

Unit Title: Leading Change, Learning And Improvement In Adult Social Care
 Unit Level: Level 5
 Unit Credit Value: 4
 GLH: 11
 LASER Unit Code: WJH989
 Ofqual Unit Code: A/651/7233

This unit has 4 learning outcomes.

Learning Outcome (The Learner will):		Assessment Criteria (The Learner can):		Assessment Guidance
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.	Challenges to the uptake of technology within a care setting or within a person's home could include: <ul style="list-style-type: none"> • 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

Learning Outcome (The Learner will):		Assessment Criteria (The Learner can):		Assessment Guidance
2.	Understand how to lead a positive digital learning environment and provide opportunities for staff to build their digital skills, confidence and wellbeing.			<ul style="list-style-type: none"> existing knowledge, skills & capabilities accessibility (people may have learning or sensory impairments that make it difficult for them to access or benefit from the use of technology) technological (existing technology may not be compatible with new technology, and an organisation may be limited and constrained to a particular group of compatible technologies or 'product stack').
		1.2	Assess how the organisation can overcome these challenges and the role of a leader in providing assurance, direction and support.	This could include an action plan and risk assessment, with an explanation on how the learner is drawing on information to overcome identified challenges.
		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.	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.
		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).	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.

Learning Outcome (The Learner will):		Assessment Criteria (The Learner can):		Assessment 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.	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 champions', please see Appendix 4 in the qualification specification
		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.	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 Appendix 4 in the qualification specification.
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.	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): <ul style="list-style-type: none"> • internal staff • people accessing care and support • family members and carers of people accessing care and support

Learning Outcome (The Learner will):		Assessment Criteria (The Learner can):		Assessment Guidance
				<ul style="list-style-type: none"> • other care organisations • integrated care systems • local authorities.
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.	<p>This answer can include reference to an iterative cycle of development, where technology is implemented, reviewed and then further developed in line with feedback and changing outcomes and requirements.</p> <p>Learners can explain how different stakeholders are feeding back into the technology that is being used.</p> <p>There should be detail in how data being collected is being used to improve performance, and an appraisal of the current benefits of technology for person-centred care (against performance metrics and indicators) to determine if further changes and improvements are needed.</p>

Additional Information:

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.