

Unit Title: The Use Of Technology And Data In Adult Social Care  
 Unit Level: Level 5  
 Unit Credit Value: 5  
 GLH: 14  
 LASER Unit Code: WJH987  
 Ofqual Unit Code: D/651/7234

This unit has 4 learning outcomes.

Learning Outcome (The Learner will):		Assessment Criteria (The Learner can):		Assessment Guidance
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.	<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"> <li>• People at the Heart of Care (2021)</li> <li>• A Plan for Digital Health and Social Care (2022)</li> <li>• Data Saves Lives (2022)</li> <li>• Health and Care Act (2022)</li> <li>• Transforming for a Digital Future (2022)</li> <li>• Digital Skills Framework (2023)</li> <li>• CQC Guidance (Information, Records &amp; Technology) (2023)</li> <li>• Cybersecurity Strategy for Health and Social Care to</li> </ul>

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			<p>2030 (2023)</p> <p>Key drivers, enablers and priorities could include:</p> <ul style="list-style-type: none"> <li>• improvements in the quality of care and care outcomes</li> <li>• digitisation in adult social care</li> <li>• local authorities and their wider digitisation strategy</li> <li>• integrated care systems and improved data sharing and interoperability</li> <li>• developing a highly skilled workforce that can implement new technologies and address emerging challenges (e.g., AI)</li> <li>• cybersecurity.</li> </ul> <p>Please see the 'References' section in our specification for a wider list of documentation and background reading for learners that can supplement this guidance.</p>
<p><b>2.</b> Understand how technology and the use of data benefits people and the quality of care they receive.</p>	<p>2.1</p>	<p>Identify what technology is important and beneficial to the delivery of care.</p>	<ul style="list-style-type: none"> <li>• Learners can reference technology that can benefit people's quality of life, the quality of their care, and the provision of their care.</li> <li>• Examples of technology that can benefit people's quality of life can include:               <ul style="list-style-type: none"> <li>○ wearable and acoustic technologies</li> <li>○ devices that can remind or notify people of events and information</li> <li>○ smart home technologies</li> <li>○ communication technologies</li> <li>○ GPS tracking</li> <li>○ equipment to aid mobility</li> <li>○ assistive technologies (to support people with accessibility requirements in accessing information and</li> </ul> </li> </ul>

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			<p>services)</p> <ul style="list-style-type: none"> <li>○ access to the internet and web browser software</li> <li>○ smartphone applications.</li> </ul> <ul style="list-style-type: none"> <li>● Examples of technology that can benefit people’s quality of care can include:               <ul style="list-style-type: none"> <li>○ technologies worn by staff</li> <li>○ telecare</li> <li>○ diagnostic tools</li> <li>○ digital care records</li> <li>○ electronic care plans.</li> </ul> </li> <li>● Examples of technology that can benefit people’s provision of care can include               <ul style="list-style-type: none"> <li>○ rota and care management systems</li> <li>○ databases</li> <li>○ business software</li> <li>○ AI and robotics.</li> </ul> </li> </ul>
	2.2	Outline the value and importance of the types of data that are stored, processed and shared within your organisation.	<p>Learners could differentiate the data items held to support the delivery of care. Examples can include:</p> <ul style="list-style-type: none"> <li>● demographic and personal details</li> <li>● contact details</li> <li>● medical history</li> <li>● medications</li> <li>● allergies</li> <li>● capacity</li> <li>● power of attorney</li> <li>● care plans and assessments.</li> </ul> <p>The learner can also raise how data can provide useful insights and intelligence for improving care delivery.</p>

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	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.	<p>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<sup>1</sup> or in their own home.</p> <p>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.</p>
<p><b>3.</b> Understand the role of data protection, safeguarding and ethical practice when using technology in the delivery of care.</p>	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.	<p>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.</p> <p>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.</p>
	3.2	Explain how the use of technology can support the autonomy, empowerment and choices of people accessing care.	<p>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.</p>

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	3.3	Analyse potential risks presented by the use of technology and sharing of data in the delivery of care.	<p>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.</p> <p>Examples could include exposure to online content or interactions which could cause psychological harm, such as cyberbullying or inappropriate material.</p> <p>There could also be the risks of exploitation, fraud and identity theft.</p> <p>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.</p> <p>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.</p>
	3.4	Propose ways to identify, manage and address these risks.	<p>These issues could be managed either through finding alternative technology solutions, or non-technological solutions. Learners may wish to provide case examples or illustrations.</p> <p>There can be reference to risk management processes to identify, manage and mitigate/resolve risks.</p>
4.	Understand the legal requirements and governance	4.1 Explain the value and importance of processes in place to meet legal responsibilities and data	This can include reference to CQC regulations and key lines of enquiry, and reporting requirements in how social care data is

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of data within your organisation.		governance requirements.	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).
	4.2	Describe the actions and procedures required in the event of a data breach, and the different roles involved.	<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 &amp; 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>

Additional Information:

<sup>1</sup>Reference to ‘care setting’ may include the home of an individual accessing care. For a definition of ‘care setting’, please see Appendix 4 of the Qualification Specification.