Introduction and Positioning

Context

It is acknowledged that technology and data can improve the lives of people accessing care and support. Recent research shows that to drive digitisation, adult social care managers and leaders want, or need more support with:

> identifying and implementing technologies

> researching and reviewing technologies to enable making informed decisions relating to improved care delivery (investment vs impact)

> guidance to help with change management and upskilling of staff.

Currently there is no qualification that suitably covers these topics or addresses the known demand.

In May 2023, the government published
framework, which is an aspirational framework setting out what good digital working looks like for care providers and local authorities in England. The framework is intended to be used by care services and local authorities who are responsible for digital transformation in care.

The WGLL framework is organised around 7 distinct themes underpinning the use of technology in the delivery of care.

A Digital Skills Framework was then developed as the first of several planned supporting resources to help care organisations implement the principles of WGLL for adult social care.
This framework was specifically designed for people working in adult social care to help care professionals use and benefit from digital technologies in their day-to-day work to support the provision of high-quality care.

This Digital Leadership Award complements the Digital Skills Framework.

Aim

As a result of completing the Digital Leadership Award, adult social care leaders and managers will have greater confidence and capability to lead the use of technology in the delivery of care, and to improve the quality of life and outcomes for people who draw on care and support.

The award will also enable leaders to drive digitisation within their organisation, lead and support their wider workforce to develop skills and confidence with technology, and lead a positive culture of learning and the continuous improvement of care services.

Our thanks / acknowledgements

Skills for Care is

Section A

Learner profile

This award is aimed at those who work directly in and support the adult social care sector at a senior level within their organisation.

Lear

Approval process

This information will be provided separately by the NHS Transformation Directorate following publication of this specification.

Accreditation

Qualifications developed to meet the criteria must also meet the General Conditions of Recognition set by The Office of Qualifications and Examinations Regulation (Ofqual) for fit for purpose qualifications. They should be valid, reliable, comparable, manageable and minimise bias.

Assessment

Please see Appendix A.

Units

Qualifications developed to meet the criteria within this document must be presented as units as indicated. This is to aid consistency and understanding amongst learners and their employers. In this document, a code number has been assigned to each area of content designated as a unit.

Total qualification time (TQT)

To gain approval, it is recommended that qualifications developed against the criteria:

      have a maximum TQT of 120 hours.

This will allow for the minimum mandatory content to be covered in sufficient depth and takes account of additional content required for learners to contextualise their learning.

Credit values can be provided by the Awarding Organisation.

Section B

Minimum Learning Outcome Requirements for the Qualification

DL1: The Use of Technology and Data in Adult Social Care

DL1.1	Section 1
Knowledge Requirements	
A. Understand the national context around the use of technology and data in the delivery of care. 1. Outline the current legislation and policy relating to the use of technology and data in adult social care. 2. Analyse how key drivers, enablers and priorities affect the use of technology and data within adult social care organisations.	
Guidance	

DL1.1A-1, DL1.1A-2:

Learners should show an understanding of the national and strategic picture behind the use of technology and data within adult social care.
This can include the wider strategic initiatives for the digitisation of care, the integration of health and social care and wider sharing of digital information through the development of Integrated Care Systems and improving cybersecurity across the health and care sectors.

Cited policy/legislative examples could include:

People at the Heart of Care (2021)

digitisation in adult social care

local authorities and their wider digitisation strategy

integrated care systems and improved data sharing and interoperability

developing a highly skilled workforce that can implement new technologies and address emerging challenges (e.g., AI)

cybersecurity.

Please see the References chapter at the end of this specification for a wider list of documentation and background reading for learners that can supplement this guidance.

DL1.2	Section 2

Knowledge Requirements

B. Understand how technology and the use of data benefits people and the quality of care they receive.

1. Identify what technology is important and beneficial to the delivery of care.

2. Outline the value and importance of the types of data that are stored, processed and shared within your organisation.

3. Assess how using technology and data can innovate, transform and

   wellbeing and independence.

Guidance

DL1.2B-1:

Learners can reference technology that can benefit
quality of their care, and the provision of their care.

include:

wearable and acoustic technologies

devices that can remind or notify people of events and information

smart home technologies

communication technologies

GPS tracking

equipment to aid mobility

assistive technologies (to support people with accessibility requirements in accessing information and services)

access to the internet and web browser software

smartphone applications.

technologies worn by staff

telecare

diagnostic tools

digital care records

electronic care plans.

1.   s to
   privacy, and their rights to consent, in the use and sharing of personal and
   sensitive data involved in the delivery of their care.

2. Explain how the use of technology can support the autonomy,
   empowerment and choices of people accessing care.

There could also be the risks of exploitation, fraud and identity theft.

Technology may also be detrimental for people with particular conditions who may benefit more from differently accessible solutions. People may exercise their choice and control over their preference and use of technology, and may not wish to be forced to use particular systems or devices.
There are also risks with the use of language software and the AI generation of content from data where it may not be appropriate, reliable or quality-checked if used   re.

DL1.3C-4:

DL1.4	Section 4

Knowledge Requirements

D. Understand the legal requirements and governance of data within your organisation.

1. Explain the value and importance of processes in place to meet legal responsibilities and data governance requirements.

2. Describe the actions and procedures required in the event of a data breach, and the different roles involved.

Guidance

DL1.4D-1:

This can include reference to CQC regulations and key lines of enquiry, and reporting requirements in how social care data is managed by the organisation. There should be an understanding about what legal responsibilities there are under the Data Protection Act and the General Data Protection Regulation (GDPR) in how data is processed, shared, archived and deleted. There could also be reference to the Data Security & Protection Toolkit (DSPT).

DL1.4D-2:

There is an expectation that learners will already know the definition of a data breach within their organisation, but can describe their responsibilities to report the incident and notify the Data Security & Protection Lead in their organisation.

If
should be reported to the Information Commissioners Office (ICO). There should be a plan of action for addressing the breach and mitigating/preventing any future risk.

There should be an understanding of how a breach impacts different stakeholders, including people accessing care and support, their families, staff etc

DL2: Implementing Technology in Adult Social Care

DL2.1	Section 1

Knowledge Requirements

A. Know how to plan, assess and select new technology for use within a care setting.

1. Identify the key benchmarks, outcomes and success factors that needs to be measured when introducing new technology within a care setting.

2. Distinguish the **factors** you need to consider when planning to embed digital technology within a care setting*.

3. Identify the key stakeholders and decision-makers involved in the planning and selection of technology.

4. Describe how you would consult and engage with your stakeholders to inform implementation.

5. Explain the processes for how you would assess and select

   requirements.

Guidance

*   may include the home of an individual accessing care.

exit strategies if there are dependencies on particular areas or types of technology.

There should be emphasis on proper understanding of terms and conditions

DL3: Leading Change, Learning & Improvement in Adult Social Care

DL3.1	Section 1

Knowledge Requirements

A. Understand the challenges to using new and existing technology within a care setting and how to overcome them.

   1. Identify what challenges exist for staff and people accessing services in learning and using new technology.

   2. Assess how the organisation can overcome these challenges and the role of a leader in providing assurance, direction and support.

Guidance

DL3.1A-2:

This could include an action plan and risk assessment, with an explanation on how the learner is drawing on information to overcome identified challenges.

DL3.2	Section 2

Knowledge Requirements

B. Understand how to lead a positive digital learning environment and provide opportunities for staff to build their digital skills, confidence and wellbeing.

1. Analyse how digital skills requirements and gaps are addressed within staff processes (e.g., induction and appraisals) and embedded within staff learning and development.

2. Explain what resources can ensure staff are supported to reflect upon and self-assess their digital skills (e.g., policies and procedures, external guidance).

3. Assess the value of peer-to-peer support, the sharing of good practice, and the role of a digital champion in embedding the use of technology, and co-producing solutions and new innovations.

4. Explain how the organisation facilitates continuous digital learning and development for the workforce and people accessing services, **.

Guidance

DL3.2B-1:

This could include reference to the digital skills framework, the use of a training needs analysis, use of a learning management system, and detail about the organisational processes involved in the appraisal, induction and ongoing training of staff in line with learning requirements.

DL3.2B-2:

Learners   resources or outline potential ways that this personal reflection can be achieved through appraisals, supervisions, workshops or other staff events.

DL3.2B-3:

This answer could include reference to digital champions in providing detail on peer-to-peer support and good practice with technology.

*   Appendix C.

DL3.2B-4:

DL3.3	Section 3

Knowledge Requirements

C. Understand how to work with and learn from stakeholders about the ways in which technology can support staff learning.

  1. Explain how you could work with stakeholders to learn, develop and promote digital learning opportunities for your staff and colleagues.

Guidance

DL3.3C-1:

This can include detail of stakeholder management practice and reference to developing, attending, and contributing to external networks or communities of practice to support wider learning opportunities for staff.

This can inform staff learning around using, or relating to technology in the delivery of care.

Examples of stakeholders can include (this list is not exhaustive):

  internal staff

  people accessing care and support

  family members and carers of people accessing care and support

  other care organisations

  integrated care systems

  local authorities.

Appendix A: Assessment Guidance

Qualification achievement method

Learner attainment is to be achieved through a pass or fail measurement.

Learners will be required to provide evidence of knowledge and understanding for each assessment criteria outlined within the three units.

The qualification is to be assessed through an internally (centre) set and assessed portfolio of evidence: marked and internally quality assured by centre delivering, then externally quality assured by AO. The centre is the organisation approved by the AO to deliver the qualification.

Evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally, assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated. All assessment recordings must comply with policy and legal requirements in relation to confidentiality and data protection, this should also be guided by robust centre policies, standardised practices and meet requirements set by the awarding organisation and Ofqual.

Delivery model

It is recognised that approved centres may deliver this qualification via a remote delivery model.

The qualification can be delivered to learners on an individual basis or via a traditional cohort style approach. A blended approach is encouraged which provides opportunities for the learner to engage, collaborate and share practices with other learners.

Appropriate use of technology should be encouraged in the assessment process and care needs to be taken to ensure:

>   recording, storage, and accessibility issues comply with legal requirements in relation to confidentiality and data protection,
>   centre practices when using different methods of technology are supported by robust centre policies, standardised practices and meet requirements set by the awarding organisation and Ofqual as the regulatory body.

Confidentiality is to be protected and maintained for everyone involved in the assessment process and evidence produced by the learner. The pried in the

Assessment strategy and methodology

This qualification is knowledge only. The qualification structure provides good opportunity for learners to ascertain their digital knowledge and then build on this by evidencing knowledge and confidence which is needed to lead positive change and implement technology in the adult social care workplace. The knowledge demonstrated by the learner should ideally show relevance within the real work

Assessment tasks used should encourage focus on higher order knowledge and understanding central to the qualification objective aim:

> learners will gain greater confidence and capability, leading to the use of technology in the delivery of care, and to improve the quality of life and outcomes for people who draw on care and support.

Awarding Organisations can also provide sample assessments and support materials for centres.

Reasonable adjustments and special considerations procedures should be in place.

Guidance provided within the specification and following each qualification unit can additionally be used by centres and awarding organisations to design content of appropriate learning, assessment, and standardisation of expected learning outcomes. Robust approaches to Recognised Prior Learning (RPL) may be considered **towards** overall achievement of the qualification, and this should meet the requirements of the awarding organisation.

Learners may be in situations where they have achieved current relevant learning and confidence relating to digital awareness and are currently implementing digital and technology developments in the adult social care workplace.

Assessor, IQA and EQA requirements

Assessment decisions for learning outcomes must be made by a qualified, competent and knowledgeable assessor.

Internal quality assurance is key to ensuring the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the qualification they are assuring and be qualified to make internal quality assurance decisions.

Those carrying out external quality assurance must also be occupationally knowledgeable in the qualification they are assuring and be qualified to make external quality assurance decisions.

Competency requirements for those involved in the assessment and qualification process:

The qualification places emphasis for learners working directly in and with the adult

Therefore, initial primary focus is with current adult social care competency at Level 5 with emphasis and evidence of leading and managing an adult social care service.

All those involved with the assessment process (including those delivering learning,

the qualification specification content and guidance provides a wealth of information including references and resources which could also support the planning and direction of CPD activities.

CPD should be planned and logged clearly with outcomes of learning and how the activities will impact assessment and quality assurance practices.

Where the qualification is being delivered to learners who provide support to the adult social care sector e.g. a commissioner role in a local authority, it would be expected in addition that the centre delivering the qualification has a good understanding of the role and how it interacts with the adult social care sector.

The standardisation process adopted by all should also play a vital role in preparing for and delivery of the new qualification.

Appendix B: Guidance - document references

(Signposted additional reading)

Please see below for references to documentation and online content for wider reading and information, from the guidance notes within this specification.

From DL1.1 Guidance, (DL1.1A-1, DL1.1A-2):

The references below contain additional background reading and documentation (including strategic documents and statutory guidance) that can support with wider contextual knowledge for   learning outcomes.
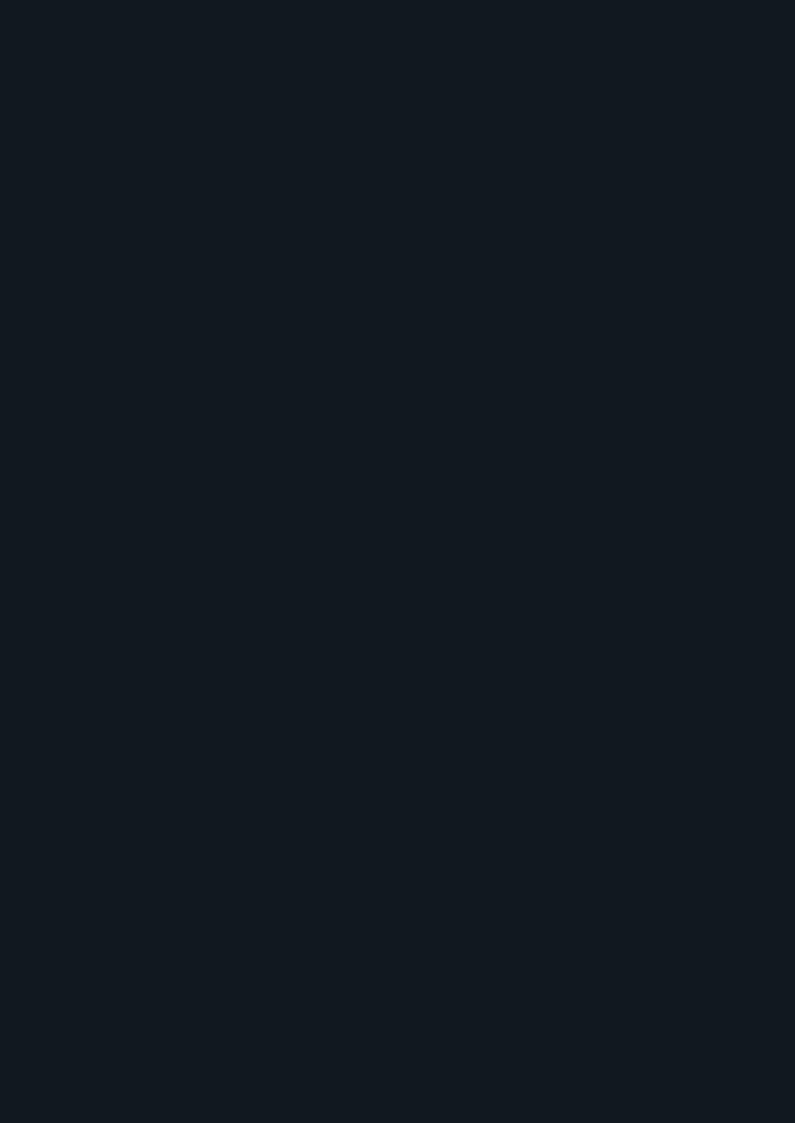
NHS, NHS Long-   , January 2019
(https://www.longtermplan.nhs.uk)

NHS England Transformation Directorate,   September 2020
(https://www.nhsx.nhs.uk/ai-lab/explore-all-resources/adopt-ai/a-buyers-guide-to-ai-in-health-and-care)

NHS England Transformation Directorate, Ï

(https://www.gov.uk/government/publications/our-plan-for-patients/our-plan-for-patients)

Department of Health and Social Care
and Social Care Data -
(https://www.gov.uk/government/publications/secure-data-environment- policy-guidelines/secure-data-environment-for-nhs-health-and-social-care-data-policy-guidelines)

Department of Health and Social Care

(https://www.gov.uk/government/publications/adult-social-care-provider-information-provisions-data-enforcement/adult-social-care-provider-information-provisions-guidance-for-providers-on-data-enforcement)

Department of Health and Social Care

(https://www.gov.uk/government/publications/england-rare-diseases-action-plan-2023/england-rare-diseases-action-plan-2023-main-report)

Department of Health and Social Care
2023
(https://www.gov.uk/government/publications/medical-technology-strategy)

Department of Health and Social Care

(https://www.gov.uk/government/publications/a-cyber-resilient-health-and-adult-social-care-2023-to-2030/a-cyber-resilient-health-and-adult-social-care-system-in-england-cyber-security-strategy-to-2030)

Department for Science, Innovation and Technology / Department of Health and Social Care / Office for Life Sciences,

(https://www.gov.uk/government/consultations/data-access-policy-update-proposed-draft)

Appendix C: Terms and Definitions

Please see below for definitions and details on some of the common terms used within this document.

Term	Definition / Description
Digital	In the context of adult social care learning & development, the term technology to support the secure and effective delivery of services across the care sector and training providers. In broader terms, digital can include technology and computer systems and encompasses a variety of subjects including use of the internet, technology enabled care, social media, digital care applications, consumer or mainstream technology, cybersecurity, learning online, machine learning and artificial intelligence.
Care setting	A care setting is a location where care is being provided. Care settings can include nursing or residential homes, supported accommodation, day centres or homes.
Care technology	Care technologies (such as tools, devices or software) can be used by an individual, their carer or care provider to support quality of life and the provision of high quality, safe and personalised care. They include specialist solutions to support delivery of care, technologies for providers to facilitate care, and consumer devices, smart home technologies or telecare that can help an individual live more independently. Care technologies are primarily digital and do not include medical devices, single use products or home adaptations like grab rails.
Digital leadership	Digital leadership is where people take the lead in their organisation to drive the adoption and use of technology, better deliver care services, as well as wider business and management activities. Within social care, this is sometimes those who have a

Term	Definition / Description