation to equality, reasonable adjustments, consent, capacity, choice and decision-making • Co-occurring physical and mental health needs; identifying changes in health and wellbeing • Role of families, carers, advocates and specialist services in supporting individuals <p>Dementia and support</p> <ul style="list-style-type: none"> • Dementia and how different forms and progression can affect individuals • Changes associated with dementia and their potential impact on cognition, communication, behaviour, daily living and wellbeing • Person-centred and relationship-based approaches to supporting individuals living with dementia • Communication and environmental adaptations that support independence, orientation, safety and wellbeing • Role and needs of families and carers • Changes in needs as dementia progresses, including end-of-life care and support
Health, Safety, and Risk Management	<p>Health and safety in social care</p> <ul style="list-style-type: none"> • Responsibilities of individuals, workers and employers for health, safety and wellbeing in social care • Purpose and practical application of health and safety legislation, regulation, including

Element	Knowledge
	<p>the Health and Safety at Work etc. Act 1974, Management of Health and Safety at Work Regulations 1999 and Manual Handling Operations Regulations 1992, alongside organisational policies and agreed ways of working</p> <ul style="list-style-type: none"> • Identifying and responding to unsafe practice, hazards and health and safety concerns • Reporting and escalating incidents, accidents, near misses and concerns • Own role, competence and delegated responsibilities when carrying out health and safety activities <p>Risk assessment and safe working</p> <ul style="list-style-type: none"> • Hazards, risks and control measures in social care environments • Risk assessment: identifying hazards, assessing risk, implementing control measures and reviewing outcomes • Balancing safety with individuals' rights, autonomy, choice and positive risk-taking • Dynamic changes in risk and recognising, reporting and responding to changes • Safe moving and positioning of individuals and safe handling of equipment • Recording and communicating risk information <p>Infection prevention and control</p> <ul style="list-style-type: none"> • How infection can spread in social care environments and circumstances that increase the risk of transmission • Standard infection prevention and control precautions • Hand hygiene, personal protective equipment, cleaning, decontamination and safe management of waste • Safe handling and storage of substances and materials that may present a health risk, including requirements under the Control of Substances Hazardous to Health (COSHH) Regulations 2002

Element	Knowledge
	<ul style="list-style-type: none"> • Infection prevention and control in different social care environments, including individuals' own homes • Recognising and responding to infection risks, outbreaks and changes in an individual's health • Balancing infection prevention and control requirements with dignity, choice and person-centred support <p>Emergencies and responding to changes</p> <ul style="list-style-type: none"> • Types of emergency and urgent situations that may arise in social care • Recognising changes in an individual's physical and mental health and wellbeing that may require action • Limits of own role and when to seek assistance and escalate concerns • Immediate responses to emergencies, including basic life support and fire safety • Communicating, recording and reporting emergencies, incidents and changes in an individual's condition • Following and applying individual care plans, risk assessments and agreed procedures when responding to emergencies, including recognising when to seek advice or escalate
<p>Health and Physical Wellbeing in Social Care</p>	<p>Health, ageing and daily living</p> <ul style="list-style-type: none"> • Physical changes associated with ageing and their potential impact on daily living, independence and care and support needs • Effects of long-term health conditions on daily living, wellbeing, independence and care and support needs • Changes in mobility, sensory function and physical health and their potential impact on daily living • Relationship between physical health, mental health and wellbeing • Changes in health and functioning that may indicate changing care and support needs which may be temporary or long term <p>Nutrition and hydration</p>

Element	Knowledge
	<ul style="list-style-type: none"> • Nutritional and hydration needs and their relationship to health, wellbeing and daily functioning • Influences on eating, drinking, nutrition and hydration: health needs, medication, mobility, sensory changes, swallowing, environment and individual preferences • Individual dietary requirements arising from health needs, culture, religion, preferences and choice • Indicators and potential consequences of poor nutrition and dehydration • Changes in eating, drinking and swallowing that require reporting and escalation • Roles and responsibilities in supporting individuals' nutrition and hydration, including working within care plans and delegated responsibilities
Digital Systems and Emerging Technologies in Social Care	<p>Digital systems used in social care</p> <ul style="list-style-type: none"> • Digital systems used to record, plan, coordinate and communicate care and support, including electronic care records and care planning systems • Assistive technologies, telecare and remote monitoring used to support individuals • Digital, paper-based and hybrid systems and their use in different social care contexts • Sharing and accessing information across different systems and services, including challenges where information cannot be readily transferred or accessed between systems <p>Digital technology to support care and independence</p> <ul style="list-style-type: none"> • Uses of digital and assistive technologies to support independence, choice, safety, wellbeing and participation • Uses of digital technology to support prevention, monitoring and early identification of changes in needs and wellbeing, including health monitoring within the worker's role, competence and agreed ways of working

Element	Knowledge
	<ul style="list-style-type: none"> • Benefits and limitations of digital technology for individuals receiving care and support and those providing care and support • Involving individuals in decisions about digital technologies used in their care and support • Effects of digital technology on privacy, autonomy, dignity and human contact <p>Artificial intelligence and emerging technologies</p> <ul style="list-style-type: none"> • Uses of AI-enabled and emerging digital systems in social care: information support, monitoring, decision support and preventative care • Opportunities and limitations of AI-enabled systems in social care • Bias, accuracy, transparency, privacy and human oversight when AI-enabled systems are used • Accountability and limits of reliance on AI-enabled systems when supporting individuals <p>Digital inclusion and support</p> <ul style="list-style-type: none"> • Barriers to accessing and using digital technologies: access, affordability, connectivity, confidence, skills, accessibility and individual needs • Supporting individuals to access and use digital technologies that form part of their care, support and communication • Supporting individuals' choice, control and confidence when using digital technology • Accessibility and reasonable adjustments when using digital systems and technologies • Safe, respectful and professional use of digital communication and social media in social care contexts <p>Digital safety and security</p> <ul style="list-style-type: none"> • Risks associated with using digital systems and technologies in social care • Secure access to digital systems, including passwords and authentication • Recognising and responding to phishing, scams and other attempts to gain

Element	Knowledge
	<p>unauthorised access to information or systems.</p> <ul style="list-style-type: none"> • Safe storage, access and sharing of digital information in accordance with the UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025 • Personal and professional responsibilities when using digital systems • Reporting digital security concerns, incidents and data breaches in accordance with organisational procedures
Managing Information and Data in Social Care	<p>Record keeping and information quality</p> <ul style="list-style-type: none"> • Purpose and use of records in supporting safe, person-centred and coordinated care • Requirements for accurate, clear, relevant, objective and timely records • Distinguishing fact, observation, opinion and information reported by others • Recording changes, concerns, actions and decisions within own role and responsibilities • Maintaining confidentiality and the integrity of records <p>Using information to support care and support</p> <ul style="list-style-type: none"> • Sources of information used in social care: individuals, families and carers, care and support plans, records, observations, colleagues and other professionals • Using information to understand individuals' needs, preferences, circumstances and changes in wellbeing • Using information to support continuity, coordination and review of care and support • Identifying inconsistencies, gaps and changes in information and taking action within own role • Limits of own role when interpreting and acting on information and awareness of when to escalate <p>Sharing information including legal and ethical requirements</p> <ul style="list-style-type: none"> • Consent, confidentiality and individuals' rights when information is shared

Element	Knowledge
	<ul style="list-style-type: none"> • Circumstances in which information can and must be shared without consent • Sharing relevant and necessary information with authorised individuals, colleagues and other services • Information sharing in safeguarding and multi-agency contexts • Decisions about what information to share, with whom and for what purpose • Recording information-sharing decisions and actions taken • Application of the Data Protection Act 2018 and UK GDPR requirements to the collection, recording, access, use and sharing of personal information • Confidentiality, privacy and individuals' rights in relation to their information • Access to information according to role, responsibility and authorisation • Circumstances where safeguarding, safety and legal requirements affect confidentiality and information sharing • Accountability for decisions made when recording, accessing, using and sharing information
Personal and Professional Development in Social Care	Reflective practice and professional development <ul style="list-style-type: none"> • Reflection on own practice, actions and experiences to identify strengths and areas for development • Using feedback from individuals, families, carers, colleagues and supervisors to review own practice • Relationship between reflection, learning and improvement in social care practice • Identifying personal and professional development needs • Setting and reviewing development objectives and actions • Continuing professional development and opportunities for learning and development • Role of supervision, feedback and support in professional development

Element	Knowledge
	<p>Professional practice and workplace readiness</p> <ul style="list-style-type: none"> Professional behaviours and expectations in social care workplaces Reliability, accountability and responsibility for own actions Responding constructively to feedback, challenge and changes in working practices Managing own workload, time and responsibilities within role Maintaining personal wellbeing and accessing support in relation to workplace demands Professional relationships with individuals receiving care and support, families, carers, colleagues and other professionals <p>Career pathways and progression</p> <ul style="list-style-type: none"> Careers and occupational roles across adult social care and related services Care Workforce Pathway: roles, development and progression within adult social care Progression through employment, workplace learning and apprenticeships Progression to higher education and regulated professional careers: social work, nursing, nursing associate and allied health professions Relationship between qualifications, experience, continuing professional development and career progression Transferable knowledge, skills and experience that support progression within social care and to related sectors

Core Skills for Social Care

The core skills are assessed through the Employer Set Project. The core skills for this Core component are as follows:

CS1: Apply person-centred care and support skills

- Apply person-centred and strengths-based approaches to support independence, dignity, choice, control and inclusion.

- Adapt person-centred and strengths-based support to individuals' needs, preferences, circumstances and cultural contexts.

CS2: Communicate effectively

- Use clear, respectful verbal, non-verbal, written and digital communication in social care contexts.
- Adapt communication to individuals' needs, preferences and circumstances, including accessible and inclusive communication.

CS3: Work effectively with others

- Collaborate with colleagues and professionals from other services to achieve shared outcomes.
- Contribute effectively to team and multi-agency working within own role and responsibilities.

CS4: Reflect on and evaluate own practice

- Reflect on own practice, actions and experiences to identify strengths and areas for development.
- Use feedback from individuals, families, carers, colleagues and supervisors to review practice and identify improvements.

CS5: Gather, interpret and use information

- Gather relevant information from reliable sources.
- Interpret information to identify needs, preferences, circumstances, changes and issues relevant to a social care context.
- Use information to support reasoned decisions and recommendations within the scope of the task.

CS6: Present and communicate information

- Present information clearly and accurately in written, verbal and digital formats.
- Adapt the presentation of information to different audiences and purposes.

Occupational Specialism Subject content for T Level in Social Care (Adult Social Care)

Performance Outcome 1: Gather, record and communicate information to contribute to person-centred assessment, planning and review

Knowledge	Skills
<p>Information used in person-centred assessment, planning and review</p> <ul style="list-style-type: none"> • Sources of information used to understand an individual's strengths, needs, preferences, circumstances, goals and desired outcomes: the individual, families and carers, advocates, care and support plans, records, observations, colleagues and other professionals. • Contributions of the individual, families and carers, advocates and professionals to person-centred assessment, planning and review. • Differences between information obtained through observation, information provided by the individual, recorded information and information provided by others. • Identifying relevant information, changes, gaps and inconsistencies that require clarification, reporting and escalation. <p>Person-centred assessment, planning and review</p> <ul style="list-style-type: none"> • Purpose of assessment, care and support planning, review and updating of care and support plans. • How an individual's strengths, needs, preferences, 	<ul style="list-style-type: none"> • Gather relevant information from the individual, care and support records and other agreed sources to contribute to person-centred assessment, planning and review. • Use person-centred communication to establish and clarify an individual's strengths, needs, preferences, circumstances, goals and desired outcomes. • Record information accurately, clearly, objectively and in accordance with agreed procedures. • Identify changes, gaps, inconsistencies and concerns in information and seek clarification and escalate within own role. • Contribute information to support planning and review for care, recognising the individual's right to choice, control and proportionate risk-taking. • Share relevant information with individuals, families/carers, advocates, colleagues and professionals in accordance with consent, confidentiality and information-sharing requirements.

Knowledge	Skills
<p>circumstances, goals and desired outcomes inform person-centred planning and review.</p> <ul style="list-style-type: none"> • Involvement of individuals in assessment, planning and review to support choice, control and proportionate risk-taking. • Role and responsibility of the social care worker when contributing to assessment, planning and review, including limits of own role. <p>Consent, capacity, confidentiality and safeguarding</p> <ul style="list-style-type: none"> • Consent requirements when gathering, recording and sharing information. • Application of mental capacity requirements when an individual's capacity to make a particular decision may be in question, including limits of own role. • Confidentiality and circumstances in which information can and must be shared without consent. • Safeguarding information and concerns that require reporting and escalation in accordance with agreed procedures. <p>Recording and communicating information</p> <ul style="list-style-type: none"> • Requirements for accurate, clear, relevant, timely and objective recording of information. • Distinguishing observation and factual information from opinion, interpretation and assumption. • Recording changes in an individual's strengths, needs, 	<ul style="list-style-type: none"> • Recognise when capacity and safeguarding concerns may affect information gathering and sharing and follow agreed procedures within own role.

Knowledge	Skills
<p>circumstances, preferences, wellbeing and risks.</p> <ul style="list-style-type: none"> • Communication methods used to gather, clarify and share information with individuals, families and carers, advocates, colleagues and other professionals. • Adapting communication when gathering and sharing information to meet an individual's communication needs and preferences. 	

Performance Outcome 2: Observe and respond to changes in an individual's health, wellbeing and support needs

Knowledge	Skills
<p>Observation and monitoring of health and wellbeing</p> <ul style="list-style-type: none"> • Purpose of observation and monitoring in identifying changes in an individual's health, wellbeing and support needs. • Information about an individual's usual health, wellbeing and functioning and how this can be used to recognise changes. • Observable indicators of physical health and wellbeing: appearance, mobility, skin condition, eating and drinking, elimination, sleep, pain and discomfort and level of alertness. • Observable indicators of emotional and psychological wellbeing: mood, behaviour, communication, engagement and social interaction. • Changes in an individual's ability to undertake daily living activities and participate in usual routines. • Information provided by the individual, families and carers, colleagues and other professionals that may indicate a change in health, wellbeing and support needs. <p>Recognising change and deterioration</p> <ul style="list-style-type: none"> • Changes in physical health, emotional wellbeing, cognition, behaviour, communication and functioning that may indicate deterioration and a change in support needs. 	<ul style="list-style-type: none"> • Observe an individual's physical health, emotional wellbeing, behaviour, communication and functioning in accordance with agreed care and support arrangements. • Use information about an individual's usual health, wellbeing and functioning to recognise changes from their usual presentation. • Gather information from the individual and other relevant sources to clarify observed changes and concerns. • Recognise signs of deterioration and changes in wellbeing and support needs that require reporting and escalation. • Respond to changes and concerns within own role and according to their urgency. • Report and escalate observations and concerns clearly and promptly using agreed procedures. • Record observations, changes, actions and outcomes accurately and objectively. • Communicate with and support the individual in ways that maintain dignity, safety, reassurance and involvement.

Knowledge	Skills
<ul style="list-style-type: none"> • Signs and symptoms that require prompt reporting and escalation: acute change in presentation, breathing difficulties, altered consciousness, sudden confusion, significant pain, signs of infection and significant changes in mobility, eating, drinking and elimination. • How existing health conditions, medication and communication needs may affect an individual's usual presentation and observed changes. • Distinguishing changes that can be responded to within agreed care and support arrangements from those that require advice, reporting and escalation. • Limits of own role when interpreting and responding to changes in an individual's health, wellbeing and support needs. <p>Observation and escalation processes</p> <ul style="list-style-type: none"> • Purpose and use of structured observation and escalation tools where these form part of agreed care and support arrangements and organisational procedures. • Reporting and escalation routes for changes and concerns, including those requiring an urgent and emergency response. • Information required when reporting and escalating a change and concern: observations, changes from the individual's usual presentation, relevant contextual information, actions taken and the individual's response. 	

Knowledge	Skills
<ul style="list-style-type: none"> • Actions to take following reporting and escalation, within own role and agreed procedures. <p>Responding to changes and concerns</p> <ul style="list-style-type: none"> • Actions within own role when an individual's health, wellbeing and usual presentation changes. • Supporting an individual while advice, assistance and further assessment is sought. • Maintaining an individual's safety, dignity, comfort, privacy, choice and involvement when responding to changes and concerns. • Adapting communication where changes in health, wellbeing and functioning affect an individual's communication and understanding. • Requirements for recording observations, changes, concerns, actions, escalation and outcomes accurately, objectively and promptly. 	

Performance Outcome 3: Provide person-centred support with daily living and personal care to promote dignity, independence and wellbeing

Knowledge	Skills
<p>Person-centred support with daily living</p> <ul style="list-style-type: none"> • How an individual's care and support plan, preferences, routines, strengths, abilities and desired outcomes inform support with daily living and personal care. • Supporting individuals to make choices and exercise control over their daily routines and care. • Supporting individuals to undertake daily living activities as independently as possible, including adapting the level of support to maintain and develop independence. • Recognising changes in an individual's needs, preferences and abilities during daily living activities and requirements for recording, reporting and escalation. • Role boundaries and circumstances in which advice and additional support is required when supporting daily living and personal care. <p>Personal and intimate care</p> <ul style="list-style-type: none"> • Personal care needs and preferences relating to washing, bathing, dressing, grooming and personal hygiene. • Maintaining privacy, dignity, choice, control and independence during personal and intimate care. 	<ul style="list-style-type: none"> • Use an individual's care and support plan and preferences to provide person-centred support with daily living and personal care. • Support individuals to make choices and undertake daily living activities as independently as possible. • Demonstrate person-centred support with personal and intimate care, maintaining consent, privacy, dignity, comfort, choice and control. • Demonstrate support for an individual's toileting and continence needs in accordance with their care and support plan and agreed procedures. • Demonstrate support with oral care in accordance with an individual's needs, preferences and agreed care and support arrangements. • Support an individual to eat and drink in accordance with their needs, preferences and care and support plan. • Monitor and record food and fluid intake where required. • Recognise and report changes, concerns and signs of discomfort

Knowledge	Skills
<ul style="list-style-type: none"> • Obtaining and confirming consent before and during personal and intimate care. • Adapting personal care support to an individual's abilities, communication needs, culture, religion, preferences and circumstances. • Recognising discomfort, distress, changes in need and other concerns during personal and intimate care and actions within own role. • Infection prevention and safe use of equipment and personal-care products during personal care, including following agreed procedures and limits of own role. <p>Continence and toileting support</p> <ul style="list-style-type: none"> • Individual continence and toileting needs and the effects of continence on dignity, independence, wellbeing and participation. • Supporting toileting and continence care in accordance with an individual's care and support plan, preferences and level of independence. • Maintaining privacy, dignity, hygiene and infection prevention when supporting toileting and continence needs. • Use and disposal of continence products within own role and agreed procedures. • Changes in urinary and bowel function, continence, discomfort and other concerns that require recording, reporting and escalation. 	<p>arising during daily living and personal-care activities.</p> <ul style="list-style-type: none"> • Apply infection-prevention and safe-working practices when providing daily living and personal care. • Adapt support to maintain and develop an individual's independence and participation in daily living.

Knowledge	Skills
<ul style="list-style-type: none"> • Awareness of urinary catheters and signs of problems that require reporting and escalation. <p>Oral care</p> <ul style="list-style-type: none"> • Individual oral-care needs, preferences and routines. • Supporting oral hygiene while maintaining dignity, comfort, choice and independence. • Use and care of oral-hygiene products and equipment in accordance with an individual's care and support plan. • Changes in the mouth, teeth, gums, eating, drinking and comfort that require recording, reporting and escalation. <p>Eating, drinking, nutrition and hydration</p> <ul style="list-style-type: none"> • Individual eating and drinking needs, preferences and support requirements identified in the care and support plan. • Supporting individuals to eat and drink in ways that promote independence, dignity, choice and enjoyment. • Preparing the environment and providing support for eating and drinking in accordance with an individual's needs and agreed care and support arrangements. • Supporting individual dietary requirements arising from health needs, culture, religion, preferences and choice. • Monitoring and recording food and fluid intake where required by an individual's care and support plan. • Recognising changes in eating, drinking and swallowing and 	

Knowledge	Skills
<p>signs of poor nutrition and dehydration that require reporting and escalation.</p> <ul style="list-style-type: none"> • Limits of own role where an individual has swallowing difficulties and requires specialist eating and drinking support. 	

Performance Outcome 4: Apply safe care practices to support an individual's health, mobility and wellbeing

Knowledge	Skills
<p>Safe movement and positioning</p> <ul style="list-style-type: none"> • How an individual's care and support plan and risk assessment inform support with movement and positioning. • Individual mobility, abilities, preferences and level of assistance required when moving and changing position. • Maintaining dignity, comfort, communication, consent and involvement during movement and positioning. • Safe working practices when supporting movement and positioning, including posture, positioning and use of agreed techniques. • Purpose and safe use of commonly used mobility and positioning equipment within own role and training. • Recognising when a planned movement and positioning activity should not proceed and when advice and additional assistance is required. • Actions to take and reporting requirements in response to difficulties during movement and positioning: pain, distress, loss of balance and other changes affecting safe movement. <p>Falls prevention and response</p> <ul style="list-style-type: none"> • Individual and environmental circumstances that may increase the likelihood of falls: changes in mobility and balance, footwear, 	<ul style="list-style-type: none"> • Demonstrate safe support with moving and positioning an individual in accordance with their care and support plan, risk assessment, agreed techniques and limits of own role. • Apply agreed measures to reduce the risk of falls while supporting an individual's independence and mobility. • Respond to a simulated fall in accordance with agreed procedures and limits of own role. • Apply agreed measures to support an individual's skin integrity within own role and care and support arrangements, recognising and reporting changes and concerns requiring further assessment. • Demonstrate safe medication support in accordance with an individual's care and support arrangements and agreed procedures, including accurate recording and appropriate response to medication-related concerns and discrepancies. • Demonstrate how to follow instructions for a delegated healthcare activity within a defined simulated scenario, recognising when to stop and seek advice.

Knowledge	Skills
<p>obstacles, lighting and unfamiliar environments.</p> <ul style="list-style-type: none"> Measures identified in care and support plans and risk assessments to reduce the likelihood of falls while maintaining independence and proportionate risk-taking. Actions within own role where an individual is at risk of falling. Actions to take following a fall, including seeking assistance, avoiding unsafe movement, reassuring the individual, reporting and recording the incident. <p>Skin integrity</p> <ul style="list-style-type: none"> How mobility, positioning, continence, nutrition and hydration may affect skin integrity. Observable changes in skin condition that require recording, reporting and escalation. Measures identified in an individual's care and support plan to support skin integrity. Role of movement and repositioning in reducing pressure-related skin damage where specified in an individual's care and support plan. Limits of own role in assessing and treating skin damage. <p>Medication support</p> <ul style="list-style-type: none"> Roles and responsibilities of the individual, social care worker and other professionals in relation to medication. Forms of medication and routes of administration encountered in adult social care settings. 	<ul style="list-style-type: none"> Apply infection-prevention and safe-working procedures when undertaking safe care activities. Use resources, equipment and consumables responsibly and dispose of waste through agreed routes without compromising safety, infection prevention and individual care.

Knowledge	Skills
<ul style="list-style-type: none"> • Requirements for safe medication support: correct individual, medication, dose, route and time; consent; recording; storage and security. • Supporting individuals to manage and take their own medication where this forms part of their agreed care and support. • Medication records and requirements for accurate recording. • Actions to take in response to medication-related issues: refusal, missed medication, unavailability, discrepancies and difficulties taking medication as planned. • Recognising and reporting concerns about the effects of medication and changes in an individual's wellbeing. • Emergency and time-critical medication: requirement to follow the individual's care and support plan, agreed emergency procedures and role-specific training and authorisation. • Limits of own role and requirements for training, authorisation and employer procedures before undertaking medication activities. <p>Delegated healthcare activities</p> <ul style="list-style-type: none"> • Purpose of delegation and the responsibilities of the person delegating and the worker accepting a delegated healthcare activity. • Requirements for training, instruction, competence and authorisation before undertaking a delegated healthcare activity. 	

Knowledge	Skills
<ul style="list-style-type: none"> • Following an individual's care and support plan and instructions from the delegating healthcare professional. • Recognising when an activity is outside own competence and when circumstances have changed and seeking advice before proceeding. • Reporting and recording requirements following a delegated healthcare activity. <p>Sustainable and responsible care practice</p> <ul style="list-style-type: none"> • Efficient and responsible use of resources, equipment and consumables during care activities. • Waste segregation and disposal requirements relevant to care activities, including clinical and hazardous waste. • Balancing sustainable practice with infection prevention, safety, individual need and dignity. 	

Performance Outcome 5: Support individuals to communicate, participate and maximise independence in their daily lives

Knowledge	Skills
<p>Supporting participation and independence</p> <ul style="list-style-type: none"> • How an individual's strengths, abilities, preferences, interests, communication needs, goals and desired outcomes inform support for participation and independence. • Supporting individuals to exercise choice and control over activities, routines and participation in everyday life. • Adapting the level and type of support to enable an individual to do as much as possible for themselves. • Graded support and prompting to enable participation without unnecessarily taking over tasks. • Supporting participation in meaningful activities, relationships and community life. • Environmental, communication and practical adaptations that can increase accessibility and participation. • Balancing independence, choice and positive risk-taking with safety and wellbeing. • Recognising changes in an individual's abilities, participation and support needs that require reporting and escalation. <p>Active Support</p> <ul style="list-style-type: none"> • Purpose of Active Support in enabling individuals to participate in everyday activities and relationships. • Breaking activities into manageable steps to enable participation. 	<ul style="list-style-type: none"> • Use an individual's care and support plan, strengths, preferences, communication needs and desired outcomes to support choice, participation and independence in everyday activities, relationships and community life. • Use Active Support techniques, adapting assistance, prompting and encouragement to an individual's abilities, communication and engagement, to enable participation in a defined everyday activity. • Apply agreed Positive Behaviour Support strategies within a defined care and support scenario. • Recognise and respond to signs of distress and behaviour of concern using person-centred communication and agreed support strategies. • Use agreed communication methods, aids and resources to support an individual's understanding and participation. • Adapt communication to support an individual with complex communication needs to express choices, preferences and needs. • Recognise and report changes in an individual's participation, communication, behaviour, wellbeing and support needs.

Knowledge	Skills
<ul style="list-style-type: none"> • Matching the level and type of support to an individual's abilities and needs. • Use of graded assistance, prompting, encouragement and opportunities for choice. • Adjusting support in response to an individual's engagement, communication and response. • Avoiding unnecessary dependence by enabling an individual to participate as fully as possible. <p>Positive Behaviour Support</p> <ul style="list-style-type: none"> • Purpose of Positive Behaviour Support in improving quality of life and reducing behaviours that may place the individual and others at risk. • Understanding behaviour as communication and the relationship between behaviour, individual needs, communication and the environment. • Information about situations, environments and interactions that may be associated with changes in behaviour. • Proactive support identified in an individual's care and support plan: communication support, environmental adaptations, meaningful activity, choice, predictability and meeting individual needs. • Responding to distress and behaviour of concern using agreed person-centred strategies and within own role. • Recording and reporting observations about behaviour and an individual's response to support. • Limits of own role and circumstances in which advice and support from others is required. 	

Knowledge	Skills
<p>Supporting complex communication</p> <ul style="list-style-type: none"> • Using information in an individual's communication profile and care and support plan to understand their communication needs and preferences. • Verbal, non-verbal, visual and other communication methods used to support individual communication. • Communication aids and augmentative and alternative communication used by individuals, within own role and training. • Recognising individual communication cues and responses that may indicate preferences, choices, discomfort and distress. • Allowing sufficient time and opportunities for an individual to communicate and make choices. • Adapting the environment and own communication to support understanding, expression and participation. • Seeking advice where an individual's communication needs cannot be met within own competence. <p>Supporting individuals with profound and multiple learning disabilities and complex needs</p> <ul style="list-style-type: none"> • Diversity of strengths, abilities, communication and support needs of individuals with profound and multiple learning disabilities and complex needs. • Recognising and responding to individual forms of communication, including changes in expression, movement, behaviour and response. 	

Knowledge	Skills
<ul style="list-style-type: none"> • Supporting choice, participation, relationships and meaningful engagement where an individual requires extensive support. • Consistent, person-centred support informed by an individual's communication profile and care and support plan. • Role of families, carers and other professionals in understanding an individual's communication, preferences and support needs. • Limits of own role where individuals have complex health and specialist support needs. <p>Co-occurring needs</p> <ul style="list-style-type: none"> • How co-occurring learning disability, autism, physical health and mental health needs may affect an individual's communication, participation, wellbeing and support needs. • Recognising changes and concerns where an individual has co-occurring needs and requirements for reporting and escalation within own role. • Adapting support to an individual's combined needs rather than considering individual needs in isolation. 	

Guidance for Awarding Organisations

All the content outlined in this document must be included in qualification specifications.

Lists of content which start with a colon ':'

This denotes that all the content in the list is compulsory and is expected to be included in awarding organisations' qualification specifications without addition.

Lists of content which start with 'including'

This denotes that all the content in the list is compulsory and is expected to be included in awarding organisations' qualification specifications. The list is a

minimum; awarding organisations can choose to add to the list. To ensure comparability between awarding organisations' qualification specifications in a subject, DfE will use this approach in limited instances where additional relevant content could reasonably be added without affecting the comparability of qualification specifications and assessments.

Use of 'e.g.'

This is used to exemplify what is meant by the content statement. It is used to ensure awarding organisations have a clear and consistent understanding of the term; to signal that the example in use now may be superseded by more up-to-date examples; or where different examples could reasonably be included without affecting the comparability of qualification specifications and assessments. Awarding organisations can use the cited example, where it remains relevant and appropriate.

Annex to the final subject content

Explanatory Note: Social Care T Level Subject Content

1. Purpose and Use

This Explanatory Note must be read alongside the subject content. It does not replace or alter the requirements set out in the subject content, which remains the authoritative source document. The purpose of this Explanatory Note is to support awarding organisations in the development of qualification specifications by providing additional explanation and guidance to inform the amplification and development of the subject content.

Actions in this document are presented as:

‘Development Requirements’ or ‘Consultation Suggestions’.

2. Social Care

2.1 Qualification specification - Development requirements

These are required points to be addressed during development by awarding organisations and reflected in the qualification through amplification and contextualisation of the subject content.

- Maintain a clear social care identity and avoid duplicating the scope and purpose of the Health T Level.
- Reflect contemporary social care practice and support progression to employment, apprenticeships and relevant further or higher study.
- Emphasise person-centred practice, occupational competence, workplace readiness, communication, professional behaviours and safe care delivery.
- Ensure that coverage of learning disability, autism and neurodiversity, including communication needs and person-centred support is included in the specification development.
- Include safeguarding, duty of care, equality and human rights, privacy and dignity, capacity and consent, handling information, health and safety, and infection prevention and control. Specify the breadth and depth of safeguarding content required to support level appropriate teaching.
- Clarify the boundary between social care practice, delegated healthcare activity and regulated clinical practice, including when referral or escalation is required.

- Ensure practical care content aligns with the qualification purpose and intended occupational scope and is framed around safe, lawful and person-centred practice.
- Specify the organisational policies, procedures and agreed ways of working that apply to each area of content. Explain how these inform the actions, responsibilities and limits of the social care worker's role. Make clear that workplace policies, procedures and agreed ways of working may vary between employers and settings.
- References to changes associated with dementia should be interpreted as covering the ways in which dementia may present and affect an individual's cognition, communication, behaviour, daily living, relationships, independence and wellbeing. Awarding organisations should include sufficient underpinning knowledge to support understanding of these effects but should not require detailed study of physiological or neurological changes beyond that needed to understand their implications for social care practice.
- Amplify what it means to use information to understand an individual's needs, preferences, circumstances and changes in wellbeing. Learners should not be required to make clinical diagnoses or decisions outside the scope of the social care worker's role.
- When developing content and assessments relating to personal and intimate care, awarding organisations must take account of the learner's age, experience, competence and status as a learner. Specifications and assessment materials must clearly identify the limits of the learner's role and the circumstances in which support, supervision, advice or escalation is required.
- Learners are not expected to diagnose conditions, independently interpret clinical data or undertake regulated clinical activity.

2.2 Qualification development - Consultation suggestions

The below are proposals raised through consultation and engagement for awarding organisations to consider during qualification development. They are not presented as mandatory.

- Additional coverage of delegated healthcare tasks, recognising deterioration, medication support, moving and positioning, reablement, social prescribing and neighbourhood models of care where these remain within scope.
- Stronger emphasis on workplace readiness, practical application, employability and professional judgement.
- Reduction of avoidable repetition of legislation, policy architecture or historical content where this does not add to occupational understanding or specific contextual understanding.
- Coverage of advocacy, strengths-based and trauma-informed approaches, support for carers, relationship-based practice and emotional resilience.

- Recognition throughout that practical and relational competence does not place inappropriate responsibility on learners or people receiving care.
- Where health-monitoring technology is included, specifications must make clear that learners are expected to understand its purpose and use within the social care worker's role, competence, training and agreed ways of working. Learners should understand how information or alerts produced by technology may support observation, recording, reporting and escalation.

2.3 Mandatory certifications and standards mapping

Awarding organisations must map relevant content and assessment expectations to the applicable, up to date standards listed. The mapping should demonstrate alignment without implying that completion of the T Level alone awards a separate certificate unless this is explicitly approved.

The Social Care content should be mapped against the 2025 Care Certificate standards:

1. Understand your role
2. Your personal development
3. Duty of care
4. Equality, diversity, inclusion and human rights
5. Work in a person-centred way
6. Communication
7. Privacy and dignity
8. Fluids and nutrition
9. Awareness of mental health and dementia
10. Adult safeguarding
11. Safeguarding children
12. Basic life support
13. Health and safety
14. Handling information
15. Infection prevention and control
16. Awareness of learning disability and autism

To ensure learner employability, awarding organisations should also map, where applicable, to:

- The current Care Workforce Pathway for adult social care and the occupational outcomes relevant to the qualification.
- The current Level 2 Adult Social Care Certificate qualification criteria where these provide relevant sector expectations for introductory knowledge, skills, behaviours or assessment principles.

- Current safeguarding, basic life support, moving and handling, medication and infection prevention expectations where formally relevant to the occupational scope.



Department
for Education

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