

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Digital Leadership and Transformation in Adult Social Care

Unit Reference Number: R/652/0859

Level: Five (5)

Credit Value: 10

Minimum Guided Learning Hours: 55

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the role of digital leadership in adult social care	1.1 Analyse national, local and organisational drivers for digital transformation
	1.2 Evaluate the benefits of digital technologies for individuals, staff and services
	1.3 Analyse risks and ethical considerations associated with digital technologies
2. Be able to lead digital transformation in own service	2.1 Develop a digital improvement plan aligned to organisational strategy and regulatory requirements
	2.2 Lead engagement with staff and stakeholders to support digital change
	2.3 Monitor implementation and address barriers to adoption
3. Be able to ensure safe, lawful and effective digital practice	3.1 Lead implementation of information governance, data protection and cyber security arrangements
	3.2 Respond appropriately to digital incidents or data breaches
	3.3 Review digital systems to ensure ongoing compliance and effectiveness

Indicative Content	
LO1	AC1.1 <ul style="list-style-type: none"> National policy and strategy for digital transformation in adult social care Adult social care reform agendas and digital priorities

	<ul style="list-style-type: none"> • Integrated Care Systems (ICS) and system-wide digital ambitions • Local authority and commissioning drivers for digital change • Digital Social Care Records, interoperability and information sharing • Organisational drivers including efficiency, quality, safety and sustainability • Leadership responsibility for aligning service strategy to system-wide digital direction <p>AC1.2</p> <ul style="list-style-type: none"> • Digital technologies that support person-centred and outcomes-based care • Assistive technology and technology-enabled care, including AI-enabled monitoring • Digital tools that improve communication, coordination and continuity of care • Workforce benefits, including efficiency, flexibility and access to information • Impact of digital solutions on quality, safety and risk management • Contribution of digital innovation to service sustainability and resilience • Evaluating benefits using feedback, outcomes and performance data <p>AC1.3</p> <ul style="list-style-type: none"> • Digital exclusion, accessibility and equality considerations • Applying consent, proportionality and best-interest principles when using digital and assistive technology • Ethical considerations in monitoring, data analytics and AI-enabled systems • Data protection, privacy and confidentiality risks • Balancing innovation with safeguarding, dignity and human rights • Leadership accountability for ethical decision-making in digital transformation
LO2	<p>AC2.1</p> <ul style="list-style-type: none"> • Assessing digital maturity and readiness within the service • Aligning digital improvement plans with organisational strategy and regulatory expectations • Identifying priorities for digital transformation • Resource planning, investment, capacity and timescales • Identifying risks, dependencies and mitigation actions • Defining success measures, outcomes and benefits realisation • Governance arrangements and leadership oversight of digital plans <p>AC2.2</p> <ul style="list-style-type: none"> • Identifying key stakeholders, including individuals, families, staff and partners • Communicating the purpose, benefits and impact of digital change • Workforce capability mapping and skills development needs • Training, coaching and support approaches • Addressing resistance, anxiety and confidence issues • Promoting co-production and inclusion in digital change initiatives • Leadership behaviours that build engagement and trust <p>AC2.3</p> <ul style="list-style-type: none"> • Monitoring progress, uptake and use of digital systems

	<ul style="list-style-type: none"> • Identifying technical, cultural and capability barriers to adoption • Using feedback and performance data to inform adjustments • Supporting staff through structured change management approaches • Reviewing impact on practice, workflows and outcomes • Adapting plans to ensure sustainability and effective use of digital solutions
LO3	<p>AC3.1</p> <ul style="list-style-type: none"> • Principles of information governance in adult social care • Data protection legislation and GDPR requirements • Data Security and Protection Toolkit (DSPT) • Cyber security risks, controls and incident prevention • Policies, procedures and staff training requirements • Leadership accountability for digital governance and assurance <p>AC3.2</p> <ul style="list-style-type: none"> • Types of digital incidents and data breaches • Incident identification, reporting and escalation procedures • Containment, mitigation and recovery actions • Communication with regulators, individuals and stakeholders • Business continuity considerations • Leadership decision-making during digital incidents • Learning from incidents to strengthen systems and practice <p>AC3.3</p> <ul style="list-style-type: none"> • Regular review and audit of digital systems • Ensuring ongoing compliance with legal, regulatory and contractual requirements • Evaluating effectiveness, usability and outcomes of digital solutions • Monitoring staff compliance and confidence • Governance oversight, reporting and assurance arrangements • Continuous improvement through lessons learned and innovation

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care & 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 evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for each unit.

AC2.1 - Digital improvement plans should include identified risks, success measures, workforce training requirements and governance arrangements.

AC3.3 – Evidence should demonstrate regular review of digital systems for compliance, effectiveness and continuous improvement.

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.

Assessment evidence may include a range of methods, selected to ensure validity and reliability, including but not limited to:

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

Where learning outcomes require demonstration of competence, direct observation of practice should form the primary source of evidence. Observation should normally take place in person in the learner's work setting.

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 and level of responsibility, and demonstrates both knowledge and effective practice, where required.

Evidence must be clearly attributable to the learner and reflect their role, responsibilities and level of autonomy within the adult social care setting.

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

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