



Department
of Health &
Social Care

Qualification Criteria

**Level 5 Award in Understanding Digital
Leadership in Adult Social Care**
for awarding organisations developing new
qualifications

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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 the 'What Good Looks Like' (WGLL) 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 exceptionally grateful to all those who were able to participate in the consultation and development process during this project, including attendees and contributors to our reference, working and focus groups, subject matter experts and survey recipients.

We would also like to thank the National Care Forum, working on behalf of the Digital Care Hub, for their work in partnership and collaboration in the development of the learning outcomes and guidance within this specification.

Qualification criteria

The criteria below set out the minimum requirements for a Level 5 Award in Digital Leadership that will support the development of those working in adult social care in England.

The criteria are presented in 2 sections:

Section A

Summary of:

- qualification content
- approval
- accreditation requirements
- assessment requirements.

Section B

- minimum learning outcome and criteria requirements for the qualification.

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.

Learners should demonstrate they can manage higher level study at Level 5 and therefore should be qualified to at least a Level 3 qualification.

The learner must understand the current adult social sector. Ideally, they will be in a role which provides opportunity to demonstrate leadership, be able to introduce the use of technology in the delivery of care and improve the outcomes for people who draw on care and support.

Learners may include:

- Adult social care registered managers
- Adult social care managers which are not registered
- Senior social care practitioners in the adult social care workplace (not exhaustive - senior, team leader, deputy, assistant manager)
- Operational and regional managers in the adult social care workplace
- Other key roles within the adult social workplace such as regulated professionals
- External and other roles who provide support to the adult social care sector such as local authority commissioners, digital roles with Integrated Care Systems (ICSs), and housing and voluntary services.

Content

Approved qualifications for the Level 5 Award in Understanding Digital Leadership in Adult Social care qualification will be knowledge only and will require learners to demonstrate understanding and knowledge in the following areas:

Topic/Unit	Reference
The Use of Technology and Data in Adult Social Care	DL1
Implementing Technology in Adult Social Care	DL2
Leading Change, Learning & Improvement in Adult Social Care	DL3

Within each of the 3 topic areas, content is split into sub-topics to support unit development and learner achievement.

Each sub-topic provides guidance notes – which include terminology, amplification, and assessment advice.

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. <ol style="list-style-type: none">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: <p>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.</p> <p>Cited policy/legislative examples could include:</p> <ul style="list-style-type: none">▪ People at the Heart of Care (2021)▪ A Plan for Digital Health and Social Care (2022)▪ Data Saves Lives (2022)▪ Health and Care Act (2022)▪ Transforming for a Digital Future (2022)▪ Digital Skills Framework (2023)▪ CQC Guidance (Information, Records & Technology) (2023)▪ Cybersecurity Strategy for Health and Social Care to 2030 (2023) <p>Key drivers, enablers and priorities could include:</p> <ul style="list-style-type: none">▪ improvements in the quality of care and care outcomes	

- 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	
<p>B. Understand how technology and the use of data benefits people and the quality of care they receive.</p> <ol style="list-style-type: none"> 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 personalise the delivery of care, and support people’s wider health, wellbeing and independence. 	
Guidance	
<p>DL1.2B-1:</p> <p>Learners can reference technology that can benefit people’s quality of life, the quality of their care, and the provision of their care.</p> <p>Examples of technology that can benefit people’s quality of life can include:</p> <ul style="list-style-type: none"> ▪ 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. <p>Examples of technology that can benefit people’s quality of care can include:</p> <ul style="list-style-type: none"> ▪ technologies worn by staff ▪ telecare ▪ diagnostic tools ▪ digital care records ▪ electronic care plans. 	

Examples of technology that can benefit people's provision of care can include:

- rota and care management systems
- databases
- business software
- AI and robotics.

DL1.2B-2:

Learners could differentiate the data items held to support the delivery of care. Examples can include:

- demographic and personal details
- contact details
- medical history
- medications
- allergies
- capacity
- power of attorney
- care plans and assessments.

The learner can also raise how data can provide useful insights and intelligence for improving care delivery.

DL1.2B-3:

Learners should be able to assess how different technology and the use of data benefits people and the delivery of their care, within a care setting or in their own home.

This could include improved responsiveness and effectiveness in the delivery of care due to improved and faster access to electronic information. It could also include improved care outcomes due to better access to technologies that can provide greater empowerment, autonomy and opportunities to people accessing care.

DL1.3

Section 3

Knowledge Requirements

C. Understand the role of data protection, safeguarding and ethical practice when using technology in the delivery of care.

1. Explain the rules and processes that exist around people's rights 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.
3. Analyse potential risks presented by the use of technology and sharing of data in the delivery of care.
4. Propose ways to identify, manage and address these risks.

Guidance

DL1.3C-1:

This answer can include reference to the rules and processes around individuals right to privacy, and their rights to consent or opt-out around the sharing of personal or sensitive data held about them. It can include reference to a privacy notice, and how people are informed of their rights over the use and sharing of their data.

There could also be clarification of the role of a Caldicott Guardian within their organisation. A Caldicott Guardian is a senior role within an adult social care organisation and responsible for the safeguarding and confidentiality of the personal information of people accessing care, and that the data is used ethically, legally and appropriately.

DL1.3C-2:

Learners could provide insights and illustrations into how technology can support people to make independent decisions and choices.

It could include examples in how technology can help an individual to personalise their care, and to give them opportunities to engage with their communities, build their careers, and pursue interests and social activities.

DL1.3C-3:

This answer can explore areas where technology can have a detrimental and harmful impact on individuals either working or accessing care within a care setting or in a person's own home.

Examples could include exposure to online content or interactions which could cause psychological harm, such as cyberbullying or inappropriate material.

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 to improve the quality or provision of a person's care.

DL1.3C-4:

These issues could be managed either through finding alternative technology solutions, or non-technological solutions. Learners may wish to provide case examples or illustrations.

There can be reference to risk management processes to identify, manage and mitigate/resolve risks.

DL1.4	Section 4
Knowledge Requirements	
<p>D. Understand the legal requirements and governance of data within your organisation.</p> <ol style="list-style-type: none"> 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	
<p>DL1.4D-1:</p> <p>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).</p> <p>DL1.4D-2:</p> <p>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.</p> <p>If the breach is serious and risks people’s individual rights and freedoms, it 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.</p> <p>There should be an understanding of how a breach impacts different stakeholders, including people accessing care and support, their families, staff etc...</p>	

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 technology to meet your organisation's informational and service requirements.

Guidance

*Reference to 'care setting' may include the home of an individual accessing care. Please see the definition of 'care setting' in Appendix C for more detail.

DL2.1A-1:

Successful outcomes with the use of technology could be measured quantifiably such as through increased volume of data and user traffic, but also qualitatively through discussions and testimonials with staff and people accessing care over how technology has improved their experiences and quality of life.

Examples of success factors can include:

- a demonstrable increase in the volume and use of digital information involved in the delivery of a person's care
- people accessing care being able to contact family and friends more frequently or take up new social or work opportunities because of

increased use of the internet and communications technologies

- improved access and uptake in the use of technology by people who may have accessibility requirements in their ability to use technology (e.g., devices and software).

DL2.1A-2:

These organisational factors could include infrastructural constraints, for example:

- electrical lines
- phone lines
- internet connectivity
- existing technology and its compatibility
- existing commercial arrangements (such as what licenses or service agreements are in place for existing technology)
- data requirements for service delivery
- internal and external data reporting, and sharing with other organisations
- data protection requirements.

DL2.1A-3:

Stakeholders can include people accessing services, staff, technology suppliers, local authorities and commissioners, health practitioners (including GPs, ICS teams), regulatory bodies, carers and family members of people accessing care.

DL2.1A-4:

This answer can illustrate how a digital leader would capture the stakeholder needs to establish the specifications of technology to be selected and/or inform implementation. This could include stakeholder mapping, strengths/weaknesses/opportunities/threats (SWOT), cost/benefit analysis, options appraisals, understanding accessibility requirements, and other needs-gathering exercises (e.g., surveys, polls, risk assessments and consultation/focus groups).

DL2.1A-5:

This answer can include reference to tendering and procurement processes for the review and selection of technology products and services. It can include analysis and appraisal of options against requirements and technical specifications, and how decisions are informed, fair and transparent.

There needs to be consideration of how solutions are sustainable, and potential

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

There should be emphasis on proper understanding of terms and conditions within a contract, including additional charges and arrangements concerning the access of data, and exit clauses (such as to avoid vendor 'lock-in').

DL2.2	Section 2
Knowledge Requirements	
B. Understand how external relationships influence the delivery and ongoing use of technology	
1. Assess how good relationships with external organisations could support innovation, planning, introduction and ongoing use of technology within a care setting.	
Guidance	
DL2.2B-1: This can include detail on how to manage different stakeholders, and the development of networks or communities of practice to support innovation and planning around new technology, and to influence or negotiate an organisation's technology strategy. It could reference integrated care systems. There needs to be emphasis that relationships with suppliers involve mutual understanding of business and services being provided, and the current level of digital maturity* within the care setting. *For a definition of 'digital maturity', please see Appendix C.	

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-1:

Challenges to the uptake of technology within a care setting or within a person's home could include:

- cost (affordability of the purchase and maintenance of the technology)
- time (the limited capacity of staff to be able to learn and develop skills with technology against ongoing responsibilities and work pressures)
- infrastructural (can the technology be implemented within the setting if there are structural limitations e.g., electrical lines, phone lines etc.)
- linguistic (people may have challenges with technology due to language barriers)
- confidence in using technology
- existing knowledge, skills & capabilities
- accessibility (people may have learning or sensory impairments that make it difficult for them to access or benefit from the use of technology)
- technological (existing technology may not be compatible with new technology, and an organisation may be limited and constrained to a particular group of compatible technologies or 'product stack').

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	
<p>B. Understand how to lead a positive digital learning environment and provide opportunities for staff to build their digital skills, confidence and wellbeing.</p> <ol style="list-style-type: none"> 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, building on opportunities for developing people’s digital confidence**. 	
Guidance	
<p>DL3.2B-1:</p> <p>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.</p> <p>DL3.2B-2:</p> <p>Learners may wish to reference their own organisation’s resources or outline potential ways that this personal reflection can be achieved through appraisals, supervisions, workshops or other staff events.</p> <p>DL3.2B-3:</p> <p>This answer could include reference to digital champions in providing detail on peer-to-peer support and good practice with technology.</p> <p>*For a definition of ‘digital champions’, please see Appendix C.</p> <p>DL3.2B-4:</p>	

The learner may wish to reference policies, procedures, tools and resources, enabling the continuous learning and development of staff.

**For a definition of 'digital confidence', please see the Appendix C.

DL3.3	Section 3
Knowledge Requirements	
<p>C. Understand how to work with and learn from stakeholders about the ways in which technology can support staff learning.</p> <p>1. Explain how you could work with stakeholders to learn, develop and promote digital learning opportunities for your staff and colleagues.</p>	
Guidance	
<p>DL3.3C-1:</p> <p>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.</p> <p>This can inform staff learning around using, or relating to technology in the delivery of care.</p> <p>Examples of stakeholders can include (this list is not exhaustive):</p> <ul style="list-style-type: none"> ▪ 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. 	

DL3.4	Section 4
Knowledge Requirements	
<p>D. Understand how to drive continuous improvement in the use of technology in the delivery of care.</p> <p>1. Explain how your organisation could monitor and evaluate outcomes and feedback from the use of technology, and how this can enable continuous innovation and improvement.</p>	
Guidance	
<p>DL3.4D-1:</p> <p>This answer can include reference to an iterative cycle of development, where technology is implemented, reviewed and then further developed in line with feedback and changing outcomes and requirements.</p> <p>Learners can explain how different stakeholders are feeding back into the technology that is being used.</p> <p>There should be detail in how data being collected is being used to improve performance, and an appraisal of the current benefits of technology for person-centred care (against performance metrics and indicators) to determine if further changes and improvements are needed.</p>	

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 privacy and dignity of individuals who access care and support services should always be maintained.

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 environment.

Each assessment criteria should be met once, and more than one form of assessment is required across the qualification.

A range formative and summative methods can be used as appropriate:

- questions/answers
- professional discussion
- statements/reflective accounts
- self-assessment activities, including planning for a project
- case study preparation
- work-based project
- research project
- case study outcomes
- presentation/showcase
- assignment
- essay

Formative assessment methods should be used to identify strengths and gaps in learning, knowledge, and confidence, leading to summative assessment.

Achievement of a work-based project is encouraged as a summative assessment method which is central and linear to the qualification outcomes and compliments other assessment methods used to evidence requirements. An example of this could be how the learner incorporates learning to achieve plans to introduce technology in the adult social care workplace.

Approach to assessment should be holistic where suitable and appropriate towards achievement.

Centres should plan and devise their own accessible assessment tasks and ensure that learners can flexibly apply their knowledge to relevant scenarios and situations.

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 social care sector. It further extends and builds on the leadership ability with focus on having 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.

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, assessors, IQAs and EQA's) should further apply effort to develop, enhance and confirm their competence with specific focus on the development and use of technology in the adult social care sector through continual professional development (CPD) activity prior to delivery. An initial CPD plan could be created to support this.

As a minimum and initial foundation, it is expected that those involved will have knowledge and practical understanding of the content and resources from the Digital Skills Framework for Adult Social Care.

- Introduction to the [Digital Skills Framework \(skillsforcare.org.uk\)](https://skillsforcare.org.uk)
- Access the framework [Overview | Digitising Social Care](#)

The framework has seven themes with two levels:

- Digital skills for all:
To support every level of digital experience
- Go further:
To support progression into supervisory, management or leadership roles, digital champions or business support roles

Both levels provide valuable accessible information and resources to begin the CPD process. It would be expected that CPD activity includes accessing the learning resources which are provided.

A range of other and on-going CPD and self-directed activities should be considered, planned and evidenced over time, e.g.:

- discussions with care providers currently implementing or who have implemented new technology to support the delivery of care
- viewing demonstrations of digital developments and technology used within the adult social care
- attendance at webinars and information sessions provided to the sector
- review of other relevant websites, including sign up to relevant newsletters and organisations providing support to the sector with technology and digital skills development
- continual awareness and developments of national and local initiatives supporting digital skills and technology development in the sector
- updated regulatory developments and advice for the sector
- achievement of relevant and suitable learning programmes

- 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.

Links with current Skills for Care & Development Assessment Principles and Skills for Care & JABQG Additional Assessment Principles guidance

The Skills for Care & Development main assessment principles confirm recognised assessor qualifications. Both documents also provide a good foundation in guiding principles for robust qualification delivery in the sector.

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 DL1.1's learning outcomes.

NHS, 'NHS Long-Term Plan', January 2019

(<https://www.longtermplan.nhs.uk>)

NHS England Transformation Directorate, 'Buyer's Guide to AI', 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, 'What Good Looks Like Framework', October 2021 (last updated)

(<https://www.nhsx.nhs.uk/digitise-connect-transform/what-good-looks-like/what-good-looks-like-publication>)

Department of Health and Social Care, 'Putting data, digital and tech at the heart of transforming the NHS', November 2021

(<https://www.gov.uk/government/publications/putting-data-digital-and-tech-at-the-heart-of-transforming-the-nhs>)

Department of Health and Social Care, 'The Goldacre Review - Better, Broader, Safer: Using Health Data for Research and Analysis', April 2022

(<https://www.gov.uk/government/publications/better-broader-safer-using-health-data-for-research-and-analysis>)

Care Quality Commission, 'new assessment framework', May 2022

(<https://www.cqc.org.uk/assessment>)

Department of Health and Social Care, 'The Data Strategy - Data saves lives: reshaping health and social care with data', June 2022

(<https://www.gov.uk/government/publications/data-saves-lives-reshaping-health-and-social-care-with-data>)

Office for National Statistics (ONS) - Analysis Function Central Team, 'The Reproducible Analytical Pipelines (RAP) Strategy', June 2022

[\(https://analysisfunction.civilservice.gov.uk/policy-store/reproducible-analytical-pipelines-strategy/\)](https://analysisfunction.civilservice.gov.uk/policy-store/reproducible-analytical-pipelines-strategy/)

Department for Digital, Culture, Media & Sport, 'Data: a new direction - government response to consultation', June 2022
<https://www.gov.uk/government/consultations/data-a-new-direction/outcome/data-a-new-direction-government-response-to-consultation>)

Central Digital & Data Office, 'Transforming for a digital future: 2022 to 2025 roadmap for digital and data', June 2022
<https://www.gov.uk/government/publications/roadmap-for-digital-and-data-2022-to-2025/transforming-for-a-digital-future-2022-to-2025-roadmap-for-digital-and-data>)

Department for Digital, Culture, Media & Sport, 'The UK Digital Strategy', June 2022
<https://www.gov.uk/government/publications/uks-digital-strategy/uk-digital-strategy>)

Department for Education / Department of Health & Social Care / Ministry of Justice / Welsh Government, 'LPS implementation: draft LPS National Minimum Data Set (England)', June 2022
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All website links were verified at the time of publication, but may be subject to change over time.

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	<p>In the context of adult social care learning & development, the term 'digital' is defined as the adoption and use of 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.</p>
Care setting	<p>A care setting is a location where care is being provided. Care settings can include nursing or residential homes, supported accommodation, day centres or peoples' own homes.</p>
Care technology	<p>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.</p> <p>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.</p> <p>Care technologies are primarily digital and do not include medical devices, single use products or home adaptations like grab rails.</p>
Digital leadership	<p>Digital leadership is where people take the lead in their organisation to drive the adoption and use of technology, alongside the development of their workforce's digital skills to better deliver care services, as well as wider business and management activities.</p> <p>Within social care, this is sometimes those who have a designated role as a leader, in other cases this can be someone who leads in this area without a formal role as a leader.</p>
Digital leaders	<p>Digital leaders in adult social care are creative, innovative people with strong networking and collaboration skills, who can persuade, mobilise and lead social care staff and others</p>

Term	Definition / Description
	<p>to share their vision and lead the journey to realising the wider use and benefits of digital technology.</p> <p>They require a range of skills and capabilities to allow them to effectively lead their organisation, guiding its workforce through the adoption of new technology and new ways of working, enabling the organisation to embed technology to remain effective, efficient, resilient and competitive within the adult social care sector.</p>
Digital champions	<p>Digital champions are individuals within an organisation who promote, engage and support individuals with the use of technology. They champion new ways of working with technology, sharing enthusiasm, knowledge and good practice. They support people accessing services in the learning and use of technology and support the upskilling of staff with peer-to-peer support.</p>
Digital maturity	<p>‘Digital maturity’ is a measure of how capable and sophisticated an organisation is in their adoption and use of technology. It can include different dimensions including the culture of the organisation to support innovation, digital leadership, workforce skills to support digital working, and the capability to use digital technology.</p> <p>A digitally mature adult social care provider may be paper free and use technology to manage their day-to-day services and delivery of care. They may have a detailed website with access to a wide range of information and media. They may have strict processes in place over how they protect the data held on their computers. The provider’s services may also benefit from systems which can help them learn how to best tailor services to meet the needs of people receiving care and support.</p>
Digital confidence	<p>Digital confidence can be defined as the confidence people feel in being able to use technology within their organisation, or supporting others (such as people accessing care or colleagues) in its use. If people have greater knowledge, experience and assurances in using technology, they can have a greater level of digital confidence, and this in turn may lead to improved capabilities and outcomes involving the use of technology within the organisation (such as in the delivery of care).</p>
Data protection	<p>Data protection is defined as the legal control over access to and use of data stored in computers. In practice it represents</p>

Term	Definition / Description
	<p>a range of business processes and activities carried out by organisations to control and protect this stored data.</p> <p>Within the domain of adult social care, this is particularly important given the sensitive, confidential, and critical nature of information that is held on people receiving care and support.</p>
Cybersecurity	<p>Cybersecurity is defined as protection against criminal or unauthorised use of electronic data held by an organisation and encompasses the security measures and processes that are involved in doing this.</p>