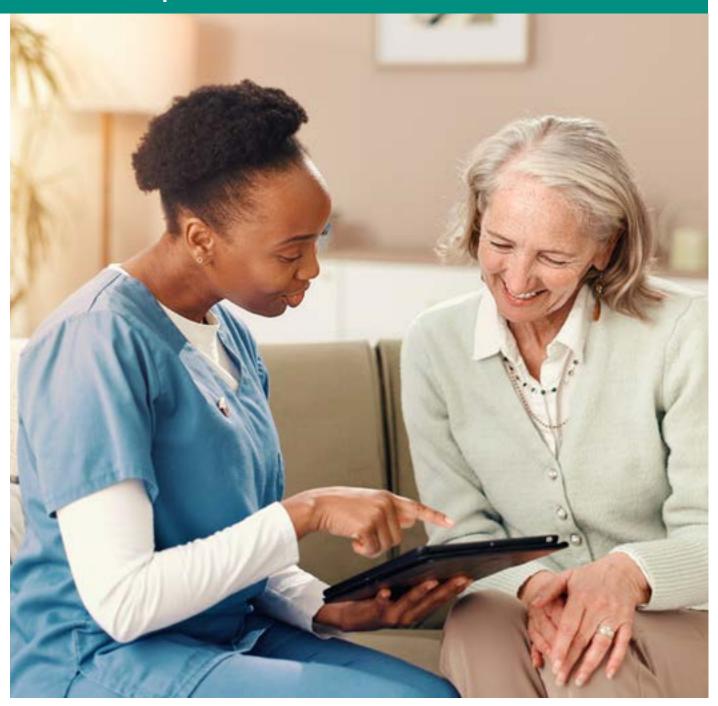# Level 5 Award in Understanding Digital Leadership in Adult Social Care

Laser Learning Awards

We specialise in developing, accrediting and quality assuring courses and qualifications across all levels of vocational education and training. Our flexible products, services and training solutions are designed to meet the unique needs of learners and training providers and are backed up by exceptional customer service and support.

We offer Ofqual regulated qualifications and unregulated (bespoke) qualifications and provision in a wide range of sectors and at a range of levels, flexible to meet the needs of learners, which can be delivered by a range of training providers both nationally and internationally. Our training providers include FE colleges, private training centres, schools, sixth form colleges, third sector organisations, and offender learning institutions, amongst others.

LASER makes sure:

- quality assurance underpins all provision.
- only centres that meet national standards are approved (for course and qualification delivery and quality assurance).

LASER staff:

- have a wide experience of centre, course and qualification approval.
- support centres to make sure awards are valid and valued.

Contact us

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Contents

Summary of Changes

VERSION	PUBLICATION DATE	SUMMARY OF CHANGES
1	September 2025	

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Qualification Overview

OFQUAL QUALIFICATION NUMBERS

610/6160/8	LASER Level 5 Award in Understanding Digital Leadership in Adult Social Care

Laser Learning Awards is an awarding organisation regulated by Ofqual, the regulator of qualifications, examinations and assessments in England.

PURPOSE AND AIM OF QUALIFICATIONS	The aim of the qualification is to provide learners with 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.
	The three mandatory units in this qualification will provide learners with the knowledge and skills essential to:
	• Use technology and data in adult social care • Implement technology in adult social care • Lead change, learning and improvement in adult social care.
ENTRY REQUIREMENTS	Learners must be aged 18 years and over. They should demonstrate they can manage higher level study at Level 5 and therefore should have achieved at least a Level 3 qualification. Learners must understand the current adult social sector. Ideally, they will be in a role which provides opportunities to demonstrate leadership, to introduce the use of technology in the delivery of care and improve the outcomes for people who draw on care and support.
RULES OF COMBINATION	To achieve the **LASER Level 5 Award in Understanding Digital Leadership in Adult Social Care** the learner must achieve the three mandatory units, totalling 12 credits:
	• The Use Of Technology And Data In Adult Social Care • Implementing Technology In Adult Social Care • Leading Change, Learning And Improvement In Adult Social Care.
UNITS	Please follow the link to the **unit list** and click on the unit titles.
ASSESSMENT	The qualification is achieved by providing evidence covering the learning outcomes and assessment criteria of each unit. Details of assessment methods are contained within each unit. There is no external assessment: evidence is assessed and quality assured by the provider and verified externally by LASER.
	Each assessment criteria must be evidenced to have been met in order for a learner to achieve a unit. For more details, please see **Section 3.2**.
PRICE	For LASER's price list, please click **here**.
DATES	Operational Start Date: 1st September 2025
	Qualification Review Date: 31st August 2028
TO DELIVER	Centres must meet LASER's requirements for centre recognition and qualification approval. Click **here** for details of how to become a Recognised Centre. Requirements include those around teaching and learning resources, staffing, course and venues, record keeping, delivery, assessment, and quality assurance.
	Once recognised, centres can download the necessary forms from the **Quartz Web Portal.** This resource includes a range of information and guidance as well as providing access to secure web-based functions, designed to make the administration and assessment of qualifications simple and efficient.

1. About the Qualification

The LASER Level 5 Award in Understanding Digital Leadership in Adult Social Care has been designed to provide learners with the knowledge and skills required to use technology confidently in the delivery of care. The qualification is aimed at those working within an adult social care setting at a managerial/senior level. It will enable learners to drive digitalisation within their organisation and help to lead and develop technology within the wider workforce.

This qualification is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF). The LASER Level 5 Award in Understanding Digital Leadership in Adult Social Care will support the development of those working in adult social care in England. The qualification consists of three mandatory units, with a credit value of 12 and a recommended Total Qualification Time of 74 hours including a Guided Learning Hours (GLH) value of 30 hours.

To offer this qualification, a centre must be recognised by LASER. For further information about becoming a recognised centre or working in partnership with a recognised centre please visit **our website**.

Existing recognised centres must be approved to deliver this qualification. Please contact **quality@laser-awards.org.uk** for further information. Full details of all LASER requirements are provided in the LASER Centre Handbook which is also available via our **Quartz Web Portal**.

2. Offering the Qualification

2.1 AIMS AND OBJECTIVES

The aim of the qualification is to provide learners with 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.

2.2 TARGET GROUP

The qualification is approved for learners aged 18 and over. There is no upper age limit.

2.3 ENTRY REQUIREMENTS

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

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

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2.4 DELIVERY

The Department for Health and Social Care have specific delivery requirements for this qualification. Please refer to the **Level 5 Award in Understanding Digital Leadership in Adult Social Care Qualification Specification April 2024** for more details.

2.5 ACHIEVING THE QUALIFICATION

LASER Level 5 Award in Understanding Digital Leadership in Adult Social Care
Qualification Number: 610/6160/8

To achieve the LASER Level 5 Award in Understanding Digital Leadership in Adult Social Care learners must achieve all three mandatory units and a total of 12 credits.

To view the full unit details please see the Unit tab on our **website**.

Each assessment criteria must be evidenced as having been met in order for a learner to achieve a unit. For more detail, please see **Section 3.2**.

2.6 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
LASER Level 5 Award in Understanding Digital Leadership in Adult Social Care	12	30	74

* Total Qualification Time represents an estimate of the total amount of time that a learner could reasonably expect to devote to successfully achieving the qualification. Total Qualification Time (TQT) is made up of Guided Learning hours (GLH) and Additional Hours (AH).

Values for Total Qualification Time (TQT), including guided learning, are calculated by considering the different activities that learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a learner's teacher based on the requirements of an individual learner and/or cohort. Individual learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for total qualification time, including guided learning, are estimates.

Some examples of activities which can contribute to total qualification time include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All guided learning.

Some examples of activities which can contribute to guided learning include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

2.7 LANGUAGE REQUIREMENTS

This qualification is only available in English.

2.8 PROGRESSION OPPORTUNITIES

Learners can progress to higher level qualifications within the health and social care sector.

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3. How the Qualification will be Assessed

3.1 OVERVIEW

The qualification is assessed by the centre and is subject to LASER's requirements for quality assurance. Once approved, centres will have access to documents designed to make the administration and assessment of qualifications simple and efficient.

3.2 ASSESSMENT DESIGN

This qualification is assessed through the development of a portfolio of evidence. The portfolio should comprise a series of tasks devised by the centre, mapped to the assessment criteria. Centres should carefully study the assessment requirements of the individual units and the assessment practice guidance which is available on the **Quartz Web Portal**.

It is recommended that centres that are unfamiliar with setting and delivering internal assessments have their assessments (tasks) externally quality assured by LASER prior to implementation. For centres experienced in internal assessments, it is recommended that assessments (tasks) area internally verified to ensure that they meet the required standards before they are implemented.

LASER's Assessment Definitions are available to approved centres on the **Quartz Web Portal**.

Satisfactory completion of the tasks and compilation of the portfolio will provide evidence that the learner has met the requirements of the qualification.

The centre must assess the learner in terms of whether they have met each unit assessment criteria paying due regard to the assessment guidance provided. All the unit assessment criteria in a unit must be met (and evidenced) before a unit can be deemed achieved. Level 5 Descriptors are provided in **Appendix 1**.

To view the units and assessment criteria, please see the Unit list on our **website**.

Assessment must be valid, reliable and sufficient to meet the outcome, and allow transparent authenticity: this means it must be apparent that evidence produced by a learner is the work of the individual learner, even if they have worked in a group.

Assessed work must be internally quality assured (**See Section 5**).

3.3 RECORD KEEPING

LASER recommends using a Tutor Assessment Planning Sheet as this helps to set out the various tasks, their assessment methods and the evidence needed to be produced, in a simple plan that can be shown to the internal quality assurer and LASER Quality and Curriculum Reviewer. It also allows the assessor to set out the options where more than one assessment method could be used for any one task: this information can then be transferred as required to the Individual Learner Record for each learner, allowing for some different methods to be used for individual learners, if individualised learning is appropriate. These planning sheets can be customised as centres prefer, as long as all essential information is included.

All assessment methods must be suitably evidenced, and templates for assessors' use are available in the Documentation section of the **Quartz Web Portal**. Note particularly the use of a Tutor/Assessor Observation Statement, to be used in conjunction with a list of questions or discussion prompts, or sample recordings, when the methods 'group discussion' or 'oral question and answer' are used.

It is acceptable for the evidence to be held in a mixture of places, for example in a learner file and/or tutor file or on an LMS using a specific learner programme. If this is the case, it must be clear for each learner precisely where the information is held, by using one record sheet such as the Individual Learner Record, and that the evidence is complete. Electronic evidence must be available to LASER Quality and Curriculum Reviewers when requested.

3.4 GRADING

This qualification is graded pass/fail. To achieve the qualification, learners must meet the qualification's Rules of Combination and must successfully pass all required units.

3.5 ARRANGEMENTS FOR LEARNERS WHO REQUIRE REASONABLE ADJUSTMENTS

For information on reasonable adjustments please refer to the LASER policy document '**Access to Fair Assessment**'. This gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

This policy is available within the **Policies and Procedures** section of the LASER website.

3.6 RECOGNISED PRIOR LEARNING

For information on the recognition of prior learning (RPL), please refer to the LASER policy document '**Recognition of Prior Learning (RPL) and Credit Transfer Policy and Procedure**'. This document outlines the definition of RPL and details the type(s) of evidence LASER considers acceptable for recognising prior learning.

This policy is available within the **Policies and Procedures** section of the LASER website.

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4. Tutor/Assessor/Internal Quality Assurer Requirements

LASER recommends tutors, assessors, and internal quality assurers have experience in these roles and either have or be working towards a relevant teaching/assessing/quality assurance qualification. Tutors and assessors delivering the LASER Level 5 Award in Understanding Digital Leadership in Adult Social Care should have current adult social care competency at Level 5 with emphasis and evidence of leading and managing an adult social care service.

In addition, the Department of Health and Social Care expects all individuals involved in the assessment process (including those delivering learning, assessors and IQAs) to actively develop, enhance, and maintain their competence, with a particular focus on the development and use of technology within the adult social care sector. This should be achieved through targeted Continuous Professional Development (CPD) activities prior to delivery. Centres are encouraged to create an initial CPD plan to support and structure this development.

As a minimum, the Department expects all those involved to have knowledge and a practical understanding of the content and resources within the Digital Skills Framework for Adult Social Care. Further information about the framework can be accessed here:

- **Digital Skills Framework (skillsforcare.org.uk)**
- **Digital Skills Framework | Digitising Social Care**

The Adult Social Care Digital Skills Framework is a resource that helps people working in adult social care to understand and develop the digital skills they need. It includes seven themes which relate to effective digital working:

- Theme 1: Using technology to support person-centred care
- Theme 2: Technical skills for using technology
- Theme 3: Communicating through technology
- Theme 4: Using and managing data
- Theme 5: Being safe and secure online
- Theme 6: Ethical use of technology
- Theme 7: Digital learning, development, and wellbeing

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 provide 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.

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5. Quality Assurance of the Qualification

Approved centres must implement the internal quality assurance arrangements detailed in the **LASER Centre Handbook**. To access this simply log on to the **Quartz Web Portal**. The LASER Quality and Curriculum Reviewer will regularly monitor compliance with these requirements. The LASER Quality and Curriculum Reviewer will report on the progress of any agreed actions for quality improvement.

In brief, centres delivering LASER qualifications must have internal quality assurance systems to underpin the delivery of the qualification. Internal quality assurance is the process by which the centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings, to ensure consistency and fairness. It involves two key processes: verification and standardisation and is done by one or more internal quality assurers.

Systems do vary between centres according to their particular situation, for example practices that work in a large centre are not necessarily effective in a smaller one. However, there must be:

- an appropriate quality assurance system in place, and
- evidence the system is implemented effectively.

The outcome of the internal quality assurance process is the Recommendation for the Award of Credit to learners (RAC). There are two ways credit can be awarded to learners: by a LASER Quality and Curriculum Reviewer, or by Direct Claims Status (DCS), see 5.1.

5.1 DIRECT CLAIMS STATUS (DCS)

Direct Claims Status (DCS) can be awarded when a centre has one or more Approved Internal Quality Assurers (AIQA) for the appropriate sector or course(s). These centres can claim the award of credit directly from LASER. An application for **Direct Claims Status** must be made by the individual holding AIQA status and must show evidence of good verification practice at the centre for which the application is made. When an AIQA leaves an organisation, when as AIQA leaves an organisation, DCS is not automatically transferred to any new centre. A new application must be made in conjunction with the new centre. Similarly, AIQA status is not transferrable to another member of staff within the same centre. If the centre wishes to retain DCS, it must apply for a new AIQA to maintain this status.

AIQA and DCS status is monitored by LASER's Quality and Curriculum Reviewer and can be withdrawn by LASER at any time if quality systems are not effective.

5.2 STANDARDISATION

LASER holds standardisation events to make sure there is consistent application of assessment. Centres are required to contribute to LASER's programme of standardisation and also to carry out appropriate internal standardisation.

Standardisation events make sure comparable standards are being achieved year on year, and there is a consistency of delivery and assessment across centres. Quality and Curriculum Reviewers will liaise with centres to have samples of learners' work submitted and used for standardisation events.

Quality and Curriculum Reviewers, or AIQAs where in place, will identify samples of learners' work to retain and submit for standardisation events.

Standardisation activities also include opportunities for networking and sharing of resources, together with information about new or replacement units. Centres are recommended to attend these meetings, in addition to centre visits by Quality and Curriculum Reviewers.

WHEN SHARED UNITS ARE USED

Where units are common to other awarding organisations' qualifications, LASER will work collaboratively to make sure standardisation requirements as set out in the Regulated Qualifications Framework (RQF) and Ofqual's General Conditions of Recognition are met.

5.3 RETAINING EVIDENCE

For all qualifications, centres must retain complete and accurate records of assessment and IQA for at least three years from the end of the academic year to which they relate. These records must be made available to LASER and/or Ofqual on request.

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Appendix 1: Ofqual Level Descriptors Level 5

LEVEL	KNOWLEDGE DESCRIPTOR (THE HOLDER...)	SKILLS DESCRIPTOR (THE HOLDER CAN...)
Level 5	Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.

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Appendix 2: Unit List

Please click below for the unit content:

LASER Level 5 Award in Understanding Digital Leadership in Adult Social Care	OFQUAL CODE: 610/6160/8	›

As well as consulting this document, providers must also check LASER's essential information regarding the availability of all LASER's qualifications and units, including withdrawal notifications. LASER's 'Qualification and Unit Announcements' are available on our website.

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Appendix 3: Guidance – Document References

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

FROM LO1 GUIDANCE, (AC 1.1 AND 1.2):

The references below contain additional background reading and documentation (including strategic documents and statutory guidance) that can support with wider contextual knowledge for Learning Outcome 1.

NHS, '10 Year Health Plan for England: fit for the future', July 2025
https://www.longtermplan.nhs.uk

NHS England Transformation Directorate, 'Buyer's Guide to AI', September 2020
A buyer's guide to artificial intelligence in health and care - NHS England Digital

NHS England Transformation Directorate, 'What Good Looks Like Framework', October 2021 (last updated)
What Good Looks Like framework - What Good Looks Like - NHS Transformation Directorate

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

Department of Health and Social Care, 'The Goldacre Review - Better, Broader, Safer: Using Health Data for Research and Analysis', April 2022
Better, broader, safer: using health data for research and analysis - GOV.UK

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
Data saves lives: reshaping health and social care with data - GOV.UK

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

Department for Digital, Culture, Media & Sport, 'Data: a new direction - government response to consultation', June 2022
Data: a new direction - government response to consultation - GOV.UK

Central Digital & Data Office, 'Transforming for a digital future: 2022 to 2025 roadmap for digital and data', September 2023
Transforming for a digital future: 2022 to 2025 roadmap for digital and data - updated September 2023 - GOV.UK

Department for Digital, Culture, Media & Sport, 'The UK Digital Strategy', October 2022
UK Digital Strategy - GOV.UK

Department for Education / Department of Health & Social Care / Ministry of Justice / Welsh Government, 'LPS implementation: draft LPS National Minimum Data Set (England)', June 2022
LPS implementation: draft LPS National Minimum Data Set (England) - GOV.UK

Department of Health & Social Care, 'A plan for digital health and social care', June 2022
A plan for digital health and social care - GOV.UK

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
Consultation on the future regulation of medical devices in the United Kingdom - GOV.UK

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
Establishing a pro-innovation approach to regulating AI - GOV.UK

Department of Health and Social Care, 'Our Plan for Patients', September 2022
Our plan for patients - GOV.UK

Department of Health and Social Care, 'Secure Data Environment for NHS Health and Social Care Data - Policy Guidelines', December 2022
Secure data environment for NHS health and social care data - policy guidelines - GOV.UK

Department of Health and Social Care, 'Adult Social Care Provider Information Provisions: guidance for providers on data enforcement', July 2023
Adult social care provider information provisions: guidance for providers on data enforcement - GOV.UK

Department of Health and Social Care, 'England Rare Diseases Action Plan 2023: main report', July 2023
England Rare Diseases Action Plan 2023: main report - GOV.UK

Department of Health and Social Care, 'Medical Technology Strategy', April 2024
Medical technology strategy - GOV.UK

Department of Health and Social Care, 'A Cyber Resilient Health and Adult Social Care System in England: Cyber Security Strategy to 2030', March 2023
A cyber resilient health and adult social care system in England: cyber security strategy to 2030 - GOV.UK

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', May 2023
Commercial clinical trials in the UK: the Lord O'Shaughnessy review - final report - GOV.UK

Department of Health and Social Care, 'Next Steps to Put People at the Heart of Care', April 2023
Next steps to put People at the Heart of Care - GOV.UK

Department of Health and Social Care, 'Data Access Policy Update: Proposed Draft', October 2023
Data access policy update: proposed draft - GOV.UK

Department of Health and Social Care, 'Care Data Matters: A Roadmap for Better Data for Adult Social Care', December 2023
Care data matters: a roadmap for better adult social care data - GOV.UK

Department of Health and Social Care, 'NHS England's Protection of Patient Data', May 2023
NHS England's protection of patient data - GOV.UK

REGULATIONS (RESEARCH AND INNOVATION):

UK Intellectual Property Office (UKIPO), 'Intellectual Property and investment in AI', July 2022
Intellectual property and investment in Artificial Intelligence - GOV.UK

Department for Science, Innovation and Technology / Office for Artificial Intelligence / Department for Digital, Culture, Media & Sport / Department for Business, Energy & Industrial Strategy, 'National AI Strategy', December 2022
National AI Strategy - GOV.UK

Department for Science, Innovation and Technology, 'Science and Technology Framework', April 2025
Science and Technology Framework - GOV.UK

Medicines and Healthcare Products Regulatory Agency (MHRA), 'Large Language Models and software as a medical device', March 2023
Large Language Models and software as a medical device – MedRegs

Department for Science, Innovation and Technology / Office for Artificial Intelligence, 'A pro-innovation approach to AI regulation', June 2023
A pro-innovation approach to AI regulation - GOV.UK

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

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Appendix 4: Terms and Definitions

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

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 peoples' 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.
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).
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.

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