
Assisted living technology and services

A learning and development framework

“we’re helping
to create well
trained care staff”

Introduction

Assisted living technology (ALT) is offered to individuals as part of a range of social care services that assist in maintaining independence and promoting quality of life at home.

Just as technology has become an increasingly important part of everyday life for all of us, the use of ALT has also become more acceptable and established. For example, the Telecare Services Association estimates that 1.7 million people use telecare (a specific type of ALT) in the UK¹, including older people, people with physical disabilities and cognitive impairments (including dementia) and people supported by community mental health teams. The growth in the use of ALT has also been a response to policy trends directed at supporting our ageing population, including self-directed support and personalisation, self-care, early intervention and preventative action and reablement.

However, the availability of ALT on its own cannot fully maximise any impact it might have – it needs to be successfully embedded into a supportive service. These Assisted Living Services (ALS) require a workforce that is equipped with the confidence, skills and knowledge to engage with the available technology and apply it to enhance the lives of vulnerable people and their carers. The abilities of the social care workforce to develop and adapt existing skills - or learn new ways of working - is essential to ensure that people with care needs and their carers view and experience ALT as a positive tool in the way they choose to live their lives.

This learning and development framework for ALS aims to guide and support those involved in the commissioning, design or delivery of workforce development. It is intended to support effective staff development, by focusing on tasks related to roles and the associated specific knowledge and skills needed to supply an effective assisted living service. It does this by:

- posing a set of questions to answer that act as a foundation (Readiness)
- offering guidance to assist the identification of work or service flow in your or your partner's organisation (who's doing what and when) and a tool to help (Customer Flow Analysis)
- providing guidance on how to map tasks and roles to knowledge and skills needed (Workforce Analysis)
- providing tools and resources for learning (Learning and Delivery)
- helping to evaluate the impact of learning (Checking)

Language and definitions

When developing or using any framework, it is important to be clear on the language and definitions used. Do we all know what we mean when we use the words assisted living technology? Do we all mean the same thing? Because we are dealing with a rapidly evolving set of services, a range of terms are used to describe the similar things – examples include assistive technology, assisted living, t, adaptive technology and everyday living devices. Research by Skills for Care has revealed varied use of language in differing locations and sometimes even within the same organisation.²

One of the aims of this framework is to offer definitions, terminology and language that can be used by all when preparing workforce development products in the ALT field, thereby establishing a common understanding. For the purposes of this framework, we'll be using the definitions put forward by Skills for Care (below). Though other definitions are available, the ones below give a clear idea of the sorts of ALT and ALS the framework will discuss. For more information, a glossary of terms is provided at appendix A.

For the framework to be of value it is not necessary to use the language on offer here, but it is necessary for leaders, partners, the workforce, commissioners, educators and regulators to have agreed common language. This common language can then be shared with the receiver of the ALT, thus enhancing their awareness and understanding. Not to do so will inevitably result in communication issues that may undermine any investment in learning and development and the value of ALT to social care customers.

Questions to ask at this stage:

- What language is used to describe ALT/ALS in your place of work?
- If elements of your ALS are being provided separately or by different partners, do you share a common language?
- How is ALT described to the people who may use it?

By assisted living technologies (ALT), Skills for Care means:

- **Telecare:** The use of technology, including monitors and sensors, to promote independent living and support to people in need of care to live longer at home, in homely environments and in their communities. This may include returning home after a period of illness.
- **Digital participation services:** to educate, entertain and stimulate social interaction to enrich the lives of people in need of social support
- **Wellness services:** to encourage people to adopt and maintain a healthy lifestyle, to help prevent or delay the need for support.

The collection of these services is referred to as assisted living services (ALS)³.

2 — For research in this field see www.skillsforcare.org.uk/assistedlivingtechnology

3 — Adapted from Lewin et al 2010 Lewin, D, Adshead S, Glennon B et al (2010) Assisted Living Technologies and Disabled People in 2030. London; Plum Consulting.

What is a learning and development framework?

Put simply, a learning and development framework describes the flow of activities which will result in a capable, confident and skilled workforce. In this case the framework is designed for the groups of workers working with ALT. We have identified five stages that provide the structure for the framework – readiness, customer flow analysis, workforce analysis, learning design and delivery and checking.

The idea of this framework is that every stage offers itself as a basis for construction and flexible growth. Each of the stages is like scaffolding onto which advice, support materials and signposts can be bolted. The framework acknowledges that many ALS providers have resources and materials in place that they will wish to 'slot into' this framework. Others may have less of their own and wish to use more from this document and its associated tools.

The spirit of the framework is that customer feedback is vital. The use of the phrase 'customer' is a deliberate one; many people that use ALT do not use other social care support. Many purchase their ALT as a customer who knows what they want, often with the help of a carer. Their contact with 'formal care services' may be brief (e.g. gathering information). This is not to say that those who use ALT as part of a wider support package are not customers, who want to exercise choice and control over their service; it is to make clear that the customer 'touches' an ALS in many different ways and this will need to influence any approach to identifying the development needs of the ALS workforce.

At the learning and development framework's heart is the 'customer flow' stage, which will help you to understand more fully the range of customer journeys in your organisation. It stresses understanding ways of working in, across and between, ALS, as well as self-direction, the user contribution and feedback loops. In the same manner the learning and development framework stresses the learner as a customer, always asking: how do you know that the learning benefits the end-user ('checking' stage).

The making of the framework

The framework has been underpinned by research and developed in partnership with a range of stakeholders. The resources, materials and contributors that have supported the design of this learning and development framework can be found at Appendix B. This is not intended as a comprehensive resource directory, but as a useful reference document and an acknowledgement of the assistance gratefully received.

It has been designed with the role of workforce development lead in mind. It is recognised that this is a role that may be performed by training or human resource management specialists, by managers or experienced practitioners.

In making this framework Skills for Care have been keen to:

- assist workforce leads to start from where they are today focus on the users of services and the workforce, before the technology itself
- provide some example resources that are of value to organisations and inspire further developments
- ensure that the framework can expand in depth and breadth in the future.

Making best use of the framework

The framework is a tool, designed to be used and shaped in a way that best meets the needs of your workforce. However, we have got a few tips below on how to get the best out of the document and its associated resources.

You will get the best of this framework if you:

- Recognise it is not prescriptive – it is designed to provide support and guidance, not ‘rules’.
 - Get an overview of the processes and products before starting where it most suits your organisation
 - Introduce operational and strategic managers to the framework and its intent to support the use of technology in ALS
 - Propose arrangements to support the use of the framework, that involves stakeholders and identifies an organisational ‘champion’
 - Talk to customers and the workforce about learning and development.
 - Build questions about technology into survey work your organisation may be undertaking
 - Acknowledge that a framework cannot hold all the answers, and in fact may pose more questions than answers.
 - Change and adapt the framework if it makes it more useful for you, your workforce and customers
 - Tell us at Skills for Care about your experience of using the framework and the associated resources - what worked well and less well. Your experience can benefit other employers and guide the development of additional learning resources
-

The Framework

1

READINESS STAGE – your organisation

- a. Your organisation's purpose
- b. Your organisation's values and principles
- c. Your organisation's customers
- d. Your organisation's workforce
- e. Leading in assisted living technology

2

CUSTOMER FLOW ANALYSIS STAGE – your customers

- a. Understanding the customer
- b. Identifying the work or service flow
- c. Ways of working
- d. Clustering tasks

3

WORKFORCE ANALYSIS STAGE – your workforce

- a. Data and information
- b. Thinking about role exemplars
- c. Mapping standards, frameworks and qualifications
- d. Analysing gaps
- e. Assessing training needs

4

LEARNING DESIGN & DELIVERY STAGE – your development

- a. Learning priorities and agreeing outcomes
- b. Finding out what works – value for money
- c. Investment and funding for learning and development
- d. Delivery methods

5

CHECKING STAGE – your success

- a. Models for evaluating learning and development
 - b. Checking user satisfaction
 - c. Involving the workforce
 - d. Benchmarking with comparators
 - e. Celebrating success
-

READINESS STAGE

- Your organisation's
- purpose
- values and principles
- customers
- workforce
- leading in assisted living technology

CUSTOMER FLOW ANALYSIS STAGE

- Understanding the customer
- Identifying the work or service flow
- Ways of working
- Clustering tasks

WORKFORCE ANALYSIS STAGE

- Data and information
- Thinking about role exemplars
- Mapping standards, frameworks & qualifications
- Analysing gaps
- Assessing training needs

LEARNING DESIGN & DELIVERY STAGE

- Learning priorities and agreeing outcomes
- Finding out what works — value for money
- Investment and funding for learning and development
- Delivery methods

CHECKING STAGE

- Models for evaluating learning & development
- Checking user satisfaction
- Involving the workforce
- Benchmarking with comparators
- Celebrating success

Appendix A: Glossary

Assisted Living Services (ALS)

ALS is a generic term describing services which are underpinned and supported by the use of assisted living technologies. It includes telecare, tele-working, digital participation and wellness.

Assisted Living Technology (ALT)

By (ALT), Skills for Care means:

- **Telecare**; the use of technology, including monitors and sensors, to promote independent living and support to people in need of care to live longer at home, in homely environments and in their communities. This may include returning home after a period of illness. It can include both simple and more complex systems and equipment.
- **Digital participation Services**; to educate, entertain and stimulate social interaction to enrich the lives of people in need of social support.
- **Wellness Services**; to encourage people to adopt and maintain a healthy lifestyle, to prevent or delay the need for support.

Assisted Living Technology (ALT) Plan

An ALT plan is an individualised plan developed and agreed with those using the assisted living service and/or their carers. It should include clear goals and outcomes and take into account relevant personal and environmental factors, including capabilities for interacting with technology. It should clearly identify arrangements for installation, implementation, monitoring and evaluation, including any demonstration or training requirements.

Assistive Technology (AT)

Assistive Technology is a broad term to describe equipment that helps people to live independently and have greater control over their health and wellbeing, improving the quality of life for both users and their carers. It can include both simple and more complex systems and equipment.

Broker/Brokerage

A broker is an individual or organisation that helps a person to gain information, plan and meet their support needs, often from a personal/individual budget. A broker can be involved at different stages of an individual's involvement with ALS; they may help assess the person, may help to purchase the ALT and/or help to review its use. Brokerage can be carried out by the local council, voluntary organisations, private companies or an individual. A professional broker is a person who is paid to do this.

Budget - Individual

An individual budget is money given to people for them to buy in the services or equipment they need in order to meet their assessed care needs. Individual budgets differ from personal budgets in that they pool funding resources from a variety of places, making the system easier to navigate. An Individual Budget can include a Personal Budget from a local authority as well as money from other sources, such as the Independent Living Fund (ILF) or Supporting People funding.

Budgets - Personal

A Personal Budget is money which is allocated to someone from a local authority to pay for their assessed support or care needs. Personal Budgets are similar to Individual Budgets, but they are made up solely of local authority social care funding.

Care Plan

A document that sets out in detail the way daily care and support must be provided to an individual. Care plans may also be known as 'person-centred plans' and 'support plans'.

A dynamic document agreed with the person being supported and/or carer, based on an assessment which outlines the types and frequency of care services that the person receives. It may include strategies, interventions, continued evaluation, measurement of outcomes and actions intended to help the person achieve or maintain goals.

Carers Assessment (Plan)

Carers who provide, or intend to provide, a substantial amount of care on a regular basis, are entitled, by law, to have a carer's assessment. No definition of 'substantial' is given. The assessment may result in a plan which is based on the carer's own assessment and on the community care assessment of the person cared for. The 2012 Care and Support white paper proposes unifying carers' legislation, to put them on an equal footing with care users in law for the first time. Carers will have a legal right to an assessment and an entitlement to support to help them with their caring role. (For more information on the white paper please see website 16 below.)

Common Core Principles to Support Self Care

The *Common Core Principles to Support Self Care* help health and social care services give people control over, and responsibility for, their own health and wellbeing, working in partnership with health and social care professionals.

Consistent with the personalisation agenda, they put people at the centre of the planning process, and recognise that they are best placed to understand their own needs and how to meet them. (For more information please see website 13 below.)

Common Core Principles for Working with Carers

Skills for Care in partnership with Skills for Health have developed the national (i.e. for England) *Common Core Principles for Working with Carers*. These principles describe the behaviours carers would like to see when professionals are working with them and provide a foundation for good practice and a benchmark for training. They also provide a unifying set of standards, which all those who deliver training can use. (For more information please see website section below.)

Continuing professional development (CPD)

An ongoing, planned learning and development process, that:

- enables workers to expand and fulfil their potential
- contributes to work-based and personal development
- can be applied or assessed against competences and organisational performance
- includes any activity that increases knowledge, experience and understanding, improves performance and contributes to lifelong learning.

CPD is the means by which people who already have an initial qualification maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives. It is the continuous updating of professional knowledge and the improvement of professional competence, alongside continuously seeking to improve.

Data Protection Act

The Data Protection Act 1998 (DPA 1998) is UK legislation that defines the ways in which information about living people may be legally used and handled. The main intent is to protect individuals against misuse or abuse of information about them. (For more information please see website 3 below.)

Delivering Assisted Living Lifestyles at Scale (DALLAS)

DALLAS is a government-backed initiative which has now established four communities, including one in Scotland. It has been set up to demonstrate how assisted living technologies and services can be used to promote wellbeing and provide top quality health and care, enabling people to live independently. (For more information please see website 1 below.)

Digital participation services

Digital participation services are to educate, entertain and stimulate social interaction to enrich the lives of people in need of social support.

Digital participation services are digital technology, delivered into the home from a remote location which expand the ways people can participate in learning, work, civic life and leisure. There are an increasing variety of technologies to choose from

including digital TV, smartphones, and games consoles. As an alternative to home delivery, these services might be accessed at public kiosks.

Direct payments

Direct payments are payments made to people in lieu of community care services they have been assessed as needing. People can choose to receive their 'personal budget' in this way (see 'Personal Budget'). They are intended to give people greater choice in their care.

Disability discrimination

Disability discrimination is when people are treated less favourably, because of their disability, than someone without a disability would be treated in the same circumstances. This applies in relation to employment, the provision of goods and services, housing, education and transport, as well as in social care.

Disability is one of nine 'protected characteristics' over which the Equality Act 2010 bars unjust discrimination. See www.equalityhumanrights.com

Eligibility criteria

The government has issued the eligibility criteria framework to make sure that all adults over 18 asking for social care support have their needs dealt with fairly across the country. The criteria describe the full range of eligible needs that will be met by councils, taking the local authority's resources into account. There are four bands of eligibility: critical, substantial, moderate and low. The 2012 Care and Support white paper plans to introduce a new national minimum eligibility threshold to ensure greater national consistency to care and support and ensuring that no one's care is interrupted if they move. (For more information on the white paper please see website 16 below.)

Employability skills

Employability skills are defined as, "Skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions." (Australian Employability Skills Summaries Website - <http://employabilityskills.training.com.au/>)

There are eight employability skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

End of life care

End of life care is support for people who are approaching death. It helps them to live as well as possible until they die, and to die with dignity. It also includes support for their family or carers. (For more information please see website 5 below.)

Expert care partners

The concept of “expert care partners” emanates from the Department of Health (DH) *Caring about Carers* (1999) and the National Carers Strategy (2008) which includes a commitment to move carers’ issues to the “centre of family policy”. The concept seeks to respect, recognise and value the role, experience and expertise of many long term carers.

Extra care housing

Extra care housing is a style of housing and care for individuals that falls between established patterns of sheltered housing and accommodation, and care provided in more traditional residential care homes. It may also be known as ‘very sheltered housing’.

Installation plan

An installation plan may include information gained from a pre-installation visit and identifies how ALT will be installed in a customer’s home. The plan should include a description of the site, including any problems or resources. It should also identify arrangements for access to the installation site and what must be completed before installation can begin. It must also identify what must be achieved for the installation to be deemed complete or any contingency arrangements that need to be made.

Joint Strategic Needs Analysis (JSNA)

The Local Government and Public Involvement in Health Act 2007 requires the Primary care trust to produce a Joint Strategic Needs Assessment (JSNA) of the health and wellbeing of their local community. This is shortly to become the function of the local Health and Wellbeing Board.

Mental Capacity Act 2005

The Mental Capacity Act 2005, implemented in 2007, enshrined in legislation best practice for working with people who are unable to make decisions for themselves. The Act gave new guidelines about assessing mental capacity and created new functions for people who want to plan for a future time when they lose capacity to make decisions for themselves. (For more information please see website 6 below.)

Monitoring service

A full monitoring service provides an ongoing and continuous process to support people to live safely and independently. It usually provides the necessary response or management of any emergency situation and may provide multiple additional services, e.g. pill schedule monitoring, wandering notification for dementia patients, fall detections, etc.

Outcomes

In social care, the term 'outcome' is often used to refer to the positive results of the social care a person has received. Outcomes represent changes or improvements that have taken place during the time someone has been receiving support.

Person-centred approach

Approaches to care planning and support which empower individuals to make the decisions about what they want to happen in their lives. These decisions then form the basis for any plans that are developed and implemented. The key elements of a person-centred approach are putting the person at the centre, rather than fitting them into services, treating people as individuals, ensuring choice and control, and listening to and acting on what is communicated.

Procurement plan

A procurement plan defines the products and services that are required from external suppliers. Ideally it should also describe quality standards, the process by which the contractors/suppliers will be appointed and a schedule of timeframes for delivery, installation and review.

Reablement

Reablement services are for people with poor physical or mental health, to help them respond to their illness by learning or re-learning the skills necessary for daily living. Sometimes known as re-enablement, this is often an important element of enabling a person to stay in, or return to, their own home.

Remote media

Remote media includes mobile phones, computers and assisted living equipment that support monitoring and communication concerning people's health and welfare, and that support intervention when needed.

Response service

Organises appropriate support arrangements for an individual when an alert has been raised by their assisted living technology system. It can be incorporated into a monitoring service or be operated separately or in partnership with it. (See also 'Monitoring service'.)

Review

- **Support or Care Plan Review** is the re-assessment of a person's needs and issues, and consideration of the extent to which services are to meet the stated objectives, achieve the desired outcomes and respond to changes in circumstances or service criteria.
- **Technical or ALT Equipment Review** is the systematic assessment of events that cause alerts and responses to determine the ongoing type and level of support, appropriate to changing needs with the full involvement and

consent of the individual. It will include an evaluation of the continued utility and validity of the equipment for the purpose intended.

Self-funders

Self-funders are individuals who choose to spend their own funds on provision of their own care and are able to make arrangements for and pay privately for their care services, including ALT.

Sign-poster

A Sign-poster is a term for someone working in a social care or voluntary agency, in an information and advice role. If someone has a need that the agency cannot meet the sign-poster will provide information about other services in their communities that may be able to meet the need. Signposting includes connecting individuals with others with similar needs, conditions or interests to provide mutual support. Sign-posters often work with people to encourage them to take up benefits and services that can improve their health and wellbeing and to help them to access self-care education programmes.

Skills for Care (SfC)

The employer-led authority on the training standards and development needs of adult social care workers in England. SfC works with social care employers and training providers both regionally and nationally to establish the necessary standards and qualifications that equip social care workers with the skills needed to deliver an improved standard of care. (For more information please see website 13 below.) It is a member of Skills for Care and Development – see below.

Skills for Care and Development (SfC&D)

The sector skills council for people providing social work, social care and children's services to the people of the UK. SfC&D comprises Skills for Care, the Scottish Social Services Council, the Northern Ireland Social Care Council, and the Care Council for Wales.

Skills for Health (SfH)

SfH is the sector skills council for the health sector across the UK designed to develop a skilled, flexible and productive workforce to improve the quality of health and health care. (For more information please see website 14 below.)

Social media

There are upwards of 30 different definitions of social media on the internet. Wikipedia says: “media for social interaction, using highly accessible and scalable communication techniques. Social media is the use of web-based and mobile technologies to turn communication into interactive dialogue.”

Generally, it means online technologies and practices that people use to share opinions, insights, experiences, and perspectives with each other. Examples are Twitter, FaceBook, blogs and YouTube, but there are many others.

Support Plan (see also Care Plan)

Shows how a person will spend their personal budget to get the support they need. It also shows how their support will be organised and what they want to achieve from receiving it.

Telecare

The use of technology, including monitors and sensors, to promote independent living and support to people in need of care to live longer at home, in homely environments and in their communities. This may include returning home after a period of illness. It can include both simple and more complex systems and equipment.

Telehealth

Telehealth is electronic sensors or equipment that monitor people's health in their own home/communities. So, for example equipment to monitor vital signs such as blood pressure, blood oxygen levels or weight. These measures are then automatically transmitted to a clinician who can observe health status without the patient leaving their home environment. The clinician monitors daily readings to look for trends that could indicate deterioration in condition

Telehealthcare

Telehealthcare describes the convergence of telecare and telehealth to provide a technology-enabled and integrated approach to the delivery of effective high quality health and care services.

Telecare and telehealth can work in a complementary way: telecare sensors being triggered by a person if feeling unwell and the nature of the medical emergency being indicated by telehealth data. It can be used to describe a range of care options available remotely by telephone, mobile, broadband and video-conferencing.

Trusted assessor

A person who is competent in performing to an agreed set of nationally recognised competences confirming that the individual concerned has the requisite skills, knowledge and understanding for an effective 'service-user' approach to equipment provision

User-led organisation (ULO)

A ULO is an organisation that is run and controlled by people who use support services, such as disabled people, mental health service users, people with learning difficulties, older people, and their families and carers.

Wellness services

Wellness services encourage people to adopt and maintain a healthy lifestyle, to help prevent or delay the need for support and intervention.

Workforce Development Plan

Sets out how an organisation will recruit, support, develop and retain its employees to deliver the best possible outcomes for those who use its services. It will also incorporate planning for the workforce needs of the future to meet changing needs and priorities.

Whole Systems Demonstrator (WSD)

A two year research project funded by the Department of Health to find out how technology can help people manage their own health while maintaining their independence.

Assisted living technology and services – a learning and development framework
Appendix B: Resource Directory

Bibliography

Alaszewski, A., and Cappello, R., University of Kent, Centre for Health Services Studies, (2006) *Piloting Telecare in Kent County Council: the key lessons. Final report, Canterbury:*

Assist UK (2005) *A Competency Framework for Trusted Assessors*

Bowes, A and McColgan, G Stirling: West Lothian Council and the University of Stirling (2005) *Smart Technology at Home: Users' and carers' perspectives. Interim Report*

Circle - Centre for International Research on Care, Labour and Equalities (2012) *Workforce Development for Assisted Living Technology: understanding roles, delivery and workforce needs*

Cruickshank J (2010) *Healthcare without Walls: A framework for delivering telehealth at scale*

Cruickshank J (2012) *Telehealth – what can the NHS learn from experience at the US Veterans Health Administration?*

Department of Health (2009) *The Adult Social Care Workforce Strategy, vision for adult social care*

Department of Health (2011) *Whole System Demonstrator Programme, Headline Findings – December 2011*

FAST (2006) *Assistive Technology Workforce Development*

TelecareThink Tank *Fold Telecare - Evaluation of the Northern Board Telecare Project* (2007)

Joint Improvement Team and Scottish Centre for Telehealth (2010) *Telehealthcare in Scotland: a strategy for education and training 2010-2012'*

Joint Improvement Team and Scottish Centre for Telehealth (2010) *Telehealth Support Staff Competency Framework (draft for consultation) Skills for Care and Development*

Plum (2010) *Assisted Living Technologies for Older Disabled People in 2030*

SCIE (2010) *Report 30: Ethical issues in the use of telecare*

SCIE (2007) *Assessment in Social Work: A guide for learning and teaching*

Scottish Centre for Telehealth (2011) *Professional Development Award (PDA) in Telehealthcare at SCQF level 6)*

Scottish Centre for Telehealth (2010) *Telehealthcare Support Staff Competency Framework*

Skills for Business Network Employability Guide published by Asset Skills (2008)

Skills for Health (2007) *Assistive Technology Workforce Development*

Skills for Care and Skills for Health (2008) *Common Core Principles to Support Self Care: a guide to support implementation*

Skills for Care (2010) *New and emerging roles in assistive technology within social care: 2010 and beyond*

Skills for Care (2011) *Capable, Confident, Skilled: A workforce development strategy for adult social care*

Skills for Care, Choosing workforce learning (2013) *A guide for purchasers of learning and development in adult social care*

Skills for Care and Development (2012) *Assisting employers with the workforce implications of assistive technology: Desk-based research*

Telecare Services Association (2009) *Code of Practice*

The Kings Fund (2012) *Reading List: Technology in health and social care: telehealth, telecare and telemedicine*

Useful Websites

1. www.3millionlives.co.uk Website of the 3millionlives initiative, which is a concordat between the Department of Health and telehealth and telecare industry. The collaboration is intended to increase co-operation between industry, government and other stakeholders to help make the widespread adoption of telehealth and telecare a reality
2. www.abhi.org.uk Website of the Association of British Healthcare Industries
3. <http://www.backupdirect.net/data-protection-act-summary-> Data Protection Act website
4. www.connect.innovateuk.org The connect platform, provided by the Technology Strategy Board, provides a way for any interested party to collaborate online, network and share knowledge with other innovators.
5. <http://www.endoflifecareforadults.nhs.uk/strategy/strategy>
6. <http://www3.imperial.ac.uk/pls/portallive/docs/1/51771696.PDF>
7. This gives detailed guidance to professionals on the application of the Mental Capacity Act 2005
8. www.innovateuk.org Technology Strategy Board website that hosts the Assisted Living Innovation Platform (ALIP) and each of its strands including Independence Matters, DALLAS, and Standards and Technical Interoperability,
9. www.knowledge.scot.nhs.uk/telehealthcare/education-training-and-workforce
10. Joint Improvement Team Scotland Telecare Resource Bank –
11. www.telecare.org.uk Telecare Services Association (TSA) is the industry body for telecare and telehealth in the UK
12. www.telecareaware.com Independent service that provides news and information to people interested in telecare and telehealth
13. www.telecarelin.org.uk (England and Wales) A learning improvement network sharing good practice and offering learning opportunities to members
14. www.skillsforcare.org.uk Skills for Care's role is to ensure that England's adult social care workforce has the appropriately skilled people in the right places working to deliver high quality social care, focussing on the attitudes, values, skills and qualifications people need to undertake their roles.

15. www.skillsforcare.org.uk/qualifications_and_training/learningproviders/learningproviders.aspx Skills for care provide guidance on how best to select providers of workforce learning and development.
16. www.skillsforcare.org.uk/selfcare/ The common core principles to support self care were developed jointly by Skills for Care and Skills for Health for the DH Long Term Conditions team. They, and other self care materials, are available through this link to the Skills for Care website
17. <http://www.skillsforhealth.org.uk/>
18. <http://www.dh.gov.uk/health/2011/12/wsd-headline-findings/> Whole system demonstrator project headline findings
19. <http://www.dh.gov.uk/health/2012/07/careandsupportwhitepaper/> 'Caring for our future: reforming care and support' White Paper, which sets out the vision for a reformed care and support system.

Web Sites Related to Qualifications and learning and development frameworks

www.cityandguilds.com City & Guilds – one of the world's leading vocational educational organisations, developing qualifications across a wide range of sectors

www.coventry.ac.uk Coventry University provider of the Foundation Degree in Assistive Technology

www.dlf.org.uk Disability Living Foundation

www.edexcel.org.uk Edexcel, is the UK's largest awarding body offering academic and vocational qualifications and testing to schools, colleges, employers and their places of learning in the UK and internationally

www.fast.org is the primary source of information about developments in AT in the UK.

www.knowledge.scot.nhs.uk national on–line knowledge and information resource for health and social care

www.ofqual.org.uk is the regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.

www.sqa.org.uk Scottish Qualifications Authority

www.ukstandards.org.uk National Occupational Standards for all sectors of the UK.

Skills for Care
West Gate
6 Grace Street
Leeds
LS1 2RP

telephone 0113 245 1716

fax 0113 243 6417

email info@skillsforcare.org.uk

web www.skillsforcare.org.uk

