



Department
for Education

T Level in Social Care: proposed outline content

June 2026

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T Level structure

A T Level is made up of a 'core' component, an 'occupational specialism', and an industry placement. The core is studied by all students and provides a broad foundation for the chosen sector. It includes key knowledge, concepts, and practical skills needed across the industry, along with the ability to apply these in real-world contexts. T Levels prepare students for entry into skilled employment, an apprenticeship or related technical study through further or higher education.

Alongside this, students choose an occupational specialism, which focuses on a specific career pathway within the industry. This involves more practical, job-related training and helps students develop the technical skills required for a particular role.

Core

The core knowledge and understanding focuses on students' knowledge and understanding of contexts, concepts, theories and principles relevant to the T Level as a whole. The employer-set project provides the opportunity to develop and apply a range of core skills important for employability.

Occupational specialism

Specialist content is structured into different occupational specialisms, which correspond to the occupational standards developed by Skills England. Occupational specialisms set out the knowledge and skills necessary to demonstrate a level of competence needed to enter employment in the occupational specialism and are organised around 'performance outcomes' that indicate what the student will be able to do, as a result of learning and applying the specified knowledge and skills.

Core outline content for T Level in social care

Core knowledge for social care

Element	Knowledge
<p>Foundations of social care</p>	<p>Social care</p> <ul style="list-style-type: none"> • Purpose and scope of social care <ul style="list-style-type: none"> ○ The relationship and interdependence of health and social care <ul style="list-style-type: none"> ▪ Integrated Care Systems (ICSs) ▪ Joint working, shared outcomes and prevention ▪ Discharge-to-assess pathways • History and development of the social care sector <ul style="list-style-type: none"> ○ Poor Laws ○ Community Care reforms ○ Care Act 2014: development and implementation • Social care settings • Organisational policies and procedures; employment-related policies, informed consent and autonomy, safeguarding, and admission and discharge processes • Models of social care provision <ul style="list-style-type: none"> ○ Local authority–commissioned nursing homes where nursing care is required. ○ Residential and nursing homes operated by independent providers ○ Voluntary / charitable sector provision, Shared Lives schemes, community-based support, and charitable residential or outreach services. ○ Domiciliary (home) care, outreach services, short-term support, and reablement services following hospital discharge ○ Supported living, supported employment models, enabling people to live independently while accessing work and community opportunities. ○ Extra care / sheltered housing, step-down or short-term accommodation to support recovery and prevent hospital readmission ○ Day centres and community hubs, preventative and wellbeing services,

Element	Knowledge
	<p>social prescribing activities, and community-based reablement support.</p> <ul style="list-style-type: none"> ○ Short-term respite care, planned respite and emergency short-term placements; step-down care ○ Specialist provision e.g. dementia, learning disabilities, condition-specific nursing care, intensive support, and specialist outreach services ○ Advocacy and support services, independent advocacy and support for people who directly employ Personal Assistants via direct payments <p>Social care funding (England)</p> <ul style="list-style-type: none"> • Funding sources <ul style="list-style-type: none"> ○ Local authority funding: grants, council tax) ○ Central government funding streams ○ Personal budgets and direct payments ○ Self-funding ○ Family top-up fees ○ Private insurance ○ Charitable donations and grants ○ Public–private partnerships ○ Social enterprises and CICs • Funding pressures <ul style="list-style-type: none"> ○ Ageing population and increasing complexity ○ Workforce shortages ○ Government policy shifts • External influences on funding stability <ul style="list-style-type: none"> ○ Epidemics and pandemics ○ Extreme weather ○ Cyber-attacks and misinformation • Public health influences <ul style="list-style-type: none"> ○ Vaccination campaigns ○ Infection control pressures • Public trust and confidence <ul style="list-style-type: none"> ○ Impact of safeguarding scandals <p>Values and principles of social care</p> <ul style="list-style-type: none"> • Dignity and individuality • Independence and choice • Safeguarding and protection from harm • Confidentiality and data protection • Equality, diversity, inclusion and human rights (EDIH)

Element	Knowledge
	<ul style="list-style-type: none"> • Medical Model of Disability and Social Model of Disability • Person-centred approaches • The 6Cs of Compassionate Practice • Accountability and transparency • Professional boundaries • Duty of care and safe practice <p>Professional standards and codes of practice</p> <ul style="list-style-type: none"> • Roles of regulators and professional bodies in setting standards, registration and accountability • Skills for Care: workforce development and advisory role • Care Quality Commission: CQC, adult services • Nursery and Midwifery Council (NMC) • Ofsted: CYP settings • Local safeguarding partnerships • Health and Care Professions Council (HCPC) codes • Social Work England • Local authority duties under the Care Act <p>Multi agency working</p> <ul style="list-style-type: none"> • Integrated Care Systems (ICSs) • Joint commissioning arrangements <p>Whistle blowing and complaints</p> <ul style="list-style-type: none"> • National procedures • Local organisational procedures
<p>Roles, legislation, and communication</p>	<p>Roles, duties, and scope of practice</p> <ul style="list-style-type: none"> • Roles within care and support services <ul style="list-style-type: none"> ○ Care worker / support worker ○ Senior care worker / lead care practitioner ○ Social worker ○ Registered manager/ service manager ○ Domiciliary care worker ○ Residential care worker ○ Community support worker ○ Advocate

Element	Knowledge
	<ul style="list-style-type: none"> • Duties and responsibilities <ul style="list-style-type: none"> ○ Promoting independence, choice and wellbeing ○ Person-centred, holistic support ○ Providing personal care and support ○ Working within scope of practice ○ Promoting wellbeing, independence, and inclusion ○ Supporting individuals with physical, learning, sensory or mental health needs ○ Following organisational policies, procedures and professional standards <p>Legislation and regulation</p> <ul style="list-style-type: none"> • Care Act 2014: development and implementation • Health and Care Act 2022: statutory basis of Integrated Care Systems • Health and Social Care Act 2008 • Health and Social Care Act 2012 • Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 • CQC (Registration) Regulations 2009 • Mental Capacity Act 2005 • Equality Act 2010 • Human Rights Act 1998 • Safeguarding arrangements and partnerships; Safeguarding Adults Boards under the Care Act 2014 <p>Communication in social care</p> <ul style="list-style-type: none"> • Verbal communication • Non-verbal communication • Digital and written communication • Inclusive and accessible communication (universal) <ul style="list-style-type: none"> ○ Assistive technology and communication aids ○ Sensory loss adaptations ○ Technology-mediated communication ○ Complex and sensitive conversations ○ Clarification of carers: family and professional

Element	Knowledge
	<ul style="list-style-type: none"> • Communicating with individuals, families, carers and professionals • Barriers to effective communication and ways to overcome them <p>Teamworking and partnership working</p> <ul style="list-style-type: none"> • Internal teamworking and external partnership working: health, housing, justice, education, employment, Voluntary, community and social enterprise (VCSE) organisation, advocacy • Professional respect, role boundaries and accountability • Managing conflict and disagreement • Collaboration and appropriate information sharing
<p>Human development and wellbeing</p>	<p>Lifespan development</p> <ul style="list-style-type: none"> • Physical, cognitive, emotional, and social development • Adverse Childhood Experiences (ACEs) <ul style="list-style-type: none"> ◦ Impact on long-term health and wellbeing outcomes ◦ Trauma-informed practice (adult-relevant) • Infancy, childhood, adolescence, adulthood, later life and end of life • Key transitions across the lifespan • Environmental, cultural, and socio-economic influences • Intergenerational and family dynamics <p>Mental health and resilience</p> <ul style="list-style-type: none"> • Common adult mental health conditions • Recognising signs and symptoms • Resilience strategies: coping skills, self-care, support networks • Community resources <p>Learning disabilities and neurodiversity</p> <ul style="list-style-type: none"> • Lifelong conditions: e.g. autism, Down syndrome, ADHD • Inclusive and accessible communication

Element	Knowledge
	<ul style="list-style-type: none"> • Promoting independence and daily living skills • Environmental adaptations • Advocacy and rights <p>Dementia awareness and support</p> <ul style="list-style-type: none"> • Types and progression of dementia • Early indicators • Person-centred support strategies • Support for families and carers • End-of-life considerations
<p>Health, safety, and risk management</p>	<p>Health and safety legislation and responsibilities</p> <ul style="list-style-type: none"> • Health and Safety at Work Act 1974 • Management of Health and Safety at Work Regulations 1999 • The Control of Substances Hazardous to Health (COSHH) Regulations • Employer responsibilities • Employee responsibilities • Regulatory bodies (CQC, HSE) • Promoting a culture of safety <p>Risk assessment and safe working</p> <ul style="list-style-type: none"> • Identifying hazards • Assessing likelihood and severity • Positive risk taking <ul style="list-style-type: none"> ◦ Balancing safety, autonomy and choice • Control measures and review • Manual handling and safe moving and handling principles in social care contexts • Recording and reviewing risks <p>Infection prevention and control</p> <ul style="list-style-type: none"> • Standard precautions • Routes of infection • Cleaning and decontamination • COSHH in relation to medicines, cleaning products and hazardous substances • Food safety and hygiene in care settings and people's homes

Element	Knowledge
	<ul style="list-style-type: none"> • Vaccination responsibilities • Responding to outbreaks <p>Emergencies and first aid</p> <ul style="list-style-type: none"> • Common emergencies • Basic Life Support (BLS) • Diabetic emergencies: hypo/hyperglycaemia • Epilepsy and the use of rescue medication • Fire safety and evacuation • Emergency communication • Incident reporting and review
<p>Science for social care</p>	<p>Human biology for care practice</p> <ul style="list-style-type: none"> • Applied pathophysiology relevant to care: <ul style="list-style-type: none"> ○ dysphagia and aspiration risk ○ brain changes in dementia and links to behaviour ○ mobility, musculoskeletal health and safe moving and handling • Age-related changes • Long-term health conditions • Impact of health and biological factors on daily living and care needs <p>Nutrition and hydration</p> <ul style="list-style-type: none"> • Balanced diet principles • Hydration needs • Cultural and medical dietary requirements • Preventing malnutrition and dehydration • Use of MUST (Malnutrition Universal Screening Tool) <p>Evidence-based practice</p> <ul style="list-style-type: none"> • Use and appraisal of evidence to inform and improve social care practice: <ul style="list-style-type: none"> ○ Research evidence and national guidance (e.g. NICE, CQC) ○ Quantitative and qualitative data, service user feedback, audits and reports

Element	Knowledge
	<ul style="list-style-type: none"> ○ Applying evidence to reflective practice and continuous improvement cycles <p>Psychosocial theories underpinning lifespan development</p> <ul style="list-style-type: none"> ● Behaviourism ● Social learning theory ● Attachment theory applied to adult care contexts
<p>Digital systems and emerging technologies in social care</p>	<p>Systems used in social care practice</p> <ul style="list-style-type: none"> ● Digital systems used in care settings: <ul style="list-style-type: none"> ○ Electronic care records ○ Care planning and scheduling software ○ Telecare, assistive technologies and remote monitoring ● Paper-based and hybrid systems used where digital systems are limited or unavailable ● Interoperability of systems and practical limitations in real-world settings <p>Digital technology to support care</p> <ul style="list-style-type: none"> ● Use of technology to support: <ul style="list-style-type: none"> ○ Independence, safety and wellbeing ○ Prevention and early intervention (e.g. falls alerts, monitoring) ● Service user involvement in the design and use of digital tools <p>Artificial intelligence and emerging technologies</p> <ul style="list-style-type: none"> ● Awareness of AI and digital tools used for: <ul style="list-style-type: none"> ○ Decision support ○ Predictive and preventative care ● Ethical considerations; bias, transparency and human oversight <p>Digital inclusion and confidence</p>

Element	Knowledge
	<ul style="list-style-type: none"> • Supporting people who draw on care and support to <ul style="list-style-type: none"> ○ Access and use digital technologies that are part of their care communication or support plans ○ Build confidence in using these technologies through encouragement, reassurance and appropriate assistance • Staff responsibilities for safe, appropriate and professional use of technology • Appropriate use of social media in care contexts <p>Cyber security and digital safety</p> <ul style="list-style-type: none"> • Password management and encryption • Cyber hygiene <ul style="list-style-type: none"> ○ Phishing awareness ○ Password security ○ Safe storage, sharing and use of data ○ Data loss prevention • Understanding organisational policies for safe system use
<p>Managing Information and Data in Social Care</p>	<p>Record keeping</p> <ul style="list-style-type: none"> • Principles of effective record keeping: <ul style="list-style-type: none"> ○ Accuracy, timeliness and clarity ○ Continuity of care • Record keeping in digital, paper-based and hybrid systems • Legal, regulatory and safeguarding requirements <p>Using information to support care</p> <ul style="list-style-type: none"> • Using information to: <ul style="list-style-type: none"> ○ Support decision making ○ Promote wellbeing and safety ○ Improve care quality <p>Sharing information</p> <ul style="list-style-type: none"> • Consent and individual rights • Multi-agency information sharing • Legal obligations and professional judgement

Element	Knowledge
	<ul style="list-style-type: none"> • Minimum necessary principle • Formats for sharing information: <ul style="list-style-type: none"> ○ Written ○ Digital <p>Legal and ethical frameworks</p> <ul style="list-style-type: none"> • Data Protection Act 2018 and UK GDPR • Caldicott Principles • Human Rights Act 1998 <p>Information security and breaches</p> <ul style="list-style-type: none"> • Safe storage and handling of information (digital and paper) • Consequences of data breaches: <ul style="list-style-type: none"> ○ Impact on individuals ○ Impact on organisations ○ Impact on staff and public trust
<p>Personal and professional development in social care</p>	<p>Reflective practice</p> <ul style="list-style-type: none"> • Reflective models (Gibbs, Kolb) • Self-evaluation • Feedback from service users and supervisors <p>Personal and professional development</p> <ul style="list-style-type: none"> • Distinction between personal and professional development • Personal development plans <ul style="list-style-type: none"> ○ Objectives ○ Activities ○ Timescales ○ Reflection • Professional development <ul style="list-style-type: none"> ○ CPD ○ Routes and support <p>Career pathways and progression in social care</p> <ul style="list-style-type: none"> • The Care Workforce Pathway: roles, progression and specialisms • Workplace progression and apprenticeships

Element	Knowledge
	<ul style="list-style-type: none"> • Higher education and regulated professions (e.g. Social Worker) • Leadership behaviours at all levels: modelling good practice, sharing improvement ideas, promoting partnerships

Core skills for social care

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

- **CS1: Demonstrate person-centred care and support skills**
 - Apply person-centred approaches to support independence, dignity, and choice.
 - Adapt care to individual needs, preferences, and cultural contexts.
- **CS2: Communication**
 - Use clear, respectful verbal and non-verbal communication with individuals, families, and professionals.
 - Apply digital and intercultural communication strategies appropriately in care contexts.
- **CS3: Team working**
 - Collaborate effectively with co-workers, multi-agency/ multi-disciplinary professionals, and volunteers.
 - Contribute to shared goals and support collective responsibility for care outcomes.
- **CS4: Reflective evaluation**
 - Use reflective models to evaluate own practice and identify areas for improvement.
 - Incorporate feedback from service users, carers, and supervisors into continuous improvement.
- **CS5: Information gathering and use of evidence**
 - Gather and interpret information from reliable sources (e.g., service user feedback, audits, national guidance).
 - Apply evidence-based practice to inform care decisions and service delivery.
- **CS6: Presenting**
 - Present information clearly and accurately in written, verbal, and digital formats.
 - Tailor communication to different audiences (service users, families, professionals, regulators).

Occupational specialism outline content for T Level in social care (adult social care)

Performance outcome 1: gather, record and share information to support assessment and review processes

Knowledge	Skills
<p>Person centred and strengths-based care</p> <ul style="list-style-type: none"> • Principles of person centred and strengths-based practice in adult social care; promotion of independence, choice and well being • How personal identity, culture, and life history influence care planning and delivery. • Person centred planning tools and approaches in assessing care needs. • The balance between individual preferences and safety and wellbeing; the right to take proportionate risks. <p>Principles of duty of care</p> <ul style="list-style-type: none"> • Legal and ethical definitions of duty of care. • Safeguarding frameworks and statutory responsibilities for protecting individuals • Understanding tensions between duty of care and individual rights, and how to manage them. • How the principles of the Mental Capacity Act apply in adult social care practice; recognition of situations where capacity may be in question. 	<ul style="list-style-type: none"> • Gather information from multiple sources; the individual, family members, advocates, care records, professionals and observation to support understanding of care needs, with appropriate consent and confidentiality. • Contribute to person-centred assessment processes by accurately recording and sharing relevant information that reflects the individual’s strengths, goals, preferences and circumstances, under supervision. • Monitor and report changes in needs, risks or circumstances, recognising when information should be escalated to senior staff or professionals. • Support the application of duty of care while recognising individuals’ rights to choice, autonomy and proportionate risk-taking, in line with organisational policies and guidance. • Work within the Mental Capacity Act framework; recognising when capacity may be in question and contributing information to best-interest decision-making, within delegated responsibilities. • Apply safeguarding procedures when concerns arise during

Knowledge	Skills
<p>Data and information</p> <ul style="list-style-type: none"> • How to use the types of data and information used in social care contexts <ul style="list-style-type: none"> ○ Quantitate: medical records, attendance and incident logs ○ Qualitative: observations, feedback form relatives, advocates interviews ○ Reports: Care plans, risk assessments, progress reviews, inspection documents • Standards for data accuracy, validity, and reliability in social care records. • Digital systems and technologies used in social care settings for data management and interpretation. <p>Legislation, regulations, ethics, policies, codes of conduct</p> <ul style="list-style-type: none"> • Key legislation relevant to adult care assistants: <ul style="list-style-type: none"> ○ Care Act 2014, ○ Health and Safety at Work Act, ○ Data Protection/GDPR, ○ Equality Act 2010. • National and local safeguarding policies and procedures. • Ethical principles underpinning social care practice in relation to rights, dignity, and person-centred care; <ul style="list-style-type: none"> ○ beneficence ○ non maleficence ○ justice ○ respect for autonomy • Codes of conduct applicable to social care support roles; skills for care: <ul style="list-style-type: none"> ○ core skills ○ practical skills and qualities 	<p>information gathering, reporting concerns promptly and appropriately.</p> <ul style="list-style-type: none"> • Record, store and share information accurately and securely, in line with data protection legislation, organisational policies and digital or paper-based systems • Use appropriate communication methods to share assessment-related information with colleagues and professionals, ensuring clarity, accuracy and respect for confidentiality.

Knowledge	Skills
<ul style="list-style-type: none"> ○ The 6 Cs of care (Care, Compassion, Courage, Communication, Competence, Commitment) <p>Communication</p> <ul style="list-style-type: none"> ● Communications relevant to audience and purpose in social care contexts when assessing care needs: <ul style="list-style-type: none"> ○ Written: care plans, summaries, reports ○ Verbal: discussions, team meetings, feedback sessions ○ Visual: graphs, charts, diagrams, infographics, digital dashboards ○ Digital: emails, video calls, electronic records ● Knowledge of communication aids and assistive technologies. ● Barriers to effective communication: language, sensory, cognitive, emotional and strategies to overcome them. ● How to manage sensitive or complex conversations with service users, families, and professionals. 	

Performance outcome 2: assess the wellbeing of an individual using observation and feedback

Knowledge	Skills
<p>Indicators of wellbeing</p> <ul style="list-style-type: none"> • Physical health indicators: <ul style="list-style-type: none"> ○ Mobility ○ Nutrition, ○ Sleep ○ Non verbal signs of discomfort ○ Distress ○ Pain levels • Emotional and psychological wellbeing: <ul style="list-style-type: none"> ○ Mood ○ Resilience, ○ Self-esteem • Social wellbeing: <ul style="list-style-type: none"> ○ Relationships ○ Inclusion ○ Participation • Spiritual and cultural dimensions: <ul style="list-style-type: none"> ○ Beliefs ○ Identity ○ values <p>Factors to consider when assessing wellbeing</p> <ul style="list-style-type: none"> • Individuality, culture, and life history. • How to use present observations alongside the individual's own account. • Fluctuations and context: <ul style="list-style-type: none"> ○ Daily variations ○ Environment ○ Recent events • Ethical considerations: <ul style="list-style-type: none"> ○ Dignity ○ Respect for preferences and privacy ○ Consent. 	<ul style="list-style-type: none"> • Assist with structured and unstructured observations of individuals in social care settings using indicators of wellbeing to make and record objective assessments. • Incorporate aspects of individuality, culture, and life history when assessing wellbeing. • Recognise and interpret changes or patterns in wellbeing over time. • Use observations alongside the individual's own account to assess wellbeing accurately and without bias. • Assist with using a range of techniques to gather feedback from multiple sources. • Record and interpret feedback consistently to support reliable assessment of wellbeing. • Use recognised wellbeing assessment tools and frameworks to support evidence-based practice, appropriate to the setting. • Select appropriate communication techniques to integrate observation and feedback to create a structured report.

Knowledge	Skills
<p>Observation Practice</p> <ul style="list-style-type: none"> • Techniques for structured and unstructured observation <ul style="list-style-type: none"> ○ Unstructured: <ul style="list-style-type: none"> ▪ General awareness. ▪ Naturalistic observation. ▪ Incidental recording. ▪ Contextual sensitivity. ○ Structured: <ul style="list-style-type: none"> ▪ Checklists and rating scales ▪ Timed observations ▪ Standardised tools ▪ Systematic recording • How to record observations accurately, objectively, and without bias • Recording formats <ul style="list-style-type: none"> ○ checklists ○ narrative notes ○ digital tools • How to identify changes or patterns over time and assess their significance <p>Feedback practice</p> <ul style="list-style-type: none"> • Types of feedback: <ul style="list-style-type: none"> ○ Verbal ○ Written ○ Formal reviews ○ Informal conversations • Sources of feedback: <ul style="list-style-type: none"> ○ Service users ○ Family members ○ Advocates ○ Colleagues ○ Professionals • Active listening and questioning techniques to elicit meaningful feedback. • How to capture, record and interpret feedback consistently. 	<ul style="list-style-type: none"> • Align wellbeing assessment findings with care planning and support, ensuring outcomes are person-centred. • Recognise when changes require support from others • Escalate concerns appropriately when safeguarding issues are identified, with supervision. • Communicate observations to support continuity of care • Create opportunities to review and update wellbeing assessments regularly to monitor changes and evaluate proposed interventions, with supervision.

Knowledge	Skills
<p>Communicating and Integrating wellbeing assessments</p> <ul style="list-style-type: none"> • How to synthesise observation and feedback from multiple sources into a holistic picture and produce structured recording and reporting of observations • Wellbeing assessment tools/frameworks: <ul style="list-style-type: none"> ○ WHO-5 Wellbeing Index ○ Warwick-Edinburgh Mental Wellbeing Scale ○ Adult Social Care Outcomes Framework ○ Quality-of-life measures ○ Pain assessment tools for people who may not communicate verbally (Abbey Pain Scale, DisDAT). • How to link findings to care planning and support plans • Procedures and policies for escalating concerns appropriately: <ul style="list-style-type: none"> ○ Safeguarding protocols ○ Referral pathways to health or specialist services. • Reviewing and updating wellbeing assessments 	

Performance outcome 3: support team members by assisting with routine care tasks, following instructions, and promoting positive working relationships

Knowledge	Skills
<p>Routine care tasks in social care settings</p> <ul style="list-style-type: none"> • Personal and intimate care support • Continence support • Catheter care • Nutrition and hydration • Medication support principles; the 6 Rights of medication • Environment upkeep • Activity support <p>Health and safety</p> <ul style="list-style-type: none"> • Health and Safety at Work Act – duties to protect self, colleagues, and service users. • COSHH (Control of Substances Hazardous to Health) – safe handling, storage, and disposal of cleaning chemicals. • Manual handling regulations – safe techniques for lifting, moving, and supporting individuals. • Infection prevention and control – hygiene standards, PPE use, handwashing protocols. <p>Organisational policies and procedures</p> <ul style="list-style-type: none"> • Purpose of set organisational policies and procedures • Policies and procedures in the context of social care settings such as incident reporting, manual handling, medication administration, cleaning and COSHH. 	<p>Assist with routine daily tasks which meet individual needs and preferences, maintain environmental standards, and prioritise safety and dignity.</p> <p>Support safe medication practices within delegated boundaries and applying the 6 Rights of medication.</p> <p>Apply health and safety procedures, to protect self, other workers, and service users.</p> <p>Work within the agreed policies and procedures and identify and report concerns using agreed procedures.</p> <p>Employ techniques to support team performance and help resolve issues or conflict under guidance.</p> <p>Build and maintain collaborative relationships with team members and external partners.</p>

Knowledge	Skills
<ul style="list-style-type: none"> • Purpose and scope of risk assessments in social care settings and how they influence policies and procedures • Know the reporting procedures if something unsafe or unexpected happens when carrying out set policies and procedures • Know when and how to escalate concerns if something goes wrong while following set policies and procedures • Know that set policies and procedures should be followed to the agreed standard to ensure consistency and accountability. <p>Principles of teamwork/collaborative working</p> <ul style="list-style-type: none"> • Roles and responsibilities of self, other team members and external partners. • Teamworking Techniques <ul style="list-style-type: none"> ○ Communication ○ Reliability ○ Active ○ Listening ○ Respect ○ Conflict resolution ○ Delegation and role clarity ○ Feedback • Know that teamwork: <ul style="list-style-type: none"> ○ improves quality of care ○ enhances communication ○ promotes mutual support ○ supports problem solving ○ develops positive working relationships • Lone working and dispersed team contexts <p>Promote positive working relationships</p> <ul style="list-style-type: none"> • Know that positive relationships are promoted through: 	<p>Use techniques to promote positive working relationships in the workplace.</p> <p>Recognise the importance of positive role model behaviour.</p> <p>Contribute information to support reviews and team communication</p>

Knowledge	Skills
<ul style="list-style-type: none"> ○ respect and empathy ○ active listening ○ constructive feedback ○ conflict resolution ○ maintaining trust and appropriate relationships ○ recognition and encouragement ● Core outcomes of positive relationships: <ul style="list-style-type: none"> ○ trust ○ collaboration ○ morale ○ retention ○ workplace harmony 	

Performance outcome 4: apply sustainable practices when assisting with care activities

Knowledge	Skills
<p>Sustainable practice in social care settings</p> <ul style="list-style-type: none"> • Key principles include: <ul style="list-style-type: none"> ○ efficient resource use ○ waste reduction ○ environmentally responsible behaviours. <p>Environmental awareness</p> <ul style="list-style-type: none"> • Everyday care activities that use resources such as cleaning laundry, food preparation, heating and lighting. • Awareness of how resource use links to wider sustainability goals. <p>Waste management and recycling</p> <ul style="list-style-type: none"> • Types of waste generated in social care settings: consumables, clinical waste, food waste, recyclables, hazardous waste, electronic equipment, textile waste. • Waste requiring specific disposal routes: sharps, medicines, batteries, textiles • Recyclable waste such as <ul style="list-style-type: none"> ○ paper ○ cardboard ○ some plastics ○ glass metal/tins ○ compostable materials • Recyclable waste segregation. • Non-recyclable waste such as <ul style="list-style-type: none"> ○ contaminated paper and cardboard, ○ PPE, ○ single use plastics, ○ clinical waste, ○ mixed material items. 	<ul style="list-style-type: none"> • Apply efficient use of energy, water, and materials when assisting with care activities • Follow correct procedures for segregating recyclable and non-recyclable waste. • Assist with safe disposal of clinical and hazardous waste using designated routes. • Use equipment responsibly by maintaining and cleaning after use so it can be re-used when safe and hygienic. • Apply strategies to reduce reliance on consumables such as gloves, wipes, and paper products where appropriate. • Support appropriate reduction of paper use • Participate in behavioural approaches that encourage other workers and service users to adopt sustainable habits. • Select sustainable options when given a choice of materials or consumables to assist with routine care activities. • Embed sustainability practices in routine tasks without compromising safety or dignity.

Knowledge	Skills
<ul style="list-style-type: none"> • Safe disposal routes for non-recyclable waste. • Disposal of confidential paper records by shredding for data protection. <p>Strategies to reduce resource use in social care settings:</p> <ul style="list-style-type: none"> • Energy: heating, lighting and powering equipment; turn of lights and equipment when not required, zone heating. • Water; eco laundry cycles, no handwashing under running tap. • consumables (gloves, wipes, and paper products); control supply, change to reusables • food waste; portion control • apply waste segregation • digitise records • maintain, repair, clean and reuse equipment • behavioural change approaches • procurement using sustainable suppliers/products <p>Principle of balancing sustainability with safety and dignity</p> <ul style="list-style-type: none"> • Recognising that sustainable choices must not compromise infection control, safeguarding, or personal dignity. • Applying proportionality, e.g. re-using or conserving equipment only when safe and hygienic. <p>Policy and regulatory guidance</p> <ul style="list-style-type: none"> • Familiarity with organisational sustainability policies and national guidance (e.g., Net Zero commitments). 	

Knowledge	Skills
<ul style="list-style-type: none"> • Recognise that not all social care providers have formal Net Zero policies. • Understanding how sustainability aligns with duty of care and professional codes of practice. <p>Promoting sustainable behaviours</p> <ul style="list-style-type: none"> • Techniques for encouraging service users and workers to adopt environmentally responsible habits such as <ul style="list-style-type: none"> ○ posters ○ training ○ motivational language • Role modelling • Service user involvement 	

Performance outcome 5: assist in the review and evaluation of an individual's care needs and wellbeing for stakeholders

Knowledge	Skills
<p>Principles of evaluation in social care</p> <ul style="list-style-type: none"> • Purpose of evaluation <ul style="list-style-type: none"> ○ Monitoring effectiveness of care plans, interventions, and wellbeing support. ○ Informing future improvements in care provision. <p>Assessment of care and wellbeing vs evaluation</p> <ul style="list-style-type: none"> ○ Assessment - establishing needs and baselines (what care is required). ○ Evaluation - judging outcomes and impact (whether care provided achieved intended results). <p>Success criteria for evaluating care needs and wellbeing</p> <ul style="list-style-type: none"> • Fitness for purpose. • Satisfaction of service users and stakeholders. • Proportionality (balancing outcomes with resources and risks). • Effectiveness (achievement of intended goals). • Sustainability (long-term viability and environmental responsibility). <p>Policy and ethical frameworks in evaluation</p> <ul style="list-style-type: none"> • Awareness of legislation, regulations, ethical guidelines, and codes of conduct relevant to 	<ul style="list-style-type: none"> • Assist in the review and evaluation of an individual's care needs and wellbeing. • Review existing care plans, interventions and wellbeing support and store review notes securely in line with GDPR. • Gather stakeholder feedback to inform evaluation of individual's care needs and wellbeing • Maintain the dignity of individuals when contributing to evaluation activities. • Apply legislation and codes of conduct when documenting and sharing evaluation findings. • Apply human rights, inclusion, equality, equity, and diversity during evaluation processes. • Use an individual's preferred communication methods to gather and share evaluation feedback. • Record evaluation findings using agreed formats and store them securely in line with GDPR and organisational policies. • Contribute observations and feedback to support evaluation of care.

Knowledge	Skills
<p>reviewing and evaluating care needs and wellbeing</p> <ul style="list-style-type: none"> • Understanding how compliance ensures evaluations are credible, safe, and respectful of rights and dignity. <p>Reflective practice</p> <ul style="list-style-type: none"> • How reflection informs improvements in care delivery. • Methods of reflective practice: personal reflection, peer discussion, supervision feedback. • How to use reflection to identify good practice and areas for improvement. <p>Feedback and stakeholder involvement</p> <ul style="list-style-type: none"> • Role of the individual, their views, preferences and goals. • Family members or advocates may contribute where appropriate and agreed. • Role of service users, families, and professionals in evaluating care needs and wellbeing. • Family members or advocates may contribute where appropriate and agreed. • Techniques for gathering stakeholder feedback: surveys, conversations, reviews. • Documenting and responding to feedback appropriately. <p>Recording and reporting evaluation findings</p> <ul style="list-style-type: none"> • Formats for recording evaluation outcomes <ul style="list-style-type: none"> ○ reports ○ review notes 	<ul style="list-style-type: none"> • Reflect on own performance with peers to inform improvements in practice. • Identify areas of good practice from the review and evaluation. • Report observations that may indicate the need for change.

Knowledge	Skills
<ul style="list-style-type: none"> ○ digital records. ● Audience awareness ● Standards for accuracy, objectivity, and confidentiality in evaluation records. ● How evaluation findings feed into care planning cycles and organisational review processes. <p>Continuous improvement and future planning</p> <ul style="list-style-type: none"> ● How evaluation supports ongoing improvement in care provision. ● How review outcomes inform supervision and future support. ● How changes in eligibility, funding or service availability can influence care options. ● How to identify areas for innovation or change in routine tasks. ● How to link evaluation outcomes to organisational policies, codes of practice, and sustainability goals. 	



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