



Qualification Specification

ProQual Level 5 Award in Understanding Digital Leadership in Health and Social Care

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Introduction

The ProQual Level 5 Award in Understanding Digital Leadership in Adult Social Care provides a nationally recognised qualification for those currently working in the health and social care sector.

It is acknowledged that technology and data can improve the lives of people accessing care and support. Recent research shows that to drive digitisation, adult social care managers and leaders want, or need more support with:

- Identifying and implementing technologies.
- Researching and reviewing technologies to enable making informed decisions relating to improved care delivery (investment vs impact).
- Guidance to help with change management and upskilling of staff.

The aims of this qualification are:

- To give adult social care leaders and managers greater confidence and capability to lead the use of technology in the delivery of care.
- To improve the quality of life and outcomes for people who draw on care and support.
- To 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 awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 5 Award in Understanding Digital Leadership in Adult Social Care
Qualification Number:	610/5738/1
Level:	5
Total Qualification Time (TQT):	120 12 Credits
Guided Learning Hours (GLH):	40
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	12/05/2025
Qualification Review Date:	12/05/2028

Learner Profile

Candidates for this qualification must hold a Level 3 qualification, and centres should satisfy themselves that candidates are ready to study at Level 5.

Candidates for this qualification should be employed in a senior role within the adult care sector in which they are able to demonstrate leadership, be able to introduce the use of technology in the delivery of care and improve outcomes for people who draw on care and support.

Job roles that would be suitable for this qualification may include:

- Adult social care managers (both registered and not registered).
- Senior social care practitioners.
- Operational and senior managers.
- Regulated professionals.
- External roles such as local authority commissioners.

Centres should be aware that the list above is not exhaustive.

Candidates must be **at least** 18 years old on the day that they are registered with ProQual. Centres are reminded that no assessment activity should take place until a candidate has been registered.

Candidates who complete this qualification may wish to progress onto other qualifications within ProQual's Health and Social Care Suite.

Qualification Structure

This qualification consists of **3** mandatory units. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
H/651/6057	The Use of Technology and Data in Adult Social Care	5	30	10
J/651/6058	Implementing Technology in Adult Social Care	5	30	10
K/651/6059	Leading Change, Learning, and Improvement in Adult Social Care	5	60	20

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

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

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.
(Suitable for assessment taking place in a working salon only.)
- ProQual Level 3 Award in Assessing Vocational Achievement.
(Suitable for assessment taking place in a simulated training environment only.)

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

All those involved with the assessment process, including assessors and IQAs should further apply effort to develop, enhance and confirm their competence with specific focus on the development and use of technology in the adult social care sector through continual professional development (CPD) activity prior to delivery. An initial CPD plan could be created to support this. As a minimum and initial foundation, it is expected that those involved will have knowledge and practical understanding of the content and resources from the Digital Skills Framework for Adult Social Care.

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, for example:

- 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 provides 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, such as 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.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:		The Use of Technology and Data in Adult Social Care		Level:	5
Unit Number:		H/651/6057	TQT:	30	GLH: 10
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
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.		
		1.2	Analyse how key drivers, enablers and priorities affect the use of technology and data within adult social care organisations.		
2	Understand how technology and the use of data benefits people and the quality of care they receive.	2.1	Identify what technology is important and beneficial to the delivery of care.		
		2.2	Outline the value and importance of the types of data that are stored, processed and shared within your organisation.		
		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.		

3	Understand the role of data protection, safeguarding and ethical practice when using technology in the delivery of care.	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.
		3.2	Explain how the use of technology can support the autonomy, empowerment and choices of people accessing care.
		3.3	Analyse potential risks presented by the use of technology and sharing of data in the delivery of care.
		3.4	Propose ways to identify, manage and address these risks.
4	Understand the legal requirements and governance of data within your organisation.	4.1	Explain the value and importance of processes in place to meet legal responsibilities and data governance requirements.
		4.2	Describe the actions and procedures required in the event of a data breach, and the different roles involved.

Guidance for Assessors

For **learning outcome one**, candidates 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.

Current policy and legislation may include:

- People at the Heart of Care (2012)
- A Plan for Digital Health and Social Care (2022)
- Data Saves Lives (2022)
- Health and Care Act (2022)
- Transforming for a Digital Future (2022)
- Digital Skills Framework (2023)
- CQC Guidance (Information, Records and Technology) (2023)
- Cybersecurity Strategy for Health and Social Care to 2030 (2023)

Key drivers, enablers and priorities may include:

- Improvements in the quality of care and care outcomes.
- Digitisation in adult social care.
- Local authorities and their wider digitisation strategy.
- Integrated care systems and improved data sharing and interoperability.
- Developing a highly skilled workforce that can implement new technologies and address emerging challenges, such as AI.
- Cybersecurity.

For **assessment criteria 2.1**, candidates should reference technology that can benefit people's quality of life, the quality of their care, and the provision of their care.

Examples of technology that can benefit people's quality of life may include:

- Wearable and acoustic technologies.
- Devices that can remind or notify people of events and information.
- Smart home technologies.
- Communication technologies.
- GPS tracking.
- Equipment to aid mobility.
- Assistive technologies that support people with accessibility requirements in accessing information and services.
- Access to the internet and web browser software.
- Smartphone applications.

Examples of technology that can benefit people's quality of care may include:

- Technologies worn by staff.
- Telecare.
- Diagnostic tools.
- Digital care records.
- Electronic care plans.

Examples of technology that can benefit people's provision of care may include:

- Rota and care management systems.
- Databases.
- Business software.
- AI and robotics.

For **assessment criteria 2.2**, candidates should differentiate the data items held to support the delivery of care. Examples may include:

- Demographic and personal details.
- Contact details.
- Medical history.
- Medications.
- Allergies.
- Capacity.
- Power of attorney.
- Care plans and assessments.

The candidate may also raise how data can provide useful insights and intelligence for improving care.

For **assessment criteria 2.3**, candidates 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 or in their own home.

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.

For **assessment criteria 3.1**, candidates should 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.

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.

For **assessment criteria 3.2**, candidates should 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.

For **assessment criteria 3.3**, candidates should 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.

Examples could include exposure to online content or interactions which could cause psychological harm, such as cyberbullying or inappropriate material.

There could also be the risks of exploitation, fraud and identity theft.

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. 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.

For **assessment criteria 3.4**, candidates should understand that these issues could be managed either through finding alternative technology solutions, or non-technological solutions. Candidates may wish to provide case examples or illustrations.

There can be reference to risk management processes to identify, manage and mitigate/resolve risks.

For **assessment criteria 4.1**, candidates should include reference to CQC regulations and key lines of enquiry, and reporting requirements in how social care data is 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).

For **assessment criteria 4.2**, there is an expectation that candidates 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 & Protection Lead in their organisation. 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. There should be an understanding of how a breach impacts different stakeholders, including people accessing care and support, their families, staff etc.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions. Centres should plan and devise their own accessible assessment tasks and ensure that learners can flexibly apply their knowledge to relevant scenarios and situations. A range of assessment methods should be used, as appropriate, and may include:

- Question and answer.
- Professional discussion.
- Statements or reflective accounts.
- Self-assessment activities.
- Case study preparation.
- Work-based project.
- Research project.
- Case study outcomes.
- Presentations.
- Assignments.
- Essays.

The knowledge demonstrated by the candidates should show relevance within the real work environment. Achievement of a work based product is encouraged as a summative assessment method which is central and linear to the qualification outcomes and compliments other assessment methods used to evidence requirements. An example of this could be how the learner incorporates learning to achieve plans to introduce technology in the adult social care workplace.

Title:		Implementing Technology in Adult Social Care		Level:	5
Unit Number:		J/651/6058	TQT:	30	GLH: 10
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know how to plan, assess and select new technology for use within a care setting.	1.1	Identify the key benchmarks, outcomes and success factors that needs to be measured when introducing new technology within a care setting.		
		1.2	Distinguish the factors you need to consider when planning to embed digital technology within a care setting.		
		1.3	Identify the key stakeholders and decision-makers involved in the planning and selection of technology.		
		1.4	Describe how you would consult and engage with your stakeholders to inform implementation.		
		1.5	Explain the processes for how you would assess and select technology to meet your organisation's informational and service requirements.		
2	Understand how external relationships influence the delivery and ongoing use of technology.	2.1	Assess how good relationships with external organisations could support innovation, planning, introduction and ongoing use of technology within a care setting.		

Guidance for Assessors

For **assessment criteria 1.1**, successful outcomes with the use of technology could be measured quantifiably such as through increased volume of data and user traffic, but also qualitatively through discussions and testimonials with staff and people accessing care over how technology has improved their experiences and quality of life.

Examples of success factors may include:

- A demonstrable increase in the volume and use of digital information involved in the delivery of a person's care.
- People accessing care being able to contact family and friends more frequently or take up new social or work opportunities because of increased use of the internet and communications technologies.
- Improved access and uptake in the use of technology by people who may have accessibility requirements in their ability to use technology.

For **assessment criteria 1.2, factors** may include:

- Electrical lines.
- Phone lines.
- Internet connectivity.
- Existing technology and its compatibility.
- Existing commercial arrangements, such as what license or service agreements are in place for existing technology.
- Data requirements for service delivery.
- Internal and external data reporting and sharing with other organisations.
- Data protection requirements.

Care setting means a location where care is being provided. Care settings can include nursing or residential homes, supported accommodation, day centres or peoples' own homes.

For **assessment criteria 1.3, stakeholders** may include:

- People accessing services.
- Technology suppliers.
- Local authorities and commissioners.
- Health practitioners.
- Regulatory bodies.
- Carers and family members of people accessing care.

For **assessment criteria 1.4**, candidates should illustrate how a digital leader would capture the stakeholder needs to establish the specifications of technology to be selected and/or inform implementation. This could include stakeholder mapping, strengths/weaknesses/opportunities/threats (SWOT), cost/benefit analysis, options appraisals, understanding accessibility requirements, and other needs gathering exercises.

For **assessment criteria 1.5**, candidates should include reference to tendering and procurement processes for the review and selection of technology products and services. It can include analysis and appraisal of options against requirements and technical specifications, and how decisions are informed, fair and transparent.

There needs to be consideration of how solutions are sustainable, and potential exit strategies if there are dependencies on particular areas or types of technology. There should be emphasis on proper understanding of terms and conditions within a contract, including additional charges and arrangements concerning the access of data, and exit clauses, such as to avoid vendor "lock-in".

For **assessment criteria 2.1**, candidates should include detail on how to manage different stakeholders, and the development of networks or communities of practice to support innovation and planning around new technology, and to influence or negotiate an organisation's technology strategy. It could reference integrated care systems.

There needs to be emphasis that relationships with suppliers involve mutual understanding of business and services being provided, and the current level of digital maturity within the care setting.

Digital maturity, in this context, means 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.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions. Centres should plan and devise their own accessible assessment tasks and ensure that learners can flexibly apply their knowledge to relevant scenarios and situations. A range of assessment methods should be used, as appropriate, and may include:

- Question and answer.
- Professional discussion.
- Statements or reflective accounts.
- Self-assessment activities.
- Case study preparation.
- Work-based project.
- Research project.
- Case study outcomes.
- Presentations.
- Assignments.
- Essays.

The knowledge demonstrated by the candidates should show relevance within the real work environment. Achievement of a work based product is encouraged as a summative assessment method which is central and linear to the qualification outcomes and compliments other assessment methods used to evidence requirements. An example of this could be how the learner incorporates learning to achieve plans to introduce technology in the adult social care workplace.

Title:		Leading Change, Learning, and Improvement in Adult Social Care		Level:	5
Unit Number:	K/651/6059	TQT:	60	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
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.		
		1.2	Assess how the organisation can overcome these challenges and the role of a leader in providing assurance, direction and support.		
2	Understand how to lead a positive digital learning environment and provide opportunities for staff to build their digital skills, confidence and wellbeing.	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.		
		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).		
		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.		
		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.		

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.
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.

Guidance for Assessors

For **assessment criteria 1.1, challenges** may include:

- 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.
- 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').

For **assessment criteria 1.2**, candidates should include an action plan and risk assessment, with an explanation on how they are drawing on information to overcome identified challenges.

For **assessment criteria 2.1**, candidates should 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.

For **assessment criteria 2.2**, candidates 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.

For **assessment criteria 2.3**, candidates should include reference to digital champions in providing detail on peer-to-peer support and good practice with technology.

Digital champions means 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.

For **assessment criteria 2.4, digital confidence** means 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).

The candidate should reference policies, procedures, tools and resources, enabling the continuous learning and development of staff.

For **assessment criteria 3.1**, candidates should 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.

Stakeholders may include:

- Internal staff.
- People accessing care and support.
- Family members and carers of people accessing care and support.
- Other care organisations.
- Integrated care systems.
- Local authorities.

For **assessment criteria 4.1**, candidates should 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.

Candidates can explain how different stakeholders are feeding back into the technology that is being used.

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.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions. Centres should plan and devise their own accessible assessment tasks and ensure that learners can flexibly apply their knowledge to relevant scenarios and situations. A range of assessment methods should be used, as appropriate, and may include:

- Question and answer.
- Professional discussion.
- Statements or reflective accounts.
- Self-assessment activities.
- Case study preparation.
- Work-based project.
- Research project.
- Case study outcomes.
- Presentations.
- Assignments.
- Essays.

The knowledge demonstrated by the candidates should show relevance within the real work environment. Achievement of a work based product is encouraged as a summative assessment method which is central and linear to the qualification outcomes and compliments other assessment methods used to evidence requirements. An example of this could be how the learner incorporates learning to achieve plans to introduce technology in the adult social care workplace.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



ProQual Awarding Body

ProQual House
Unit 1, Innovation Drive
Newport, Brough
HU15 2GX

Tel: 01430 423 822
enquiries@proqualab.com
www.proqualab.com