Specification

IAO Level 5 Award in Understanding Digital Leadership in Adult Social Care

Qualification Number: 610/5277/2

Contents

Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

Version Number	Date Revised	Description of Revision	Page Affected
V1	March 2025	Document created	
V2	December 2025	Unit aims updated	10, 15, 18

Innovate Awarding Organisation

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Qualification Summary

Qualification Title	Level 5 Award in Understanding Digital Leadership in Adult Social Care		
Qualification Number (QN)	610/5277/2	RQF Level	5
Operational Start Date	1st April 2025		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value
120	60	12

Qualification Objective

As a result of completing the Level 5 Award in Digital Leadership, 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.

This qualification has been developed to meet the criteria determined by the Department of Health and Social Care. It also meets the General Conditions of Recognition set out by Ofqual.

Assessment Methodology

This qualification is knowledge only. The knowledge demonstrated by the learner should show relevance within the real work environment.

The learner must compile a portfolio of evidence demonstrating how they have met the learning outcomes and assessment criteria.

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

A range of 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

Achievement of a work-based project is encouraged as a summative assessment method which is central and linear to the qualification outcomes and complements 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.

Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them.

Qualification Structure

Mandatory Units

Unit Number	Unit Title	Level	Credit Value	GLH
R/651/4298	The Use of Technology and Data in Adult Social Care	5	6	30
T/651/4299	Implementing Technology in Adult Social Care	5	3	15
H/651/4300	Leading Change, Learning and Improvement in Adult Social Care	5	3	15

Target Audience

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.

The Innovate Awarding Level 5 Award in Digital Leadership reflects the qualification specification developed by the Department of Health and Social Care.

This qualification is regulated for learners aged **18** years and older.

Progression Opportunities

Learners who achieve this qualification could progress into or within employment in a number of health and social care roles and/or continue their study in this or other areas.

Support Materials

Innovate Awarding provides learners with a Portfolio Evidence Locator for this qualification.

Funding

The qualification is funded through the Learning and Development Support Scheme (LDSS) administered by the Department of Health and Social Care. This fund is available to eligible adult social care employers in England, who will be able to claim reimbursement for training costs for qualifying staff.

Several other Innovate Awarding qualifications in health and social care are eligible for LDSS funding.

For full details, please see https://www.gov.uk/government/publications/adult-social-care-learning-and-development-support-scheme/eligible-training-courses-and-qualifications

QUALIFICATION UNITS

Unit Title	The Use of Technology and Data in Adult Social Care
Unit Number	R/651/4298
Level	5
Credit Value	6
GLH	30

Unit Aim

This unit aims to develop learners' understanding of how technology and data are used within adult social care, including the national context, legislation and policy that shape digital practice. Learners will explore how technology and data can improve the quality, safety and personalisation of care, while also examining issues of privacy, safeguarding, ethics and data governance. The unit supports learners to recognise risks, understand legal responsibilities, and appreciate the role of effective data management in delivering high-quality, person-centred care.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the national context around the use of technology and data in the delivery of care	1.1 Outline the **current legislation and policy** relating to the use of technology and data in adult social care. 1.2 Analyse how **key drivers, enablers and priorities** affect the use of technology and data within adult social care organisations.
2. Understand how technology and the use of data benefits people and the quality of care they receive	2.1 Identify what technology is important and beneficial to the delivery of care. 2.2 Outline the value and importance of the types of data that are stored, processed and shared within your organisation. 2.3 Assess how using technology and data can innovate, transform and personalise the delivery of care, and support people's wider health, wellbeing and independence.
3. Understand the role of data protection, safeguarding and ethical practice when using technology in the delivery of care	3.1 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. 3.2 Explain how the use of technology can support the autonomy, empowerment and choices of people accessing care. 3.3 Analyse potential risks presented by the use of technology and sharing of data in the delivery of care. 3.4 Propose ways to identify, manage and address these risks.

4.	Understand the legal requirements and governance of data within your organisation	4.1	Explain the value and importance of processes in place to meet legal responsibilities and data governance requirements.
		4.2	Describe the actions and procedures required in the event of a data breach, and the different roles involved.

Guidance

Learning Outcome 1

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.

Current legislation and policy could include:

- 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)

Key drivers, enablers and priorities could include:

- 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" section in the Appendix for a wider list of documentation and background reading for learners that can supplement this guidance.

Learning Outcome 2

Assessment Criterion 2.1

Learners can reference technology that can benefit people's quality of life, the quality of their care, and the provision of their care.

Examples of technology that can benefit people's quality of life can 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.

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

- 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.

Assessment Criterion 2.2

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.

Assessment Criterion 2.3

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.

Learning Outcome 3

Assessment Criterion 3.1

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.

Assessment Criterion 3.2

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.

Assessment Criterion 3.3

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.

Assessment Criterion 3.4

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.

Learning Outcome 4

Assessment Criterion 4.1

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 and Protection Toolkit (DSPT).

Assessment Criterion 4.2

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 and Protection Lead in their organisation.

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.

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

Unit Title	**Implementing Technology in Adult Social Care**
Unit Number	**T/651/4299**
Level	**5**
Credit Value	**3**
GLH	**15**

Unit Aim

This unit aims to equip learners with the knowledge and skills needed to plan, assess and implement new technology within a care setting. Learners will examine the organisational, technical and stakeholder considerations involved in selecting and embedding digital technologies, and understand how strong external partnerships can support innovation and sustainable use of technology. The unit enables learners to make informed, evidence-based decisions that support service improvement and enhance outcomes for people accessing care.

Learning outcome The learner will	Assessment criteria The learner can
1. Know how to plan, assess and select new technology for use within a **care setting**	1.1 Identify the key benchmarks, outcomes and success factors that need to be measured when introducing new technology within a care setting. 1.2 Distinguish the factors you need to consider when planning to embed digital technology within a care setting. 1.3 Identify the key stakeholders and decision-makers involved in the planning and selection of technology. 1.4 Describe how you would consult and engage with your stakeholders to inform implementation. 1.5 Explain the processes for how you would assess and select technology to meet your organisation's informational and service requirements.
2. Understand how external relationships influence the delivery and ongoing use of technology	2.1 Assess how good relationships with external organisations could support innovation, planning, introduction and ongoing use of technology within a care setting.
Guidance	

Learning Outcome 1

Care setting may include the home of an individual accessing care. Please see the definition of 'care setting' in the appendix for more detail.

Assessment Criterion 1.1

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).

Assessment Criterion 1.2

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.

Assessment Criterion 1.3

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.

Assessment Criterion 1.4

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).

Assessment Criterion 1.5

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').

Learning Outcome 2

Assessment Criterion 2.1

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 the 'appendix'.

Unit Title	**Leading Change, Learning and Improvement in Adult Social Care**
Unit Number	**H/651/4300**
Level	**5**
Credit Value	**3**
GLH	**15**

Unit Aim

This unit aims to enable learners to lead digital change and foster a positive, confident digital learning culture within adult social care. Learners will explore challenges faced by staff and people accessing services when using technology, and understand how to provide leadership, support and solutions to overcome these barriers. The unit also develops learners' capacity to promote digital skills, collaborate with stakeholders, and drive continuous improvement through the effective use of technology, learning, and reflective practice.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the challenges to using new and existing technology within a care setting and how to overcome them	1.1 Identify what challenges exist for staff and people accessing services in learning and using new technology. 1.2 Assess how the organisation can overcome these challenges and the role of a leader in providing assurance, direction and support.
2. Understand how to lead a positive digital learning environment and provide opportunities for staff to build their digital skills, confidence and wellbeing	2.1 Analyse how digital skills requirements and gaps are addressed within staff processes (e.g. induction and appraisals) and embedded within staff learning and development. 2.2 Explain what resources can ensure staff are supported to reflect upon and self-assess their digital skills (e.g. policies and procedures, external guidance). 2.3 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. 2.4 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**.

3. Understand how to work with and learn from stakeholders about the ways in which technology can support staff learning	3.1 Explain how you could work with **stakeholders** to learn, develop and promote digital learning opportunities for your staff and colleagues.
4. Understand how to drive continuous improvement in the use of technology in the delivery of care	4.1 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.

Guidance

Learning Outcome 1

Assessment Criterion 1.1

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 and 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').

Assessment Criterion 1.2

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

Learning Outcome 2

Assessment Criterion 2.1

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.

Assessment Criterion 2.2

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.

Assessment Criterion 2.3

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

For a definition of **digital champion**, please see the Appendix.

Assessment Criterion 2.4

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.

Learning Outcome 3

Assessment Criterion 3.1

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.

Learning Outcome 4

Assessment Criterion 4.1

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.

Learners can explain how different stakeholders are feeding back into the technology that is being used.

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.

APPENDIX

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.

The references below contain additional background reading and documentation (including strategic documents and statutory guidance) that can support with wider contextual knowledge for the first unit, **The Use of Technology and Data in Adult Social Care, Learning Outcome 1.**

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-aiin-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/whatgood-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-theheart-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-datafor-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-andsocial-care-with-data)

Office for National Statistics (ONS) - Analysis Function Central Team, 'The Reproducible Analytical Pipelines (RAP) Strategy', June 2022 27 (https://analysisfunction.civilservice.gov.uk/policy-store/reproducible-analyticalpipelines-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-anew-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-to2025/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 (https://www.gov.uk/government/consultations/changes-to-the-mca-code-of-practiceand-implementation-of-the-lps/lps-implementation-draft-lps-national-minimum-dataset-england)

Department of Health & Social Care, 'A plan for digital health and social care', June 2022 (https://www.gov.uk/government/publications/a-plan-for-digital-health-and-socialcare/a-plan-for-digital-health-and-social-care)

Medicines and Healthcare Products Regulatory Agency / The Rt Hon Sajid Javid MP, 'Consultation on the future regulation of medical devices in the United Kingdom', June 2022 (https://www.gov.uk/government/consultations/consultation-on-the-future-regulationof-medical-devices-in-the-united-kingdom)

Department for Business, Energy & Industrial Strategy / Department for Digital, Culture, Media & Sport / Department for Science, Innovation & Technology / Office for Artificial Intelligence, 'Establishing a pro-innovation approach to regulating AI', July 2022 (https://www.gov.uk/government/publications/establishing-a-pro-innovationapproach-to-regulating-ai/establishing-a-pro-innovation-approach-to-regulating-aipolicy-statement)

Department of Health and Social Care, 'Our Plan for Patients', September 2022 28 (https://www.gov.uk/government/publications/our-plan-for-patients/our-plan-forpatients)

Department of Health and Social Care, 'Adult Social Care Provider Information Provisions: guidance for providers on data enforcement', January 2023 (https://www.gov.uk/government/publications/adult-social-care-provider-informationprovisions-data-enforcement/adult-social-care-provider-information-provisionsguidance-for-providers-on-data-enforcement)

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Department of Health and Social Care, 'Medical Technology Strategy', February 2023 (https://www.gov.uk/government/publications/medical-technology-strategy)

Department of Health and Social Care, 'A Cyber Resilient Health and Adult Social Care System in England: Cyber Security Strategy to 2030', March 2023 (https://www.gov.uk/government/publications/cyber-security-strategy-for-health-andsocial-care-2023-to-2030/a-cyber-resilient-health-and-adult-social-care-system-inengland-cyber-security-strategy-to-2030)

Department for Science, Innovation and Technology / Department of Health and Social Care / Office for Life Sciences, 'The Lord O'Shaughnessy Review - Final Report - Commercial Clinical Trials in the UK', April 2023 (https://www.gov.uk/government/publications/commercial-clinical-trials-in-the-uk-thelord-oshaughnessy-review/commercial-clinical-trials-in-the-uk-the-lordoshaughnessy-review-final-report)

Department of Health and Social Care, 'Next Steps to Put People at the Heart of Care', April 2023 (https://www.gov.uk/government/publications/adult-social-care-system-reform-nextsteps-to-put-people-at-the-heart-of-care/next-steps-to-put-people-at-the-heart-ofcare)

Department of Health and Social Care, 'Data Access Policy Update: Proposed Draft', May 2023 29 (https://www.gov.uk/government/consultations/data-access-policy-update-proposeddraft)

Department of Health and Social Care, 'Care Data Matters: A Roadmap for Better Data for Adult Social Care', May 2023 (https://www.gov.uk/government/publications/care-data-matters-a-roadmap-forbetter-data-for-adult-social-care/care-data-matters-a-roadmap-for-better-data-foradult-social-care)

Department of Health and Social Care, 'NHS England's Protection of Patient Data', May 2023 (https://www.gov.uk/government/publications/nhs-englands-protection-of-patientdata)

Regulations (research and innovation)

UK Intellectual Property Office (UKIPO), 'Intellectual Property and investment in AI', July 2022 (https://www.gov.uk/government/publications/intellectual-property-and-investment-inartificial-intelligence/intellectual-property-and-investment-in-artificial-intelligence)

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Department for Science, Innovation and Technology, 'The UK Science and Technology Framework', March 2023 (https://www.gov.uk/government/publications/uk-science-and-technology-framework)

Medicines and Healthcare Products Regulatory Agency (MHRA), 'Large Language Models and software as a medical device', March 2023 (https://medregs.blog.gov.uk/2023/03/03/large-language-models-and-software-as-amedical-device/)

Department for Science, Innovation and Technology / Office for Artificial Intelligence, 'A pro-innovation approach to AI regulation', June 2023 (https://www.gov.uk/government/publications/ai-regulation-a-pro-innovationapproach/white-paper)

All website links were verified at the time of publication, but may be subject to change over time.

Terms and Definitions

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

Term	Definition / Description
Digital	In the context of adult social care learning and 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.
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 people's own 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, alongside the development of their workforce's digital skills to better deliver care services, as well as wider business and management activities. 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.

Term	Definition / Description
Digital leaders	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 to share their vision and lead the journey to realising the wider use and benefits of digital technology. 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.
Digital champions	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.
Digital maturity	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. 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.
Digital confidence	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).

Term	Definition / Description
Data protection	Data protection is defined as the legal control over access to and use of data stored in computers. In practice it represents a range of business processes and activities carried out by organisations to control and protect this stored data. 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.
Cybersecurity	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.

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 criterion 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 Innovate Awarding. The centre is the organisation approved by Innovate Awarding 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 Innovate Awarding 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 of 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.

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 EQAs) 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://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Managing-a-service/Digital-technology-and-social-care/Digital-Skills-Framework.aspx

Access the framework Overview | Digitising Social Care
https://beta.digitisingsocialcare.co.uk/digital-skills/overview

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 ongoing 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 qualification.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three 'Entry' levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit Values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours.

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF Terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding organisations.

Additional Information

Centre Approval

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems.

Email contactus@innovateawarding.org or call 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and Appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL, and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

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