

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Assistive Technology and Digital Care

Unit Reference Number: T/652/0813

Level: Three (3)

Credit Value: Five (5)

Minimum Guided Learning Hours: 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the role of assistive technology and digital systems in adult care	1.1 Explain what is meant by assistive technology and digital care systems
	1.2 Describe how assistive technology and digital systems can support individuals' care, safety and wellbeing
	1.3 Evaluate the effectiveness of assistive technology and digital systems in supporting care
2. Know how to use assistive technology to promote independence and choice	2.1 Describe how to support individuals to use assistive technology in ways that promote independence
	2.2 Analyse how to balance the use of technology with individuals' rights, preferences and consent
3. Know how to promote digital inclusion and online safety	3.1 Describe how to support individuals to develop confidence in using digital tools where appropriate
	3.2 Describe how to apply online safety principles when supporting individuals to use digital technologies
	3.3 Explain how to use digital systems in line with legal, organisational and ethical requirements
	3.4 Describe how to maintain confidentiality and data security when using digital systems

Indicative Content

LO1	<p>AC1.1</p> <p>The definition of assistive technology, including tools and devices that:</p> <ul style="list-style-type: none">• Support independence, safety and wellbeing• Reduce barriers caused by physical, sensory or cognitive needs <p>The meaning of digital care systems, including:</p> <ul style="list-style-type: none">• Electronic care planning systems• Digital Social Care Records (DSCRs)• Remote monitoring and communication platforms <p>Examples of assistive technology and digital systems, such as:</p> <ul style="list-style-type: none">• Smart home technology• Falls sensors and alarms• GPS tracking devices• Medication reminders and prompts• Communication aids and apps <p>The role of technology in modern adult social care practice</p> <p>AC1.2</p> <p>How assistive technology can:</p> <ul style="list-style-type: none">• Promote independence and autonomy• Reduce risk and enhance safety• Support daily living activities <p>The benefits of digital systems for:</p> <ul style="list-style-type: none">• Accurate and up-to-date care records• Coordinated and personalised care• Improved communication between professionals <p>How technology supports wellbeing by:</p> <ul style="list-style-type: none">• Enabling social connection• Supporting reassurance and confidence• Allowing timely responses to changes in need <p>AC1.3</p> <p>How to evaluate whether technology:</p> <ul style="list-style-type: none">• Meets individual needs and outcomes• Is being used as intended <p>Considering factors such as:</p> <ul style="list-style-type: none">• Ease of use and accessibility• Reliability and accuracy• Impact on quality of care and independence <p>Gathering feedback from:</p> <ul style="list-style-type: none">• Individuals• Families, carers and professionals <p>Reviewing and adapting technology use where:</p> <ul style="list-style-type: none">• Needs change• Outcomes are not being achieved
LO2	<p>AC2.1</p> <p>Supporting individuals to:</p> <ul style="list-style-type: none">• Understand how technology works• Use technology confidently and safely <p>Promoting independence through:</p> <ul style="list-style-type: none">• Encouraging self-management• Reducing reliance on others where appropriate

	<p>Adapting support to:</p> <ul style="list-style-type: none"> • Individual abilities • Communication preferences • Cultural or personal values <p>Reviewing how technology supports daily living and independence</p> <p>AC2.2</p> <p>The importance of:</p> <ul style="list-style-type: none"> • Informed consent when introducing or using technology • Respecting individual preferences and choices <p>Mental capacity considerations, including:</p> <ul style="list-style-type: none"> • Supporting decision-making • Best-interest decisions where required <p>Balancing:</p> <ul style="list-style-type: none"> • Safety and risk • Privacy, dignity and autonomy <p>Avoiding over-reliance on technology where it may:</p> <ul style="list-style-type: none"> • Restrict freedom • Reduce human interaction
LO3	<p>AC3.1</p> <p>What is meant by digital inclusion</p> <p>Barriers to digital engagement, including:</p> <ul style="list-style-type: none"> • Lack of confidence • Limited access or skills <p>Supporting individuals by:</p> <ul style="list-style-type: none"> • Providing step-by-step guidance • Using accessible devices and formats • Encouraging gradual learning <p>Recognising when digital tools are:</p> <ul style="list-style-type: none"> • Appropriate • Not suitable for an individual <p>AC3.2</p> <p>Key online safety principles, including:</p> <ul style="list-style-type: none"> • Protecting personal information • Safe use of communication platforms and social media <p>Recognising online risks, such as:</p> <ul style="list-style-type: none"> • Scams and fraud • Cyberbullying • Inappropriate content or contacts <p>Supporting individuals to:</p> <ul style="list-style-type: none"> • Make informed choices online • Balance benefits and risks <p>AC3.3</p> <p>Legal requirements for digital systems, including:</p> <ul style="list-style-type: none"> • Data protection legislation <p>Organisational policies on:</p> <ul style="list-style-type: none"> • Use of digital care records • Digital communication and technology <p>Ethical considerations, including:</p> <ul style="list-style-type: none"> • Respect for autonomy • Transparency and accountability

Professional responsibilities when using digital systems

AC3.4

What is meant by confidentiality and data security

Safe practices, including:

- Secure passwords and access controls
- Appropriate device use
- Logging out of systems

Preventing and responding to data breaches

Understanding the consequences of poor data handling for:

- Individuals
- Organisations
- Workers

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care and Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate assessment evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for the unit.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations of validity and authenticity.

Assessment evidence may be drawn from a range of methods, selected to ensure validity, reliability and sufficiency, and may include, but is not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating the application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (for example: policies, procedures, care plans, risk assessments, audits or reports)
- Witness testimony from managers, colleagues or other relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate and permitted.

Where learning outcomes require demonstration of competence or practical skills, direct observation of practice must form the primary source of evidence. Observation should normally take place in person within the learner's work setting, unless otherwise permitted by awarding organisation guidance.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence:

- is fit for purpose
- reflects the learner's role, responsibilities and level of autonomy
- demonstrates both knowledge and effective practice, where required by the unit.

Evidence must clearly relate to the learner's own practice and must not rely solely on hypothetical, simulated or generic examples unless explicitly permitted.

Confidential, sensitive or personal information must not be included in learner portfolios. Where such information is relevant, evidence must be anonymised, summarised or referenced in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified and occupationally competent assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.