Digital capabilities in social care

Survey report

July 2014

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Published by Skills for Care

Digital capabilities in social care: Survey report
Published by Skills for Care, West Gate, 6 Grace Street, Leeds LS1 2RP www.skillsforcare.org.uk

Reference no. NT330 / 130121C

Skills for Care is the employer-led strategic body for workforce development in social care for adults in England. It is part of the sector skills council, Skills for Care and Development.
This work was researched and compiled by Sara Dunn of Sara Dunn Associates

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Acknowledgements

The researchers are very grateful to the following people for their help in developing and administering the surveys:

Ian Bosworth (Wolverhampton CC); Diane Buddery (Skills for Care); Liz Burtney (Skills for Care); Sheldon Carolan (MacIntyre); Jenny Collieson (SCIE); Liz Edgar (Skills for Care); Richard French (British Computer Society); Martin Harvey (e-Skills); Paul Jaunzems (Langstone Society); Gary Kent (New Key); Gary Knight (Reach); Miles Maier (Lasa); Diane Middleman (CVS); Wendy Miller (Wolverhampton CC); Hayley Neale (Skills for Care); Martin Pagan (BUPA); Danielle Teahan (Skills for Care); Ian Turner (RNHA); Shirley Way (Staffordshire CC); Paul Webster (Lasa); Judith Webb (Local Solutions); Tina Wilson (Dimensions)

Executive summary

Background to the research

This survey research was conducted as part of a wider Skills for Care research programme on digital capabilities in the adult social care workforce in England. The research is intended to provide an evidence base about workforce digital capabilities and to inform the development of a strategy and support programme for 'Digital Working, Learning and Information Sharing' from Skills for Care.

Aims and approach

The purpose of the surveys was to gain insight from as broad a range of social care organisations as possible into the uses of digital technologies in the workplace and the skills issues raised. Two surveys were developed, one for managers and one for staff. The surveys were principally quantitative, with a series of rating/ranking type questions covering uses of and attitudes towards digital technologies and digital skills issues.

The surveys were disseminated primarily online via a range of relevant social care email networks and social media. There was also a paper-based version of the staff survey, and managers were enlisted to facilitate staff participation. Response rates overall were good, with a total of 539 surveys returned, comprising 236 managers and 303 staff.

The convenience sampling method meant that a statistically representative sample of the workforce could not be guaranteed, and overall the sample was skewed towards local authorities, larger organisations, and the more qualified end of the workforce. The primarily digital dissemination was also likely to result in a more digitally engaged sample than would be typical of the sector as a whole.

Research findings

Uses of digital technologies

- The use of digital technologies is pervasive in the activities of the social care organisations surveyed – over 95% of respondents reported its use in at least one aspect of their activities.
- Digital technologies are most pervasive in generic organisational activities, particularly internal and external communication, workforce learning and development, and people management.

- Digital technologies are slightly less pervasive in care specific administration activities such as recording care plans or managing the delivery of care, but even here the great majority of managers (around 80%) and of staff (around 70%) report its use.
- Digital technologies are also having an impact on the direct interactions between care staff and the people they support. Over half of staff respondents said they use digital technologies to find information about care and support, to support communication with family and friends, or to plan leisure activities with the people they are supporting.

Staff access to devices

- The device most commonly used by social care staff for work purposes is the desktop computer provided by the employer – two-thirds of respondents report using one; a third of staff use laptops provided by their employer for work.
- The use of tablet computers for work is still relatively low – they are used by fewer than one in five staff; about half of these staff are using their own device, and half using one provided by their employer.
- Almost three quarters of staff have their own smartphone, and one fifth of staff report using their personal smartphone for work purposes
- Overall, personal use of mobile digital devices – smartphones, laptops and tablets – is considerably higher than workplace use, suggesting that in terms of mobile devices at least, individual staff are more digitally engaged than their employers are.

Attitudes to digital technologies

- The great majority of both managers and staff are convinced of the potential benefits of digital technology and its capacity to improve the efficiency and the quality of care services, and to benefit the people they support.
- Over half of managers see access to digital technologies for all staff as the biggest stumbling block to digital uptake, and nearly four-fifths of staff feel that digital technologies should be made available to all workers.
- While the majority of managers have reasonable confidence in their ability to get expert technical advice about digital systems and in their ability to maintain safety and security, around a third had some doubts in these areas.
- The majority of managers felt that lack of staff capability inhibits the use of digital technologies, and that the pace of technological change presents a challenge to maintaining staff skills; older staff were seen to be particularly in need of skills support.
- A small but significant minority of staff felt there was a risk that the use of digital technologies could be at the expense of spending time with the people they

support; data security issues were also a concern for some staff, but not the majority.

Digital capabilities in the workforce

- Social care managers report a significant shortage of basic online skills and knowledge across all levels of the workforce.
- Two-thirds of managers feel that the workforce as a whole lacks sufficient information literacy skills (the ability to find, evaluate and share online information), and also that digital champion skills (the ability to help others to use digital technologies) are insufficient.
- Three-quarters of managers feel knowledge about digital assisted living technologies is lacking across all parts of their workforce; technological advances may be significantly outpacing the sector's capacity to make use of them.
- Staff respondents feel considerably more confident about their own digital capabilities than managers' reports might suggest; over 90% of staff say they are confident or very confident about their basic online skills, whereas fewer than half of managers feel these skills are present in sufficient quantity in their workforce.
- The 'perception mismatch' between managers and staff is especially noticeable for digital literacy and digital champion skills; more than four-fifths of staff say they feel confident about these skills, whereas less than a quarter of managers report having enough of these skills amongst frontline staff.

Digital skills support

- Both managers and staff report coaching/help from colleagues or managers and formal IT training as the most common forms of digital skills support currently offered.
- The staff surveyed express a preference for either formal IT training or for time for self-guided learning in order to improve their digital skills.

These survey findings, combined with qualitative data from a series of site visits and workforce interviews, will inform a programme of digital skills support in the sector.

Part A: Background

1. Purpose of the research

Skills for Care wishes to gain a better understanding of how digital technologies are used in and by the adult social care workforce in England. In particular, it wishes to investigate the skills required to use digital technologies efficiently and effectively in the social care context. To this end, in late 2013 Sara Dunn Associates were commissioned to undertake initial scoping research.

As well as providing Skills for Care with an evidence base about digital capabilities, the research is intended to inform the development of a workforce strategy for 'Digital Working, Learning and Information Sharing', with which Skills for Care has been tasked by the Department of Health. The aim of the strategy is to support commissioners and employers to develop the digital capacity of their workforces and ensure that digital approaches to care and support are open to everyone.[1]

[1] Skills for Care (2014) *Digital working, learning and information sharing: A workforce development strategy for adult social care*

2. Research approach

The scoping research consisted of three elements:

- A desk review to identify existing evidence on digital technology and digital capability in adult social care
- Two online surveys: one aimed at managers and one aimed at staff
- A series of site visits and interviews to gain further insights into the challenges and opportunities digital technologies present to social care, and the skills issues raised.

This report, the second of three, details the findings from the survey element of the research. The purpose of the two surveys was to gain insight from as broad a range of organisations as possible into the uses of digital technology in the social care workplace, and the skills issues raised.

Skills for Care were keen to capture the views of individual staff working directly with people needing care and support, as well as the views of people managing services and organisations. To this end, a single common entry point to the surveys was devised, and respondents directed to either the manager or staff survey according to whether they had line management responsibility or not.

The surveys addressed four main topic areas:

- Activities for which digital technologies are currently used
- Attitudes towards digital technologies
- Perceptions of levels of digital skills
- Types of skills support.

Both surveys were principally quantitative, with a series of rating/ranking type questions, and also allowed respondents to add their own comments on the main topic areas if they chose. The surveys were developed using SurveyGizmo industry standard software, were fully accessible and designed to take no longer than 15 minutes (managers) and 10 minutes (staff) to complete.

The proposed questions for the surveys were reviewed by an Employer Engagement Group convened by Skills for Care (see acknowledgements). Members of the group checked both the relevance and face validity of the questions. The surveys were also reviewed by the Association of Directors of Adult Social Services research committee, as part of the process for granting approval for ADASS support of the dissemination of the survey to local authority social services departments.

The managers' survey also functioned as a research recruitment tool by:

1. asking managers to volunteer to facilitate the completion of the staff survey either online or on paper, and
2. asking managers to express their interest in hosting a site visit.

The survey was disseminated by electronic means. Notifications about the survey, with brief information about its purpose, were broadcast via

- Skills for Care enews (ca. 20,000 recipients)
- SCIE newsletter (ca. 40,000 recipients)
- Skills for Care Twitter and Facebook accounts
- Skills for Care board member networks
- Employer Engagement Group networks
- CIPD South East social care networks
- South East social care Employer Development Groups.

The survey data was collected in a secure online database. Print versions were manually input. We are grateful to the staff at Skills for Care for this and all other administrative support provided. The data was output to standard CSV and Excel formats for analysis. Analysis of the surveys was through standard statistical formulae for the quantitative data and thematic analysis for the qualitative data.

See Appendices 1 and 2 for the full texts of both surveys.

3. Limitations of the surveys

The method of blanket dissemination using digital media is pragmatic and effective. The total response of 539 survey returns compares very well with previous surveys done using this method of dissemination. However, this approach means response rates cannot be measured and confidence intervals cannot be calculated.

There are additional specific limitations when using this method to research a topic directly related to digital media. It is highly likely that there will be an over-estimation of the levels of engagement with digital technologies because participants have been recruited through digital channels. Attempts were made to mitigate this by involving managers in promoting the staff survey, including through the dissemination of paper copies if preferred. A good percentage of managers volunteered to undertake this (30%), and 55 paper surveys were returned, representing approximately 20% of the total number of staff surveys returned.

We should still however assume that the sample is biased towards organisations and individuals at the more digitally engaged end of the adult social care sector.

Finally, very few of the questions were made mandatory. This meant a low rate of surveys started and then abandoned (less than 15%), but also means the sample size for each question varies slightly. This is accounted for in the report by presenting data as percentages in each case.

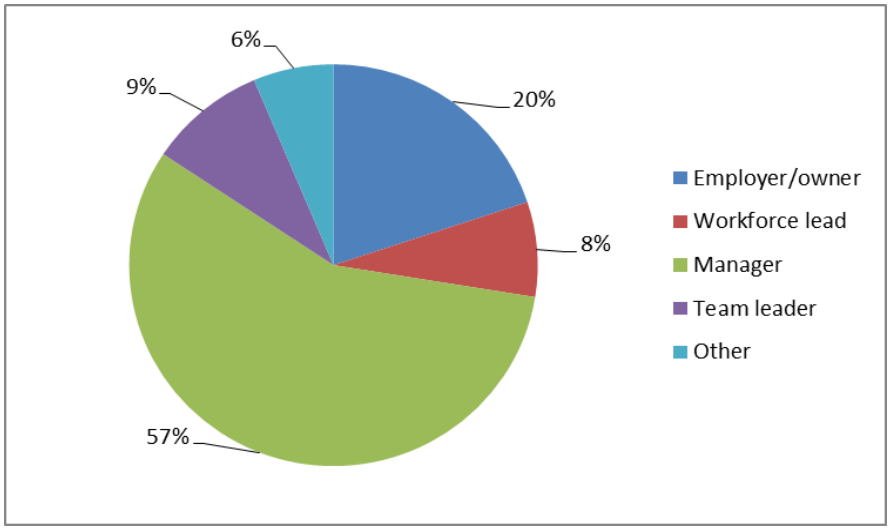
4. Profile of respondents

In total 539 managers and staff responded to the two surveys. Of these responses, 55 were on paper, the rest online.

4.1 Managers

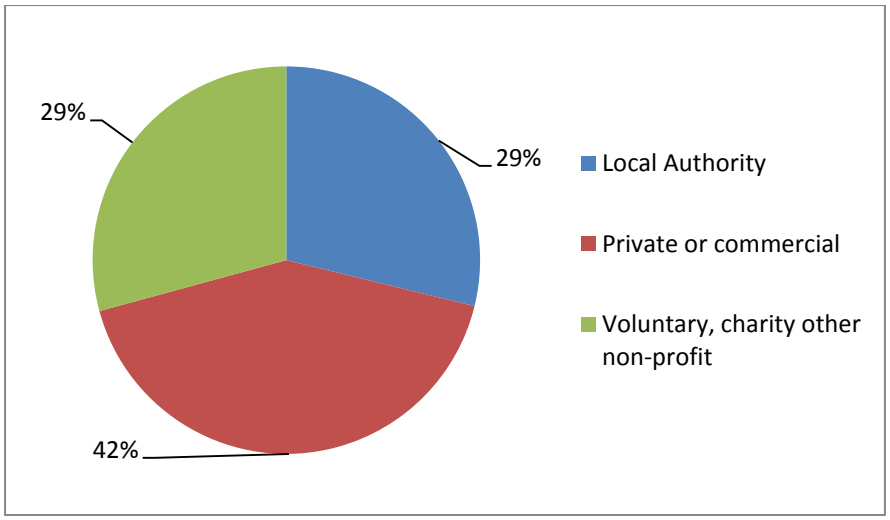
A total of 236 respondents with line management responsibilities took part in the managerial survey.

Figure 1: Managerial job roles (n=236)



Of the 236 respondents with line management responsibilities, over half (57%) described themselves as managers, a fifth as employers/owners, and just under 10% as workforce leads and team leaders respectively (see Figure 1 above). For ease of reference, all respondents to this survey are hereafter referred to simply as managers.

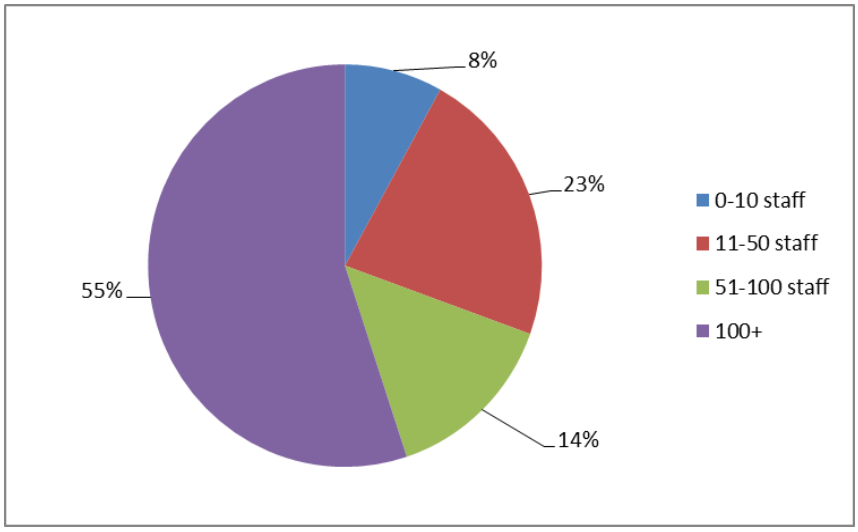
Figure 2: Managers' organisation types (n=236)



Forty two percent of managerial respondents were from private or commercial organisations providing adult social care services (see Figure 2 above). Voluntary and not-for-profit organisations made up 29% of the sample, as did local authorities.

According to 2013 figures from the National Minimum Dataset-Social Care (NMDS-SC), in the sector as a whole, 54% of jobs are in private organisations, 18% voluntary and 9% local authority.[2] Our sample therefore over-represents local authorities, and to a lesser extent, voluntary sector providers, compared to the sector as a whole.

Figure 3: Size of managers' organisation (n=236)

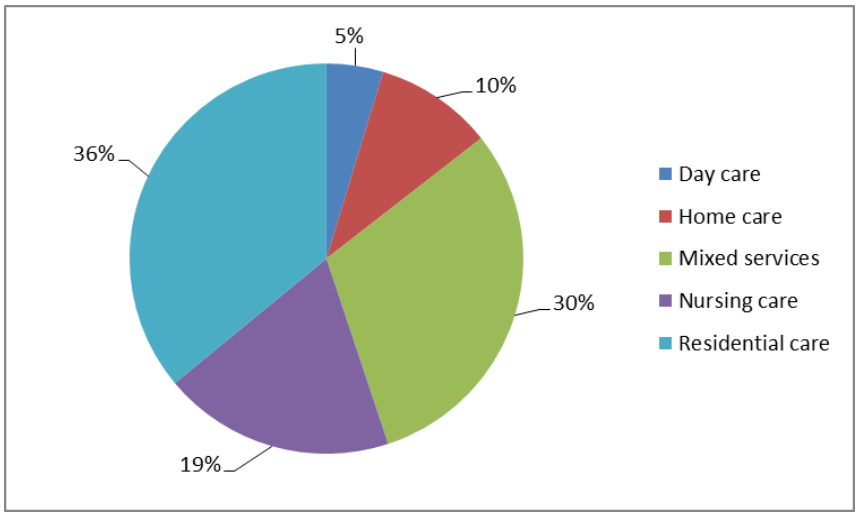


[2] Skills for Care (2013*) The size and structure of the adult social care workforce in England* Leeds: Skills for Care

Over half (55%) of respondents to the managers' survey were from organisations with more than 100 employees. Just under a quarter (23%) employed 11-50 staff (see Figure 3 above).

According to 2013 figures from the National Minimum Dataset-Social Care, in the sector as a whole only 6% of organisations have more than 100 staff. Our sample is therefore quite heavily skewed towards larger organisations. This may be one effect of digital dissemination of the survey; it is possible that larger organisations are more likely to engage in the use of digital communications. Larger organisations may also be more interested in this type of research, and may have more capacity (e.g. in terms of staff resource) to enable participation.

Figure 4: Services offered by managers' organisations (n=236)



Residential care was the most common single service, provided by over a third of respondents (36%). The next most common single service was nursing care (19%), following by home care (10%) and day care (5%). Just under a third of organisations (30%) provide a mix of services (see Figure 4 above). According to 2013 figures from the NMDS-SC[3], 40% of services in the sector are residential, 42% are home care and 4% day care. Home care is therefore under-represented in the sample.

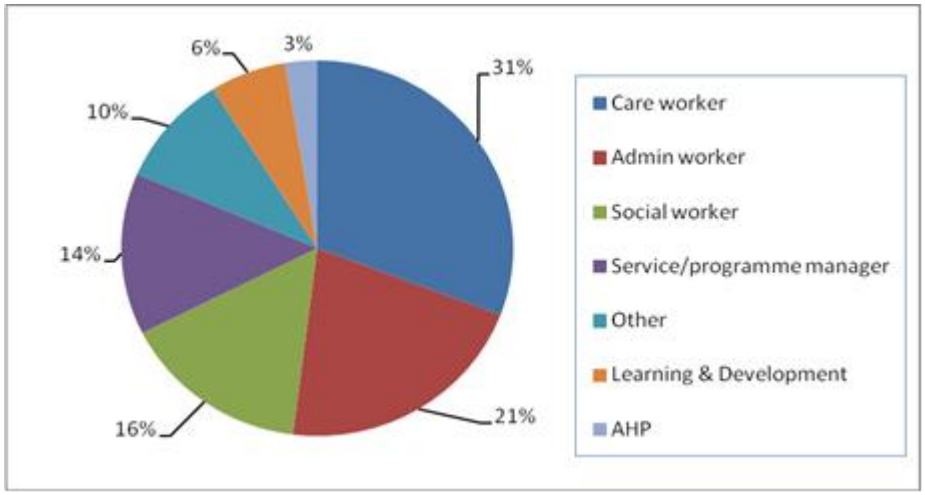
4.2 Staff

A total of 303 staff (i.e. members of the workforce without line management responsibility) took part in the survey. Of these, 55 responded using the paper

[3] Skills for Care (2013) *The size and structure of the adult social care sector and workforce in England* Leeds: Skills for Care

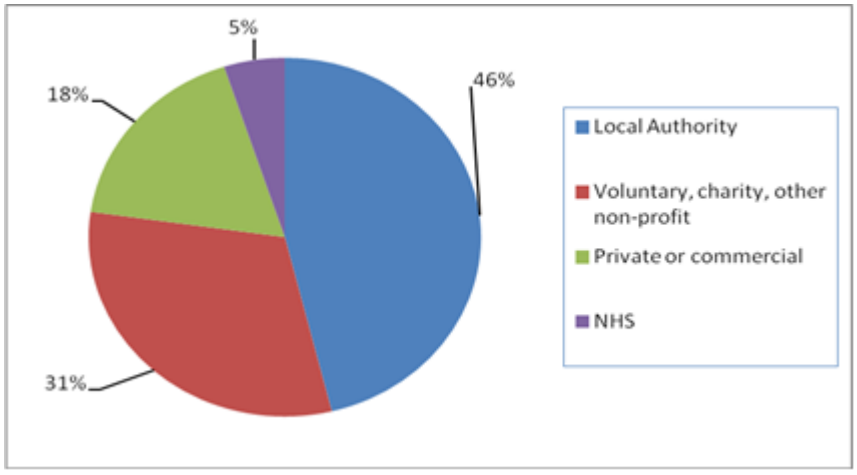
version of the survey facilitated by managers within their organisations. The remainder responded using the online version.

Figure 5: Staff job roles (n=303)



As Figure 5 above indicates, just under one-third (31%) of the 303 staff respondents were care workers or support workers. The next most commonly reported role was administrative worker (21%), followed by social worker (16%). Other roles included service or programme managers (14%), learning and development roles and allied health professionals. In the sector as a whole, three quarters are classified as direct care providing (the group that includes care workers), and only 6% of jobs are classified as professional (the group which includes social workers and AHPs).[4] Our staff sample therefore under-represents care worker roles and over-represents professional roles compared to the sector as a whole.

Figure 6: Staff organisation types (n=303)



[4] Ibid.

Figure 6 above shows the types of organisations in which staff respondents work. Almost half the staff are employed by local authority (compared to under a third of the respondents to the managers' survey), a third are from the voluntary sector and under a fifth are from the private sector. As discussed above, in the sector as a whole 54% of jobs are in private social care organisations, so they are under-represented in our staff sample; staff in the voluntary sector (18% nationally) and in particular local authorities (9% nationally) are over-represented.

Figure 7: Size of staff organisations (n=303)

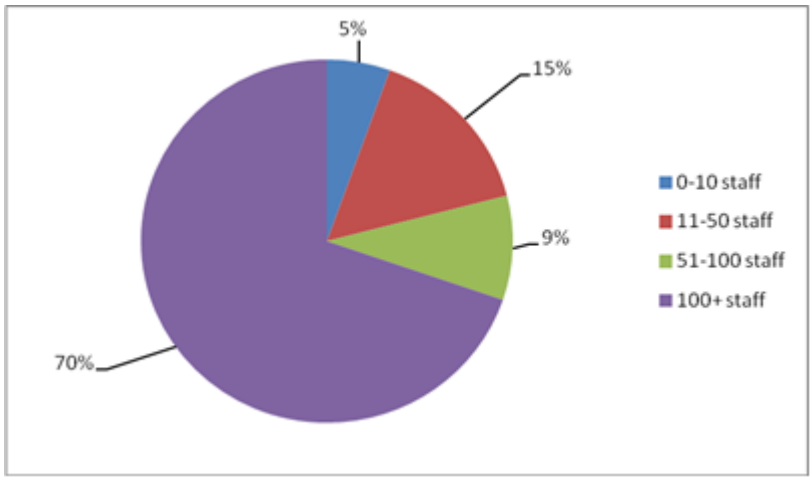
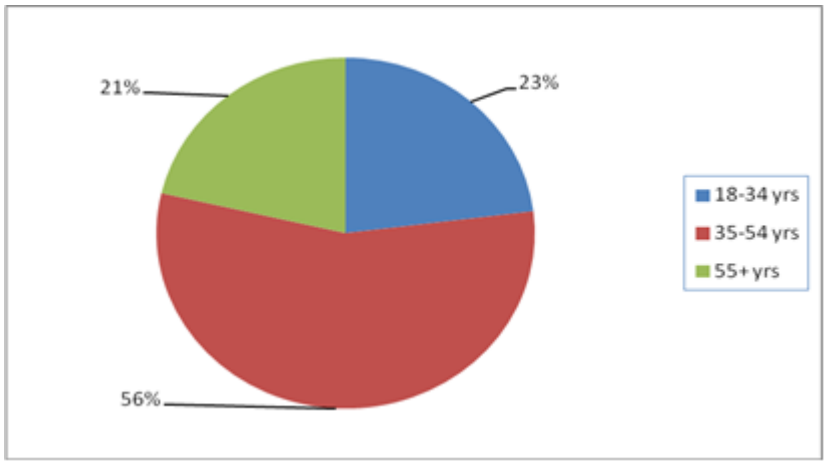


Figure 7 above shows that nearly three quarters of staff are working in organisations with more than 100 employees. Twenty percent of staff are in organisations with fewer than 50 staff. In the sector as a whole, only 6% of organisations have more than 100 staff.[5] As with the managers' survey, this sample is heavily skewed towards larger organisations.

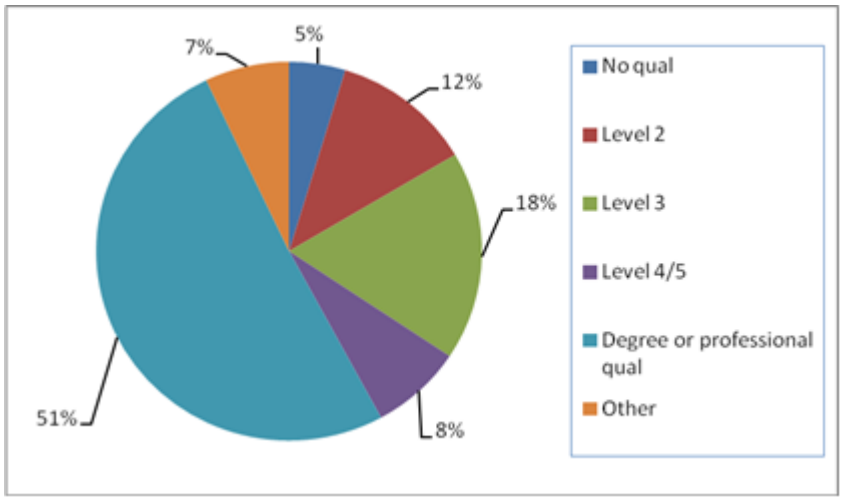
[5] Ibid

Figure 8: Age of staff respondents (n=303)



As Figure 8 above indicates, over half the staff respondents are between 35 and 54 years of age, about a quarter under 35 and about the same amount over 55. In the sector as a whole, about 30% are under 35 years, and about 20% are over 55 years.[6] The staff sample is therefore roughly representative of the sector as a whole in terms of age.

Figure 9: Highest qualification attained by staff respondents (n=303)



Over two thirds of the staff sample have a qualification at level 4 or above, compared to one-fifth in the sector nationally.[7] The sample is therefore considerably more qualified than the workforce nationally.

[6] Ibid.
[7] Ibid.

4.3 Characteristics of survey samples compared to national workforce

Both samples adequately reflect the diverse range of social care employer organisations and the range of staff roles within the adult social care workforce in England. However:

- both samples are skewed towards respondents from local authorities, and from larger organisations;
- respondents from home care organisations are under-represented in the manager sample; and
- professional and qualified staff at level 4 and above are over-represented in the staff sample.

Part B: Findings

5. Uses of digital technologies

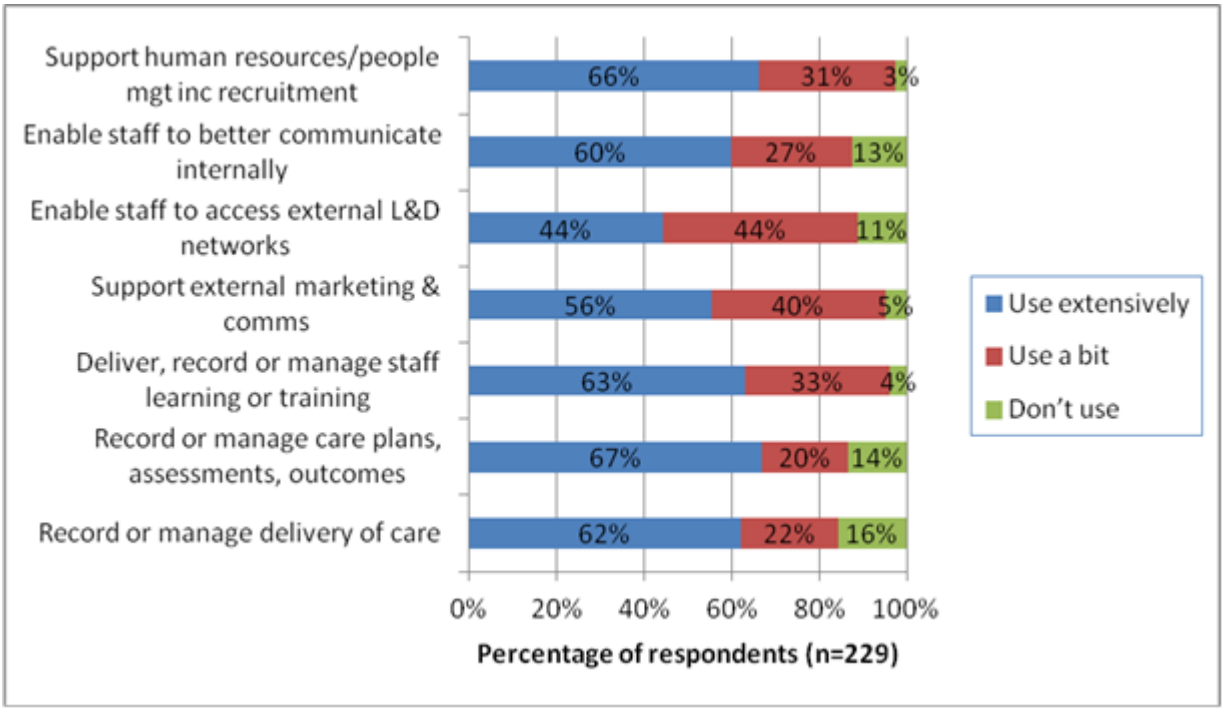
5.1 Managers' reported use of digital technologies in their organisations

We asked respondents which activities their organisation used digital technologies for the most. As Figure 10 below shows, the 229 managers who responded to this question indicated that the greatest use of digital technologies was in human resources including recruitment, with 97% of respondents saying their organisation used digital technologies for these purposes, 60% of those using it extensively. The next most digitally enabled activity was workforce learning, which 96% of organisations used, 63% extensively. The third most prevalent digitally enabled activity was external marketing and communications (95% use, 56% extensive use).

The least penetration of digital technologies was for the purposes of recording or managing the delivery of care. Sixteen percent of respondents did not use digital technology for this purpose at all. Similarly, 14% of respondents did not use digital technologies for the recording or managing of assessments, care plans or outcomes.

The data therefore suggest that digital technologies have had their greatest impact on what we might term generic organizational activities: HR, workforce development and external communications. Digital technologies seem to be having relatively less impact in the care-specific activities of service delivery and service assessment. However, even in these care specific areas, over 80% of organisations are using digital technologies to some extent. We can also see that where these care-specific activities have been digitally enabled, the use of the technologies is done in a concerted fashion: of those organisations reporting digitally enabled care services, over 60% say their use of digital is extensive.

Figure 10: Extent of use of digital technologies in organisational activities as reported by managers

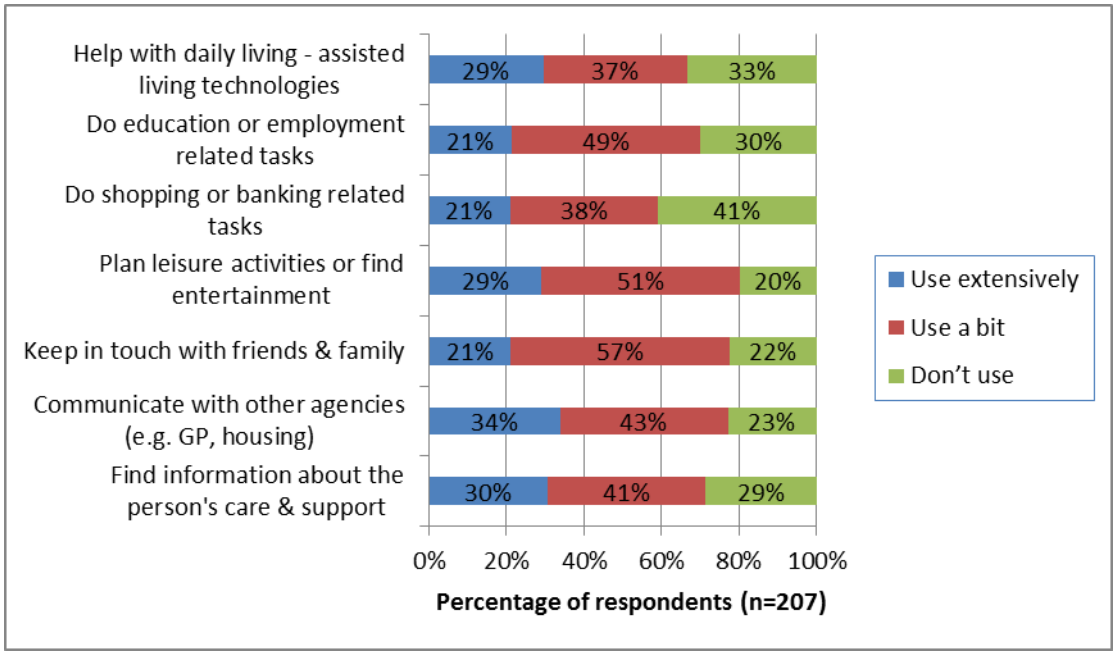


We then asked managers the following question:

"Does your organisation enable staff to use digital technologies during interactions with people needing care and support to do any of the following? (We are interested here in joint activities supported by technology. These activities might involve the person using the digital device with help from the member of staff, or might involve the member of staff using the device with input from the person.)"

Figure 11 below shows the results. As might be expected given the results from the previous question, the use of digital technologies in the direct provision of care was more limited than for generic organisational administration and business activities. However, even here the penetration of digital technologies is quite marked. We can see that over three-quarters of respondents reported some use of digital technologies for planning leisure activities with people needing care and support, for helping them keep in touch with family and friends, and for communication with other agencies such as GPs or housing services. The area of activity for which digital technology use was least common was shopping or banking related activities.

Figure 11: Extent of use of digital technologies in activities directly with people needing care and support, as reported by managers



We asked respondents if their organisation used digital technologies for any activities not mentioned in the survey questions. Thirty nine respondents offered additional suggestions. The great majority of suggestions fell under our existing groupings, but one additional set of activities was identified, which we have termed 'Communication support activities' and includes the use of digital picture exchange systems for people with verbal communication difficulty, and the use of digital life-story support tools for people with dementia or other cognitive impairment.

5.2 Staff reported use of digital technologies

Figure 12 below shows the levels of digital technology use reported by staff. We can see that more than half of the staff respondents report using digital technologies for the whole range of activities they undertake in their work. The activities for which the greatest percentage of staff report using digital technologies are communication with colleagues (90%) and workplace learning (88%). The least digitally enabled activity reported by staff is the recording of care; 28% of staff who were engaged in direct care said they did not use digital technologies in this part of their job.

Figure 12: Use of digital technologies in organisational activities, as reported by staff

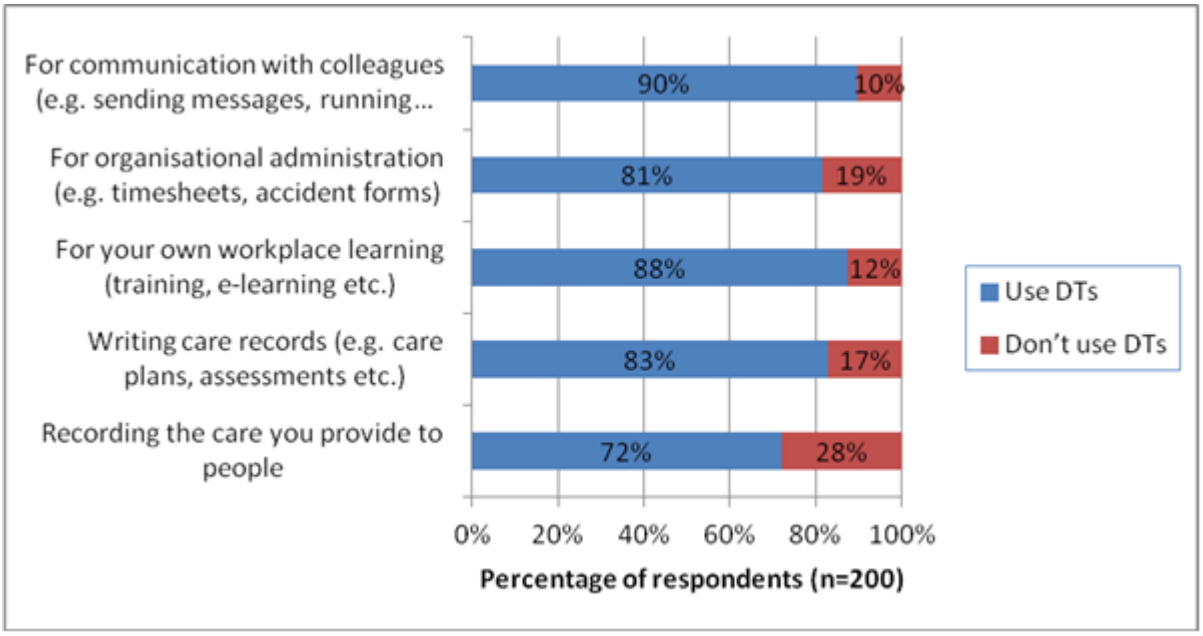


Figure 13: Use of digital technologies in activities directly with people needing care and support, as reported by staff

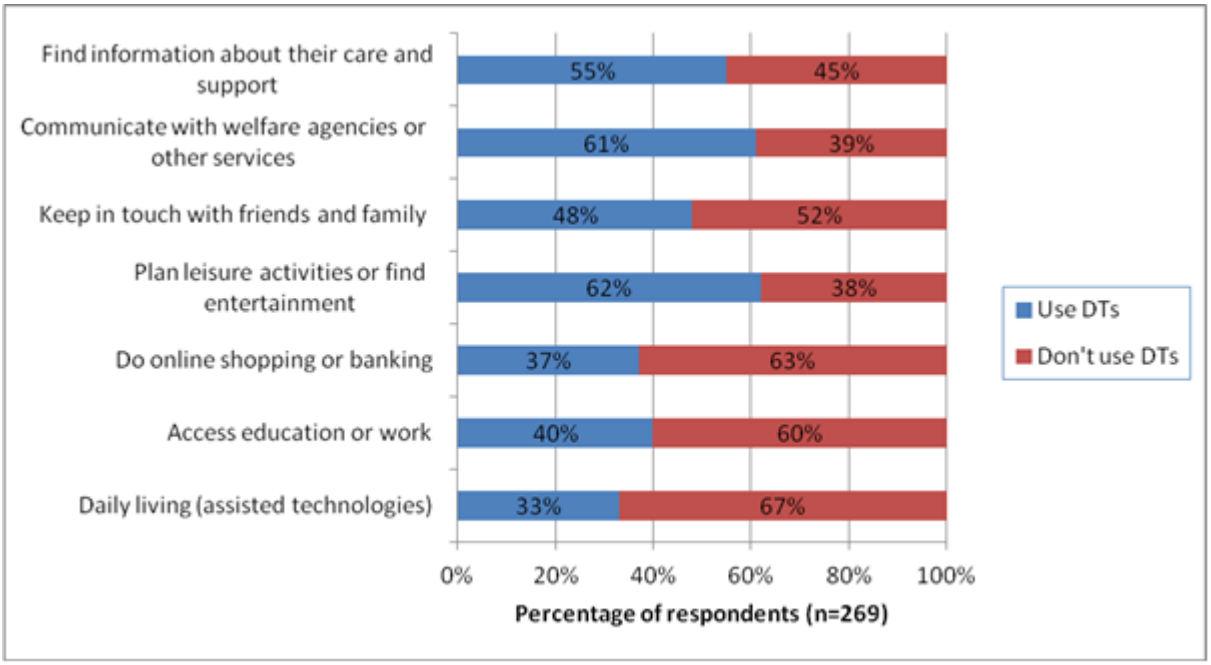


Figure 13 above shows the types of direct care activities – i.e. those that involve direct contact with people needing care and support – for which staff report using digital technologies. Over 60% of staff report using digital technologies in the planning of leisure activities and in communication with other agencies. Forty percent or fewer of staff respondents use digital technologies with people needing care and

support for shopping/banking, accessing training or employment, or for help with daily living (i.e. assisted living technologies).

We also asked staff if they used digital technologies for any types of activities not itemised in the survey. Twenty six respondents described additional activities. Very similarly to the managers' survey, the majority fell into the pre-existing categories, with the exception of communication support activities, including for people with learning disabilities and people with dementia or other cognitive impairments.

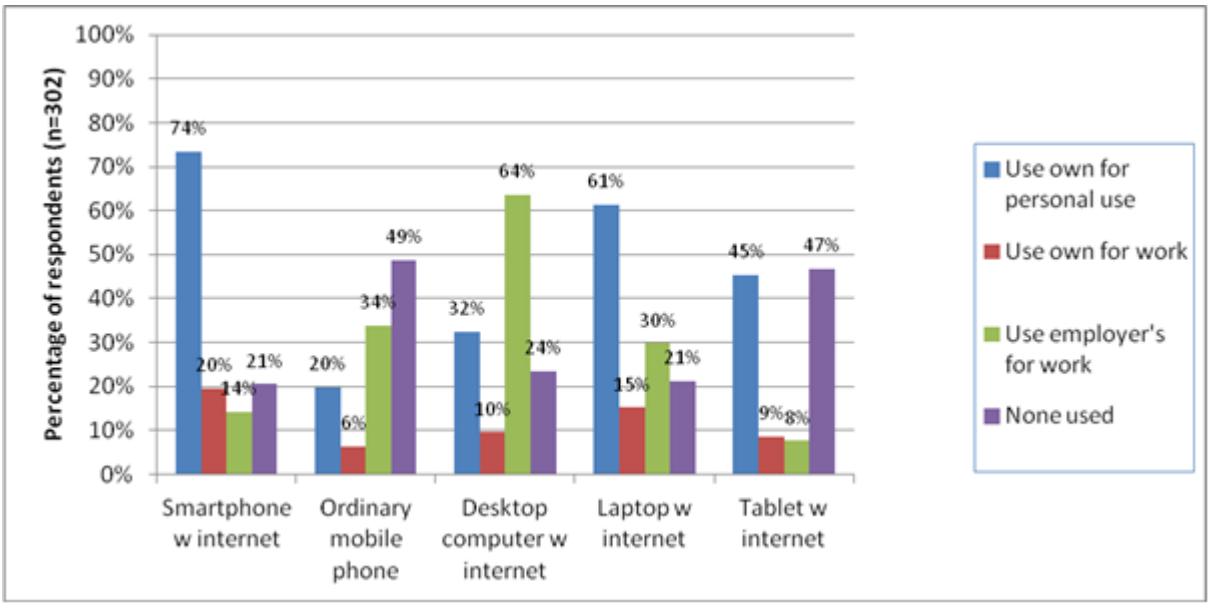
5.3 Key messages about digital technology use

- The use of digital technologies is pervasive in the organisational activities of the social care organisations surveyed – over 95% of respondents report its use in at least one aspect of their activities.
- Digital technologies are most pervasive in generic organisational activities, particularly internal and external communication, workforce learning and development, and people management.
- Digital technologies are slightly less pervasive in care specific administration activities such as recording care plans or managing the delivery of care, but even here the great majority of managers (around 80%) and of staff (around 70%) report its use.
- Digital technologies are also having an impact on the direct interactions between care staff and the people they support. Over 50% of staff respondents said they use digital technologies to find information about care and support, to support communication with family and friends, or to plan leisure activities with the people they are supporting.

6. Staff access to digital devices

We asked staff about what devices they used, whether they belonged to them personally or were provided by employers, and whether they used their devices for work or personal purposes. Figure 14 below shows the results.

Figure 14: Staff access to digital devices



We can see that personal use of smartphones with access to the internet is high, with almost three quarters (74%) of staff saying they have their own smartphone (very close to the October 2013 national figure of 72%).[8] One fifth of staff (20%) report using their personal smartphone for work purposes.

The device most commonly used by social care staff for work purposes is the desktop computer provided by the employer – 64% of respondents report using one. Interestingly, the next most commonly used device for work purposes is an ordinary mobile phone (i.e. one that does not access the internet) provided by the employer; just over a third (34%) of staff report using this.

Just under a third of staff (30%) use laptops provided by their employer for work, and 15% report using their own personal laptop for work purposes.

[8] Deloitte (October 2013) *Deloitte Consumer Review: Reinventing the Role of the High Street* London: Deloitte

The use of tablet computers for work is still relatively low, with only 17% using one; about half of these staff are using their own device, and half using one provided by their employer.

It is interesting to note that personal use of mobile digital devices – smartphones, laptops and tablets – is considerably higher than workplace use, suggesting that in terms of digital mobile at least, individual staff are more digitally engaged than their employers are.

7. Attitudes to digital technologies

7.1 Attitudes of managers

7.1.1 The value of digital technologies

We asked managers to rate their level of agreement with five statements about the value of digital technologies. Responses were on a five-point scale ranging from 'strongly disagree' to 'strongly agree'. Figure 15 below shows the results.

Figure 15: Managers' levels of agreement with five statements about value of digital technologies

Figure 15.1

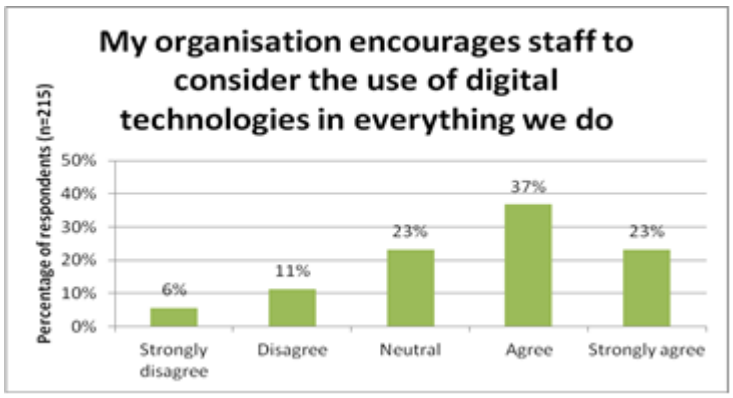


Figure 15.2

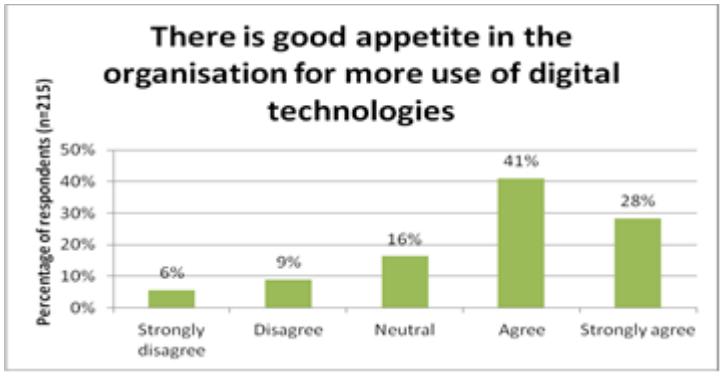


Figure 15.3

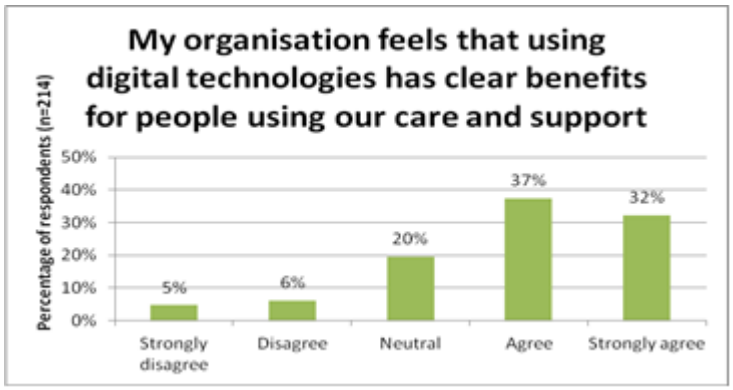


Figure 15.4

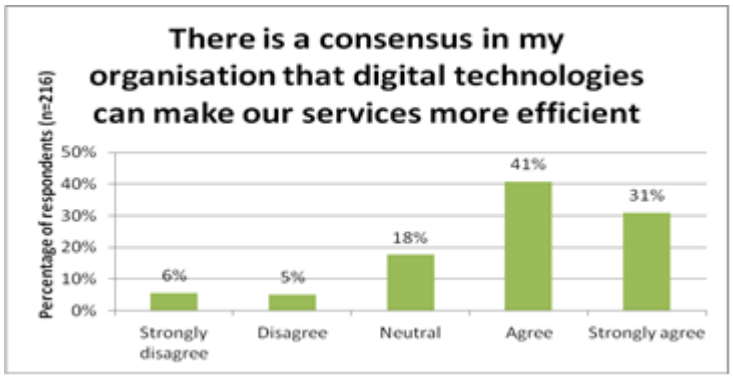
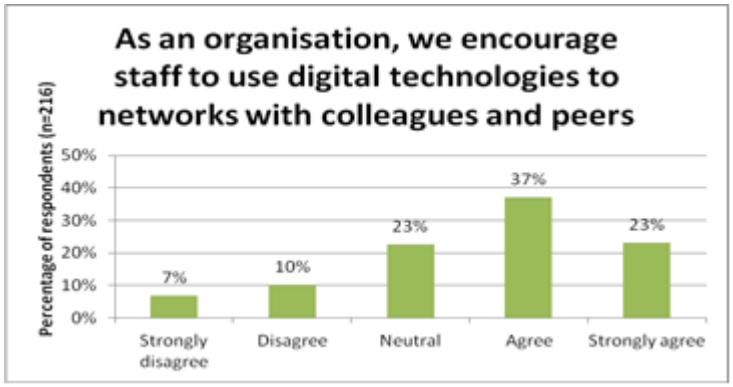


Figure 15.5



Overall, the results suggest that managers are very aware of the value of digital technologies – more than 60% of respondents either agree or strongly agree with each of the statements about positive benefits and potential uses of digital technologies.

We can see that the strongest levels of agreement are with the statements concerning potential benefits for people needing care and support (Figure 15.3) and potential increased service efficiency (Figure 15.4) – 70% of respondents agree with these statements.

There are marginally lower levels of agreement for the statements concerning the encouragement of staff in their use of digital technologies (Figures 15.1 and 15.5), suggesting that while many employers consider the 'business case' for technologies to be strong, they perceive the roll-out to all staff as a stumbling block. See below for further evidence on this.

7.1.2 The challenges of using digital technologies

We asked managers to rate their levels of agreement on a five-point scale with three statements about the challenges of using technologies. The results are show in Figure 16 below.

Figure 16: Managers' levels of agreement with three statements about challenges of digital technology

Figure 16.1

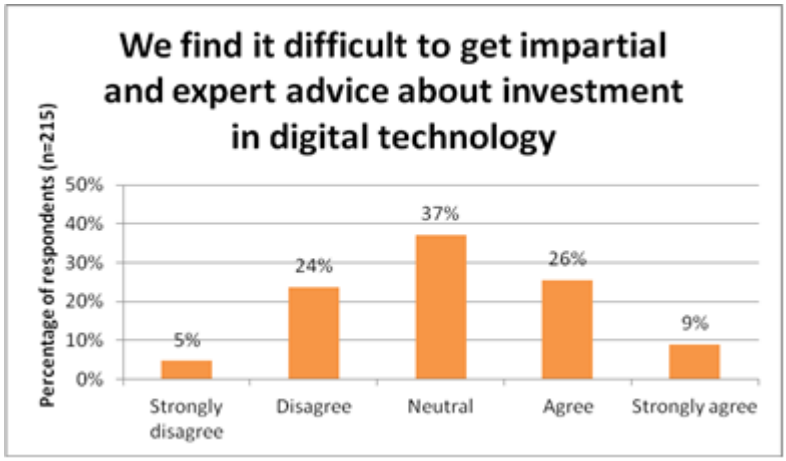


Figure 16.2

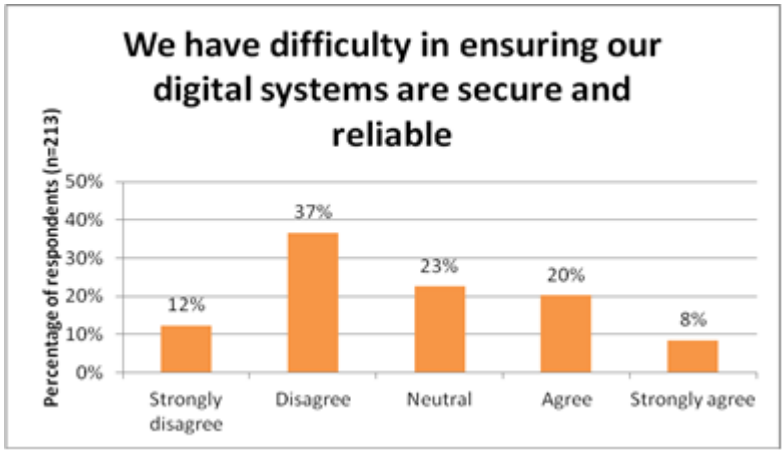
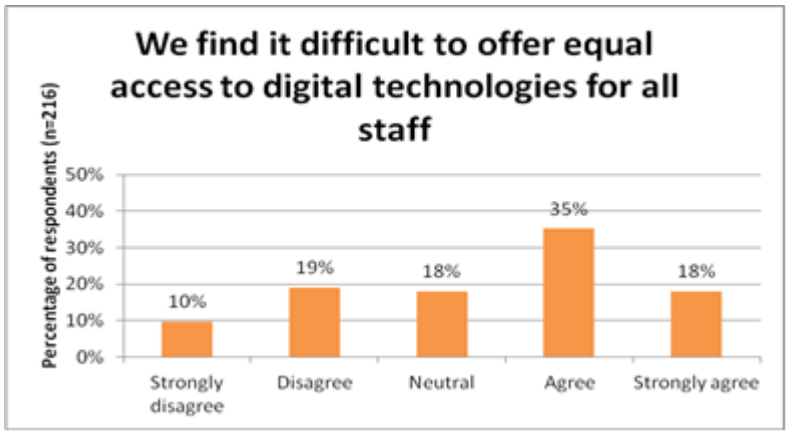


Figure 16.3



These statements produced a more mixed response. Respondents overall did not agree that it was difficult to ensure the security and reliability of digital systems (see Figure 16.2). Respondents were evenly split as to whether expert impartial technology advice is hard to come by (Figure 16.1). Ensuring access to digital technologies for all staff was considered to be the greatest challenge by respondents – over 50% agreed or strongly agreed that this was a problem (Figure 16.3). This latter result again suggests that roll-out to staff is considered to be a more major stumbling block to digital engagement than either access to technical expertise or IT system reliability and security.

7.1.3 Workforce issues concerning digital technologies

We asked managers to rate their level of agreement with five statements about workforce issues. Figure 17 below shows the results.

Figure 17: Managers' levels of agreement with three statements about workforce issues affecting digital technology

Figure 17.1

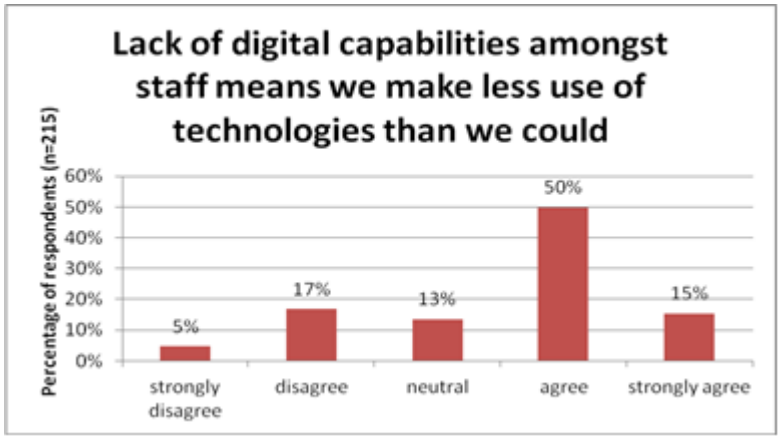


Figure 17.2

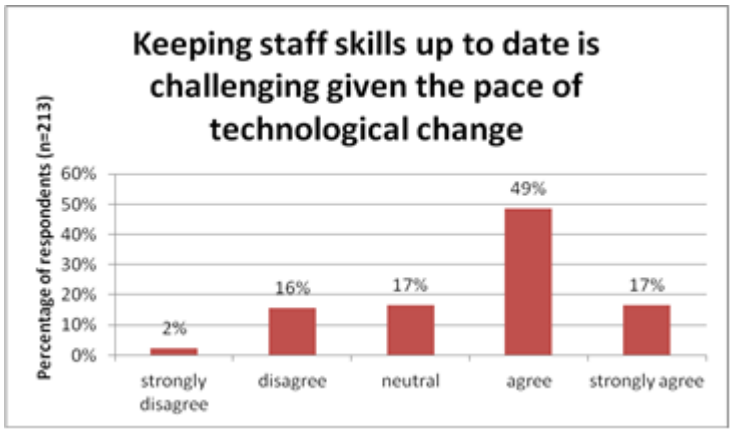


Figure 17.3

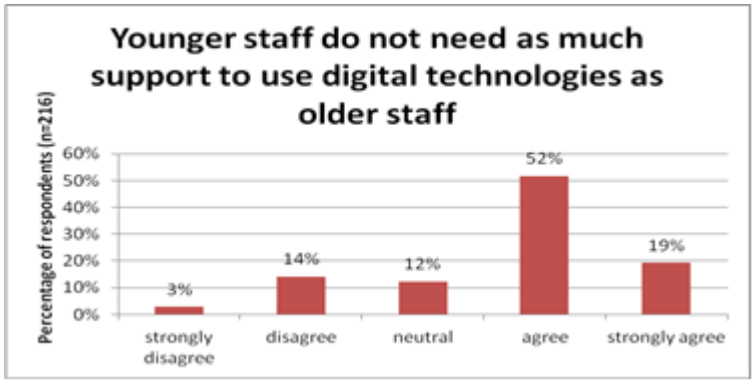
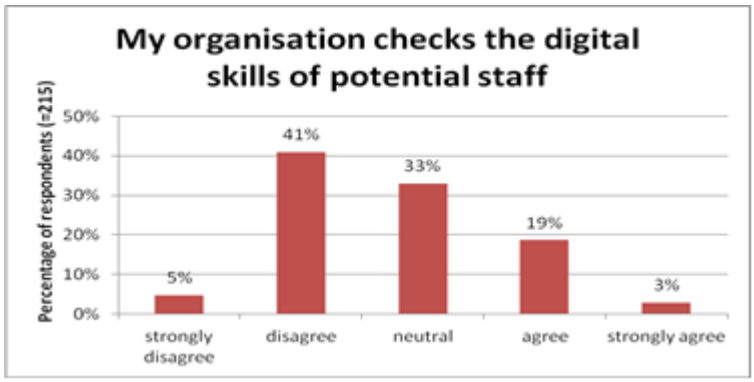


Figure 17.4

Figure 17.5



The majority of respondents agreed that lack of staff capability inhibited the use of technologies, that the pace of technological change presented a challenge to maintaining staff skills, and also that these issues were more relevant for older staff than younger staff, who did not need as much digital support.

Responses to the final two statements concerning approaches to recruitment suggest social care organisations do not prioritise digital capability at the recruitment stage. Less than a quarter of respondents report their organisation actively recruits for digital abilities, and less than a quarter say that they check the digital skills of potential staff.

7.2 Attitudes of staff

We asked staff to rate their level of agreement with seven statements about the benefits and challenges of using digital technologies in social care work. Figure 18 below shows the results.

Figure 18: Staff levels of agreement with seven statements about the benefits and challenges of digital technologies

Figure 18.1

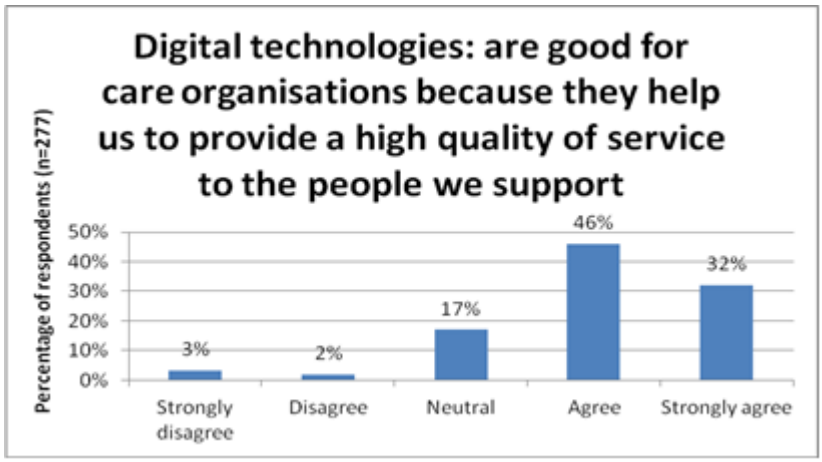


Figure 18.2

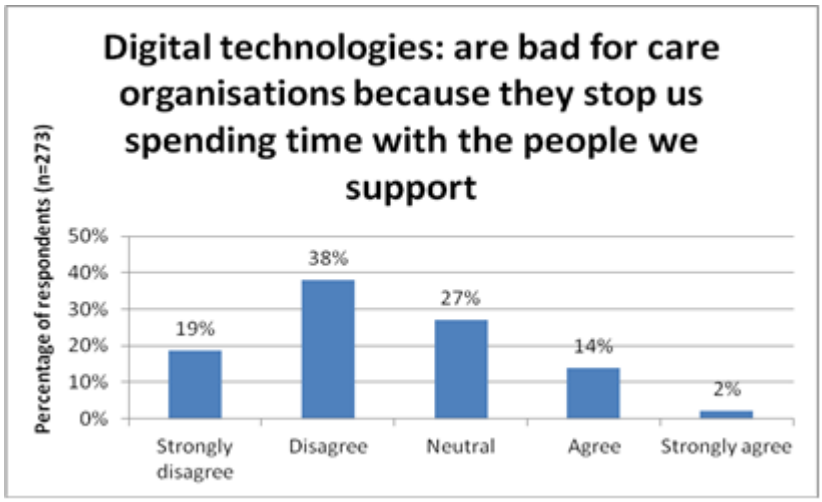


Figure 18.3

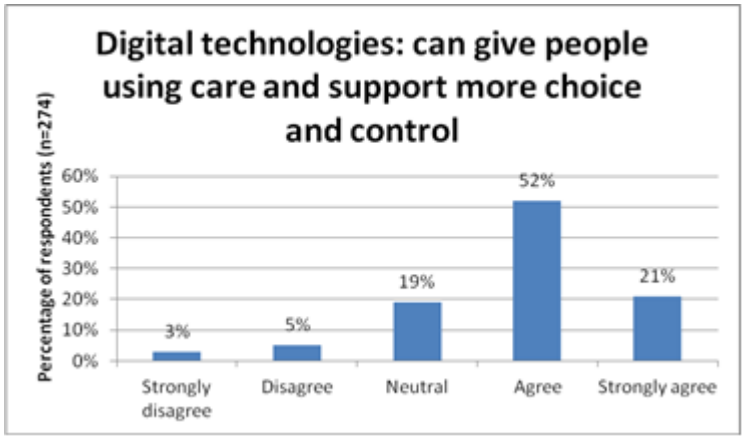


Figure 18.4

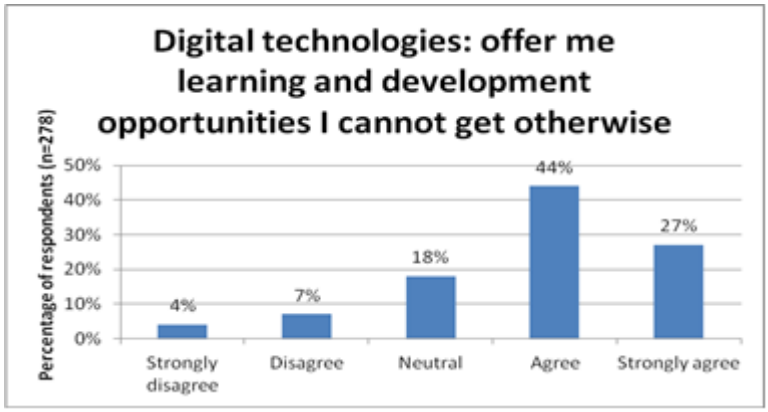


Figure 18.5

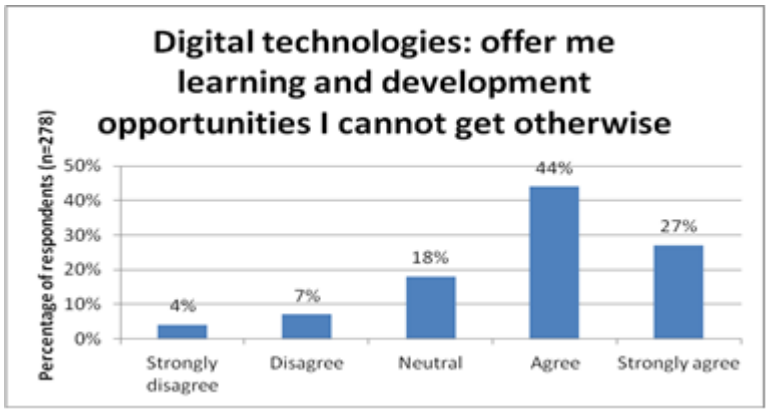


Figure 18.6

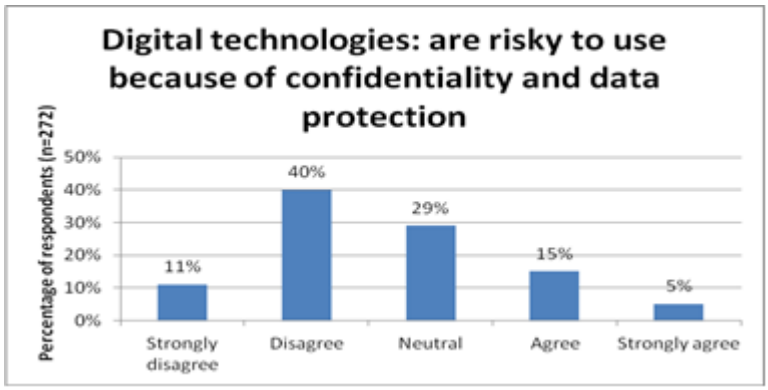
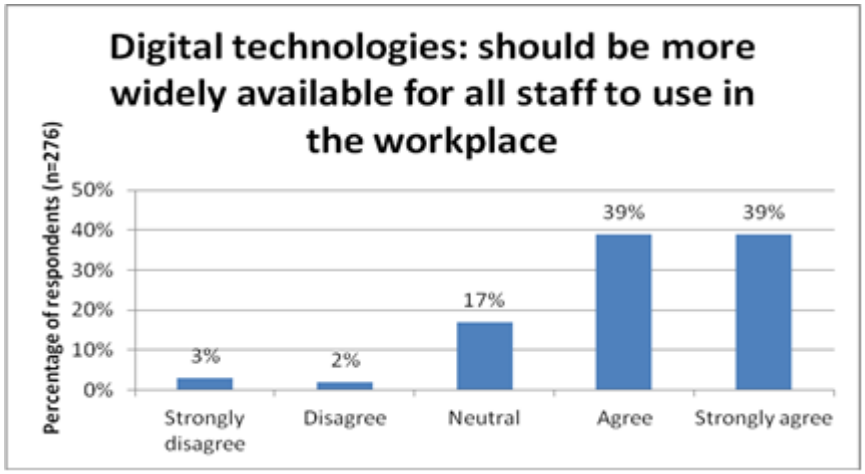


Figure 18.7



The great majority of staff who responded to this survey have a strongly positive attitude towards digital technologies:

- over three quarters (78%) of staff respondents agreed that digital technologies help provide a high quality of service (Figure 18.1)

- almost three quarters (73%) of staff respondents agreed that digital technologies can give people using care and support more choice and control (Figure 18.3)
- 86% of staff disagreed with the suggestion that digital technologies were not useful for their job (Figure 18.4), and
- almost three quarters of staff (71%) agreed that digital technologies offer them learning and development opportunities they could not otherwise access (Figure 18.5).

There was a little more ambivalence about whether digital technologies stop care staff spending time with the people they support (Figure 18.2). While 57% of staff did not feel this was the case, a quarter of respondents were neutral on the question and 16% felt the use of digital technologies did lessen time spent supporting people.

The statement 'Digital technologies are risky to use because of confidentiality and data protection' also produced a slightly ambivalent response (Figure 18.6); almost exactly half (51%) disagreed with this statement, but a third of respondents (29%) were neutral and a significant minority of 20% agreed that security was a risk.

Despite ambivalence about time and security issues, the great majority of staff (78%) agreed or strongly agreed that digital technologies should be more widely available to all staff (Figure 18.7).

7.3 Key messages about attitudes to digital technologies

- Most managers (around 70%) are convinced of the potential benefits of digital technology and its capacity to improve both the efficiency and the quality of care services.
- Strategic planning may lag slightly behind overall awareness of the benefits, as fewer managers (around 60%) feel that their organisation encourages staff to consider the potential use of digital technologies in all their activities.
- Over 50% of managers see access to digital technologies for all staff as the biggest stumbling block to digital uptake.
- While the majority of managers have reasonable confidence in their ability to get expert technical advice about digital systems and in their ability to maintain safety and security, substantial minorities felt it was hard to find impartial technical advice (35%), and that ensuring digital security was difficult (28%).
- Managers definitely perceive a problem with lack of digital skills in the workforce: the majority agreed that lack of staff capability inhibits the use of technologies, and that the pace of technological change presents a challenge to maintaining staff skills; older staff were seen to be particularly in need of skills support.

- The great majority of staff have a strongly positive attitude towards digital technologies, seeing their potential to improve the quality of services and the quality of life of the people they support, as well as the potential for digital technology to support their own career development.
- Nearly 80% of staff feel that digital technologies should be made available to all workers.
- There was some indication that a significant minority of staff felt there was a risk that the use of digital technologies could be at the expense of spending time with the people they support; data security issues were also a concern for some staff, but not the majority.

8. Digital capabilities in the workforce

8.1 Managers' perceptions of workforce knowledge and skills

We asked managers to estimate the levels of skills and knowledge in five areas of digital competency:

- basic online skills (use email, use a search engine, fill in an online form)
- basic awareness of online safety and security
- ability to help other people use common digital technologies (i.e. being a 'digital champion')
- use online sources to find, evaluate and share authoritative information about care related issues or problems (i.e. information literacy)
- an understanding of how specialist assisted living technologies can help people live independently.

Figure 19: Managers' estimates of digital capabilities amongst managers and team leaders, by skill

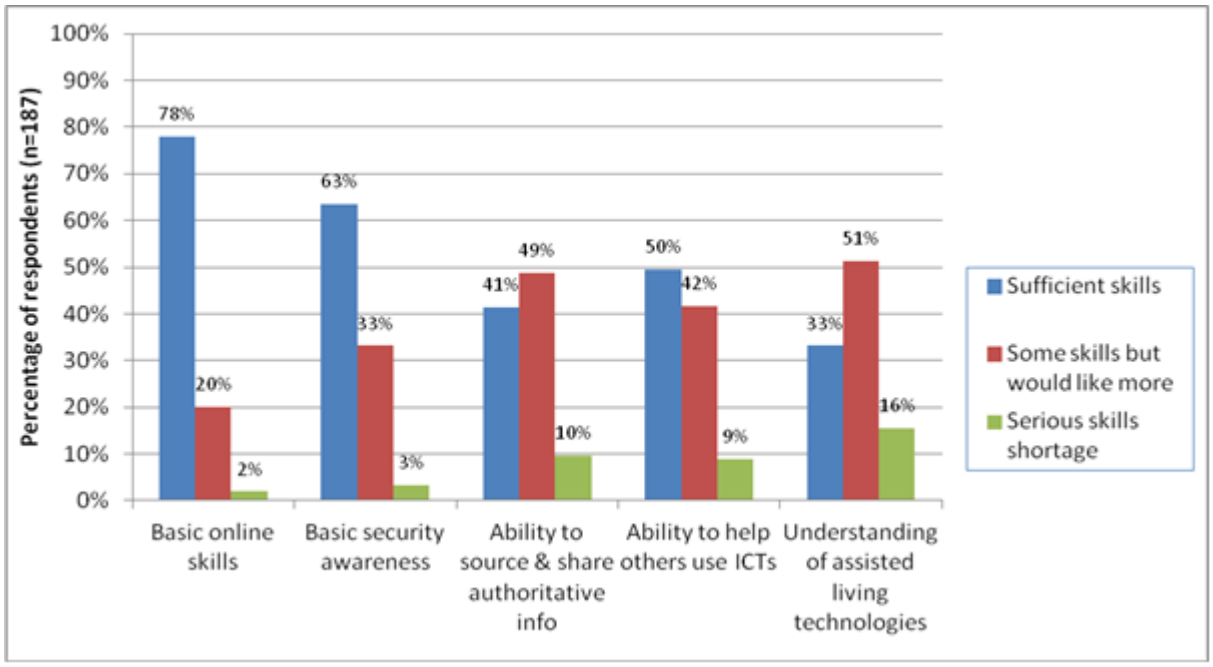


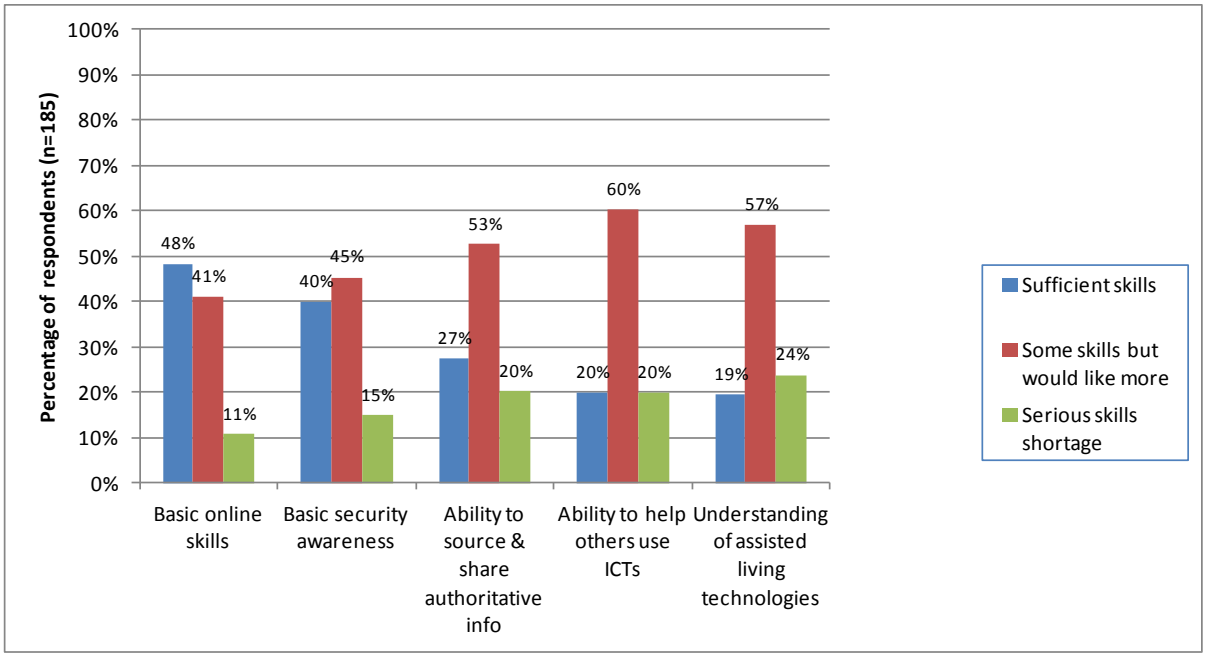
Figure 19 above shows how managers estimate the capabilities of fellow managers and team leaders in their organisation. We can see the clear progression we might expect in terms of skills shortages, from generic to specialist, with the smallest perceived skills shortage being in basic online skills, the largest shortage in the specialist area of assisted living technologies.

Twenty two percent of managers report insufficient basic online skills amongst managers in their organisation, and 33% percent feel that managers lack basic awareness of online safety and security to some degree.

In terms of the more specialist digital capabilities, over two thirds (66%) of managers feel those in managerial roles in their organisation need more understanding of assisted living technologies. Almost 60% of respondents feel that information literacy skills – the ability to find, source and share authoritative information – could be improved amongst managers.

Over half (51%) of managers felt their fellow managers needed more digital champion skills, i.e. the ability to help others use common digital devices and ICTs.

Figure 20: Managers' estimates of digital capabilities amongst frontline staff, by skill



Perhaps unsurprisingly, managers report a greater digital capability shortage amongst frontline staff than amongst managers in their organisation. Fewer than half the managers surveyed (48%) felt that frontline staff in their organisation has sufficient basic digital skills or sufficient basic awareness of online safety and security. More than two-thirds of managers felt frontline staff had insufficient digital information literacy skills. Four fifths of managers said they needed more digital champions – i.e. people with the ability to help others use ICTs – amongst frontline staff, and the same number report the need for a greater understanding of assisted living technologies on the frontline.

Figure 21: Managers' perceptions of skills shortages; managers compared to staff, by skill type

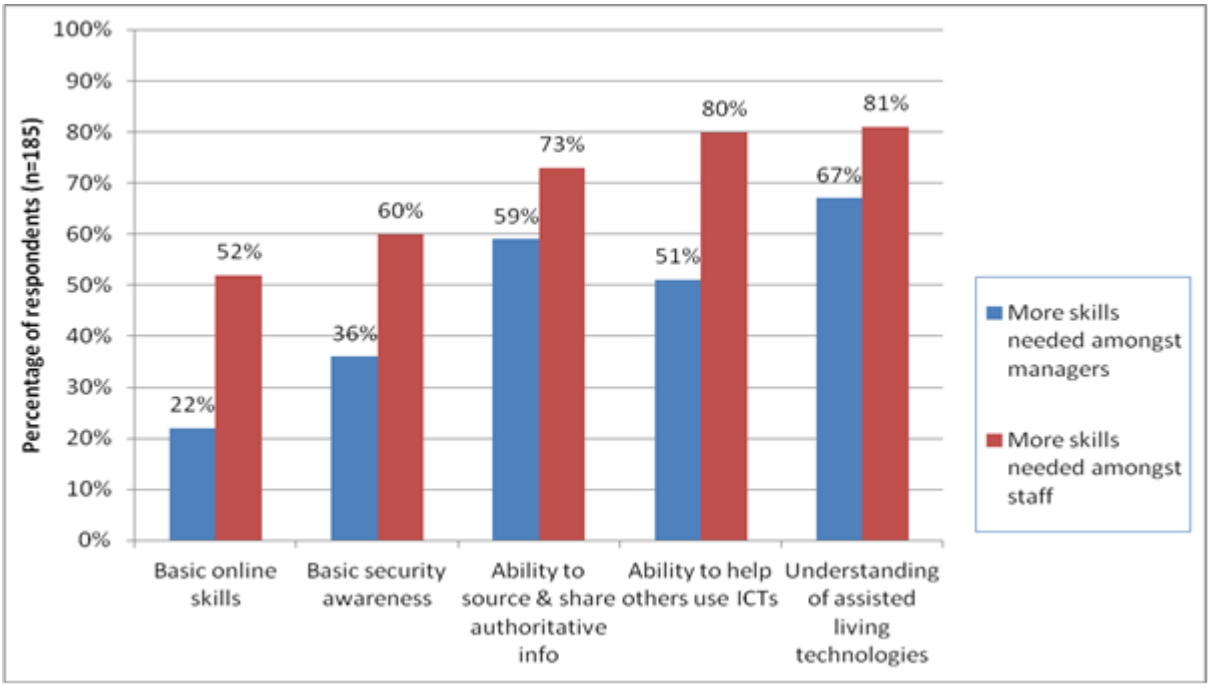


Figure 21 above compares skills shortages between managers and staff. The biggest reported skills shortages amongst managers are information literacy – sourcing and sharing authoritative information (59% of managers would like more of these skills in their managerial workforce) – and understanding of assisted living technologies (67% of managers would like more of this capability). The two biggest skills shortages amongst frontline staff are the ability to help others use ICTs, with 80% of managers reporting a skills gap, and understanding of assisted living technologies, reported as a shortage amongst frontline staff by 81% of managers.

Figure 22: Percentage of managers reporting skills shortage across whole workforce, by skill

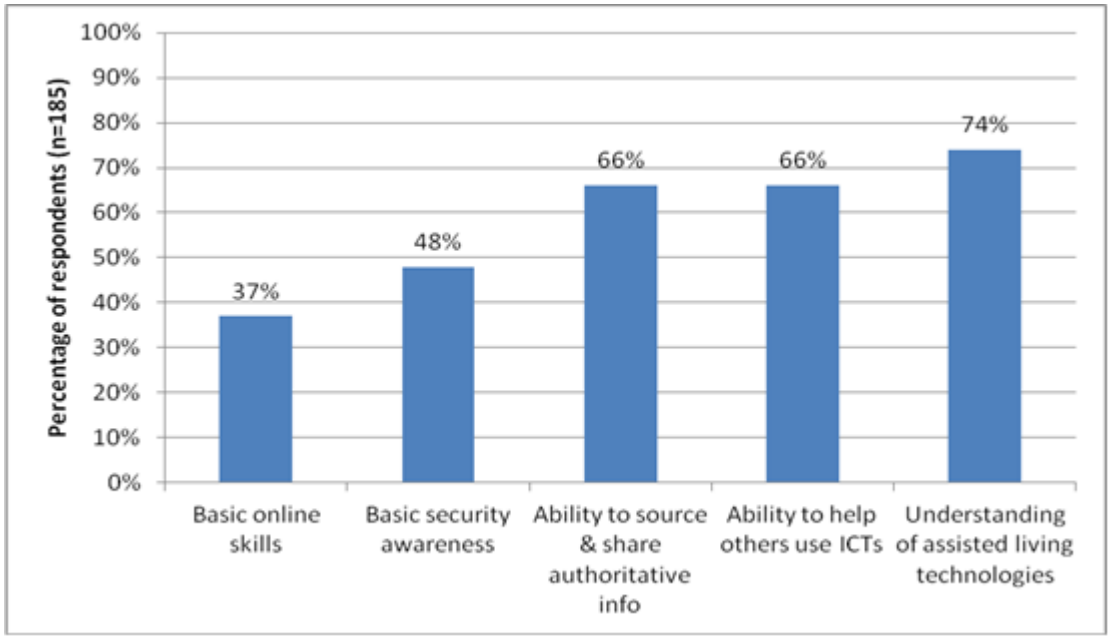


Figure 22 above shows the average number of managers reporting a skills shortage across the whole workforce at all levels. Over a third (37%) of managers report a shortage of basic online skills. In 2012 the UKCES Sector Skills Insights report on health and social care found 26% of social care employers reporting basic IT skills were hard to obtain.[9]

Almost half the managers surveyed feel basic online security awareness is insufficient in the workforce as a whole. Information literacy and digital champion skills are reported as a shortage across the workforce by exactly two thirds of managers.

Almost three quarters of managers report a lack of understanding of assisted living technologies across the workforce as a whole.

8.2 Staff confidence in their own digital skills

We asked staff a series of questions about their levels of confidence in a range of online tasks and digital activities. Go ON, the alliance of organisations charged with improving the UK's digital skills, defines 'basic online skills' as the ability to undertake the following activities:

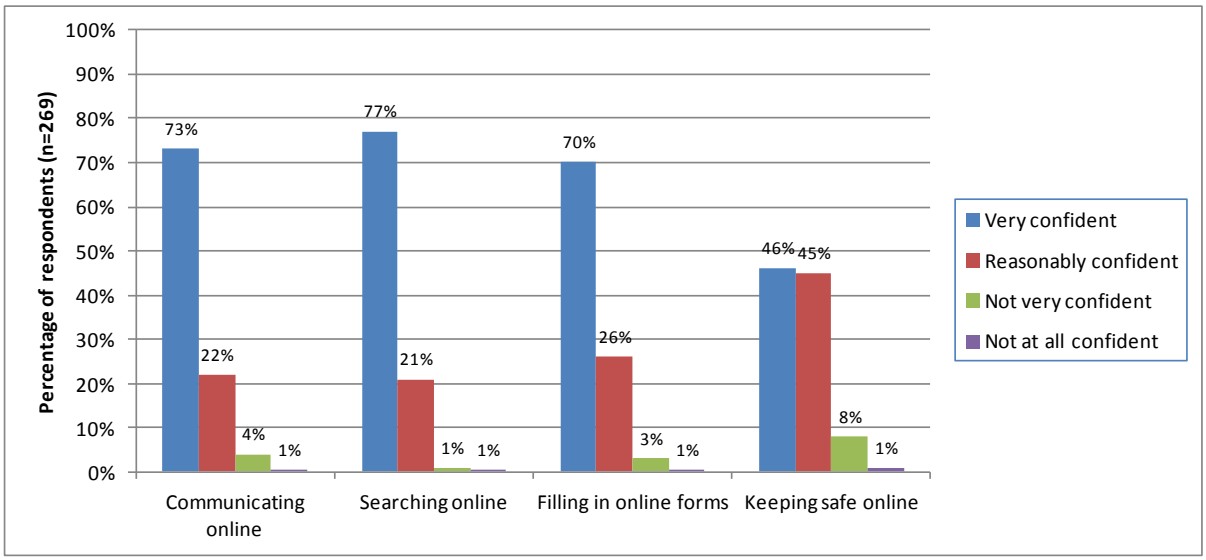
- Communicate i.e. send and receive emails

[9] UKCES (2012) *Sector Skills Insights: Health and Social Care* Evidence Report 52

- Find things i.e. use a search engine and browse
- Share i.e. fill in forms
- Keep safe online e.g. identify spam, manage privacy settings.[10]

We asked social care staff whether they felt confident in these basic online skills, and Figure 23 below shows the results.

Figure 23: Levels of staff confidence in four basic online activities



We can see that over 90% of staff report feeling confident in all four areas of basic online activity, and over 70% describe themselves as very confident.

The area of least confidence amongst staff is around online safety and security. We still see over 90% describing themselves as having confidence in this area, but fewer describe themselves as very confident, and 9% say they lack confidence in this aspect of digital technology use.

However, overall, it would seem staff consider their digital capabilities – at least as measured by levels of confidence – to be high. This is in quite stark contrast to the assessment of managers, over half of whom feel their staff lack sufficient basic online skills (see below).

Figure 24 below shows how staff rate their levels of confidence using digital technologies in five activities areas of workplace activity. The contrast between

[10] http://www.go-on.co.uk/opportunity/basic-online-skills/

managers' and staff perceptions of skills and confidence levels is summarised in the following Figure 25.

Nearly 90% of staff say they are confident in using the internet to find the best possible information about someone's care; this contrasts strongly with the views of managers, only 27% of managers feel that they have enough of these digital literacy skills amongst frontline staff (see Figure 25).

The lowest levels of confidence amongst staff are in understanding how assisted living technologies can support independence. However, even here staff estimate their understanding more highly that managers do. Only 19% of managers report that their staff have sufficient understanding of assisted living technologies, whereas 77% of staff report feeling confident or very confidence about their understanding of these specialist technologies.

Staff respondents are also very confident about their abilities to help other people to use common digital technologies – 87% are confident or very confident in their digital champion skills. However, only 20% of managers were content with the levels of these skills amongst frontline staff.

Figure 24: Staff levels of confidence in using digital technologies in the social care workplace

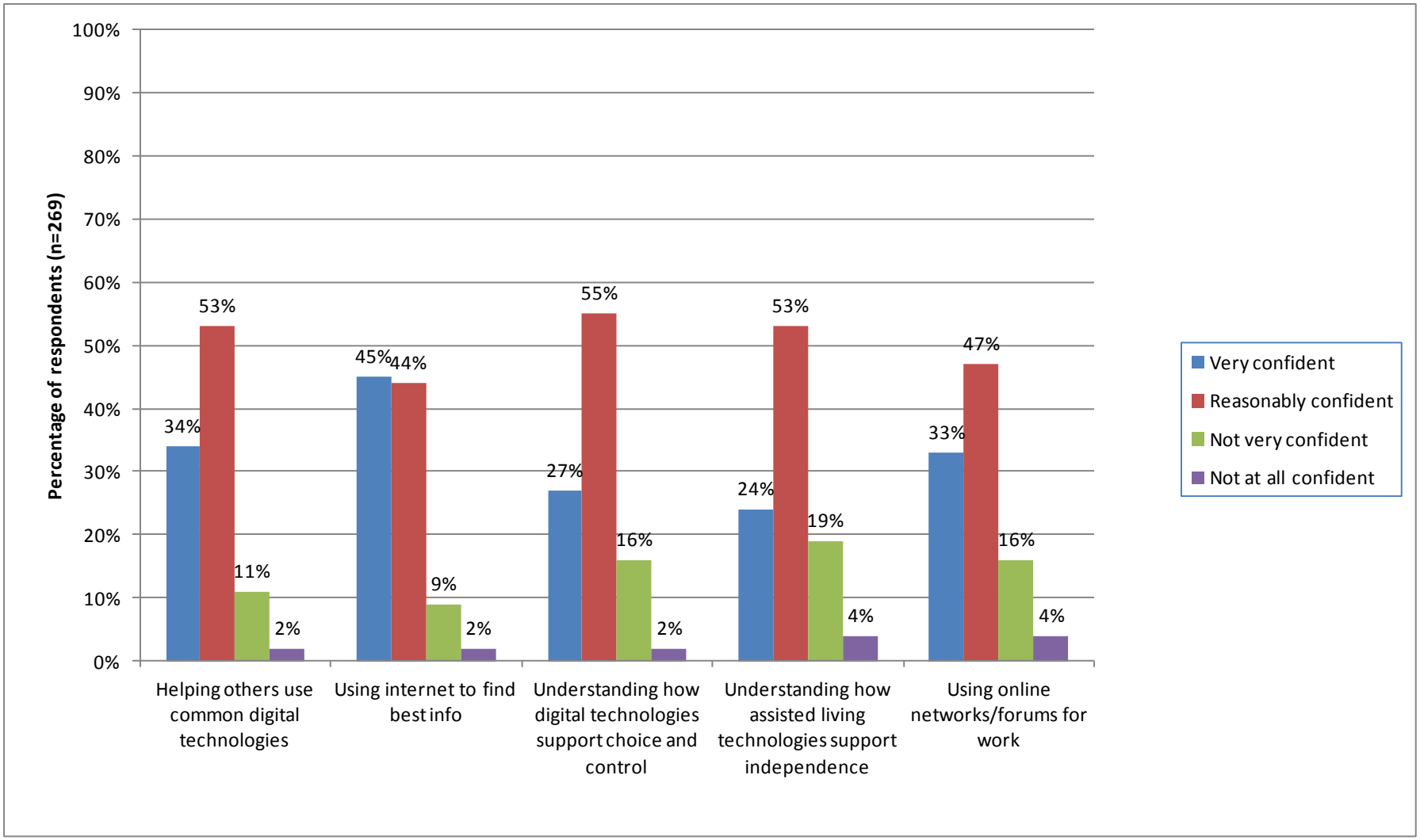
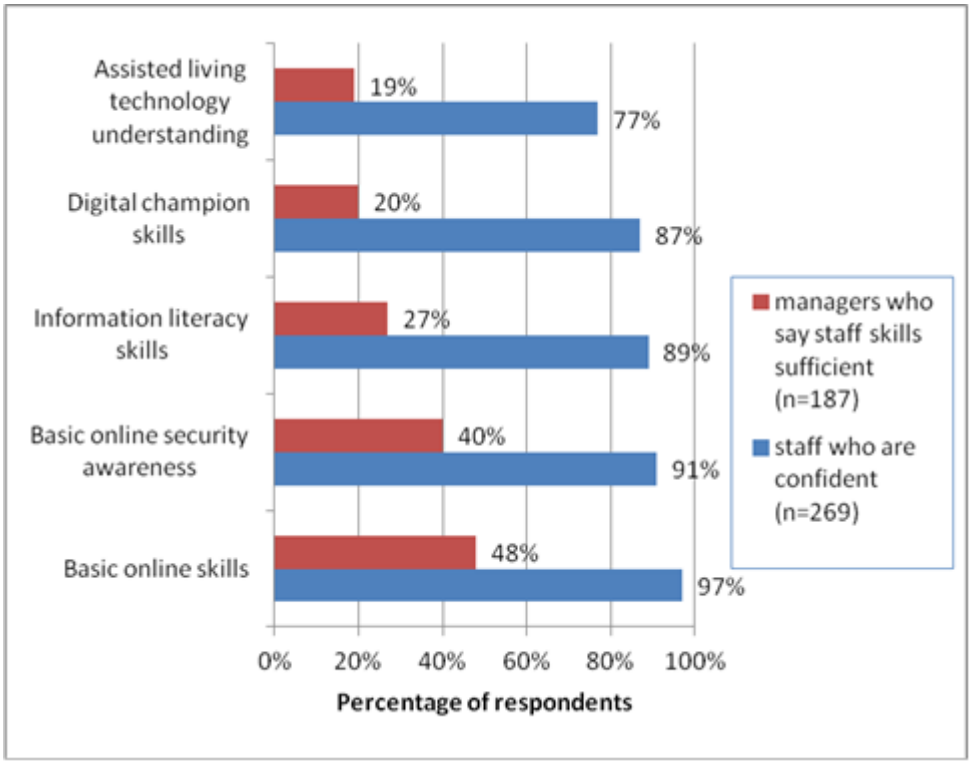


Figure 25: Contrast between staff and managers' perceptions of digital confidence and skills



8.3 Key messages about workforce digital capabilities

- Social care managers report a significant shortage of digital skills across all levels of the workforce; a fifth of managers feel basic online skills are lacking amongst managerial staff, and over half feel their frontline workers lack these basic skills.
- Managers are also concerned about low levels of awareness about basic digital safety and security issues; over a third say this awareness is insufficient amongst managers, and nearly two thirds amongst frontline staff.
- The most frequently cited capability shortage concerns insufficient basic understanding of assistive technologies; three quarters of managers feel this knowledge is lacking across all parts of their workforce – technological advances may be significantly outpacing the sector's capacity to make use of them.
- Two thirds of managers feel that the workforce as a whole lacks sufficient information literacy skills.
- Two thirds of managers also feel that digital champion skills are insufficient at all levels in their organisations.
- Generally, staff respondents feel more confident about their own digital capabilities than managers' reports might suggest; over 90% of staff say they are confident or very confident about their basic online skills, whereas fewer than half of managers feel these skills are present in sufficient quantity in their workforce.
- The 'perception mismatch' between managers and staff is especially noticeable for digital literacy and digital champion skills; more than four-fifths of staff say they feel

confident about these skills, whereas less than a quarter of managers report having enough of these skills amongst frontline staff.

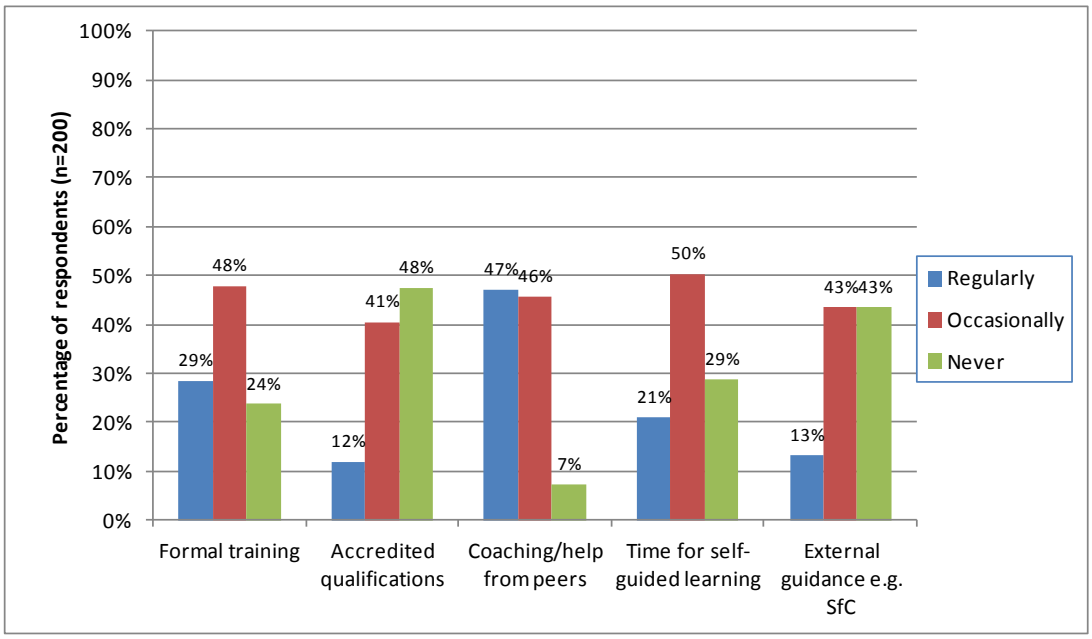
9. Approaches to digital skills support

9.1 Skills support currently offered: managers' reports

We asked respondents whether they currently provided any support to develop digital skills in the workplace, and if so how regularly. Figure 26 below shows the most common form of support was coaching and help from colleagues and managers. This could encompass formal 'buddy' arrangements as well as informal peer and managerial support. The second most common form of digital skills support was formal IT training.

Accredited qualifications were the least commonly offered form of digital skills support, closely followed by the use of external guidance from organisations such as Skills for Care.

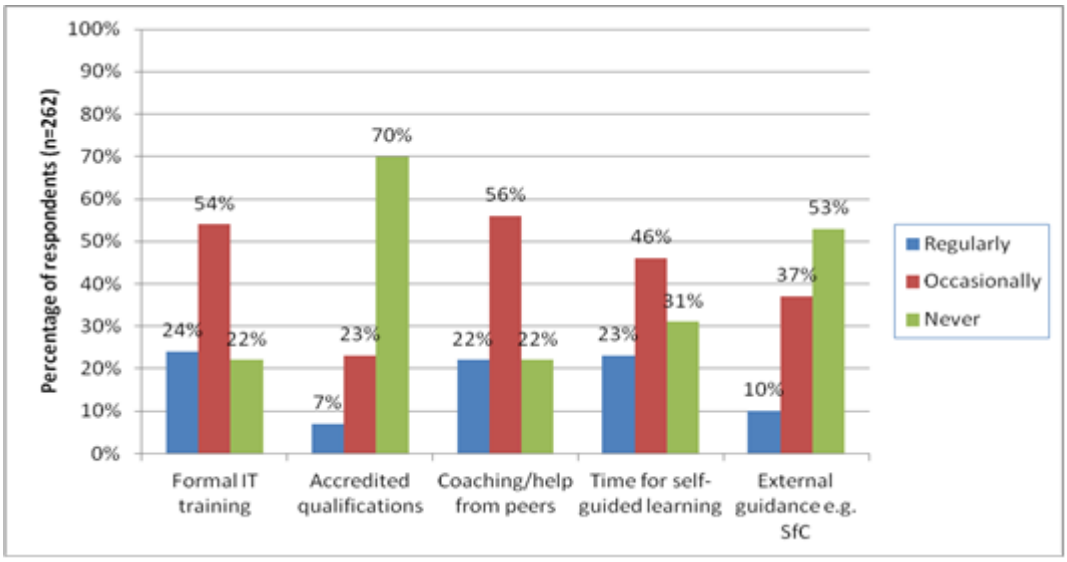
Figure 26: Managers' reports of types of digital skills support offered



9.2 Skills support currently offered and preferred: staff views

We asked staff what sorts of training or support for digital skills they received in the workplace, and how often. Figure 27 below shows the results.

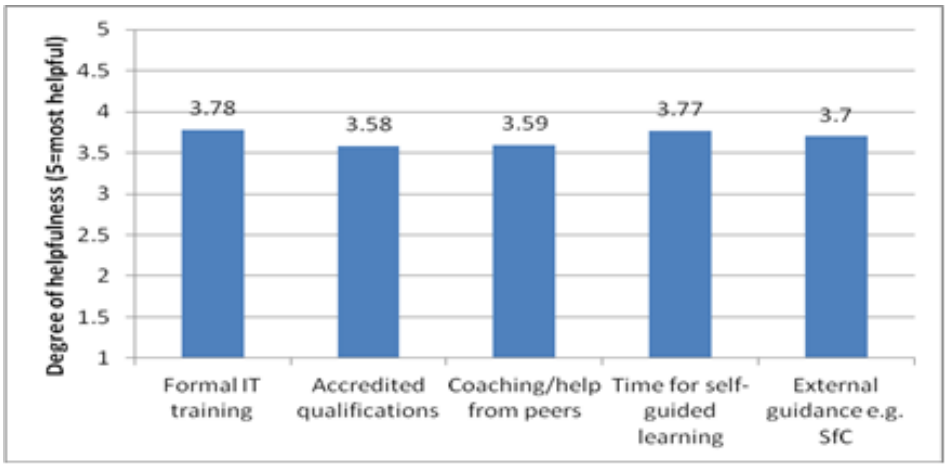
Figure 27: Staff reports of types of digital skills support received



Formal training such as IT training and coaching/help from peers and managers were the most frequently cited forms of support, with accredited qualifications, and reference to guidance from external organisations being the least frequently cited. We can see some divergence in manager and staff reports of skills support by comparing Figures 26 and 27 above. Managers report more peer to peer support than staff: 93% of managers report peer support for digital skills happening either regularly or occasionally, whereas only 78% of staff do. Accredited qualifications are reported as the least frequently offered form of support by both staff and managers, but whereas 53% of managers report offering this form of support, only 30% of staff report receiving it.

Finally, we asked staff respondents if more support for digital skills would help them to do their job better. Three quarters of respondents (n=201) said yes to this question. Those 201 respondents then ranked the relative helpfulness of the various forms of skills support identified above, as show in Figure 28 below. Formal training was ranked the most helpful form of support, closely followed by time for self-guided learning. Accredited qualifications were seen as the least helpful form of digital skills support by staff.

Figure 28: Relative helpfulness of range of types of digital skills support



9.3 Key messages about digital skills support

- Both managers and staff report coaching/help from colleagues or managers and formal IT training as the most common forms of digital skills support currently offered.
- Accredited qualifications are the least commonly offered form of digital skills support – and also the least preferred by staff.
- The staff surveyed express a preference for either formal IT training or for time for self-guided learning in order to improve their digital skills.

10. Summary and conclusions

The findings presented in this report give insights into the uses of digital technologies in adult social care in England, the attitudes of both managers and staff to the benefits and challenges these technologies present, and some of the workforce skills issues involved. We need to bear in mind the limitations of the surveys, in particular the predominantly digital mode of dissemination, and the over-representation in the sample of larger organisations and more highly qualified staff. These factors are likely to lead to an over-estimation of levels of engagement with digital technology compared to the sector as a whole. Nevertheless, the data give a good overview of some of the main issues.

10.1 Uses of digital technologies

The use of digital technologies is pervasive in the organisations surveyed, with over 95% using them in at least one aspect of their activities. Digital technologies are used extensively to support generic organisational, business and administrative activities such as HR and organisational communication.

In addition, in line with previous research,[11] the surveys suggest that enhanced access to and support for workforce learning and development – the key area of interest for Skills for Care – is one of the major drivers for engagement with digital technology for both organisations and staff.

The use of digital technologies to record the delivery of care is widespread, with around three quarters of organisations using digital technologies for care planning, assessments or for keeping service records.

We can also see digital technologies impacting on the direct interactions between care staff and people they support, with over half the staff surveyed using digital technologies to find information and to support communication and leisure activities with and for the people they support.

Both managers and staff surveyed had strongly positive attitudes towards digital technology, with the great majority recognising the potential of these technologies to improve both the efficiency and the quality of social care services. However, the surveys suggest two principal inhibitors on the further spread of digital technologies:

[11] SCIE (2012) *E-readiness in the social care sector for SCIE* London: SCIE; Skills for Care (2013) *Learning Technologies in Social Care: Employer Guide and Case Studies* Leeds: Skills for Care; SCIE (2012) *Evaluation of the Get Connected Scheme* London: SCIE

- access to digital devices and services, and
- perceptions of workforce digital capability.

10.2 Digital access

The majority of managers in our survey said they found it difficult to offer digital access to all staff. At the same time, the data show that individual care staff have much greater personal access to some digital devices – specifically mobile devices including smartphones, laptops and tablets – than they do via their employer. There has been much debate amongst employers from all sectors in recent years over the pros and cons of 'bring your own device' (BYOD), whereby staff are encouraged to use their own devices for work purposes. We know anecdotally that some social care employers are already moving in this direction.[12]

10.3 Digital capabilities

In terms of workforce capability, we identified a significant disconnect between managers' views on the current knowledge and skills of their workforce, and staff levels of confidence in their own knowledge and skills.[13] Further investigation would be required to identify the precise reasons for this; it may be that managers are unaware of the extent of staff knowledge and skills, it may be that staff over-estimate the extent of their digital knowledge and skills, or it may be that there is a mismatch between the knowledge and skills managers consider to be required and those staff feel they need. We should also be aware that our staff sample may over-represent the more digitally skilled members of the workforce, as they are more likely to engage with research about digital technologies.

Managers reported significant shortages in all the areas of digital capability the survey addressed: basic online skills, basic online safety and security awareness, information literacy and understanding of digital assistive living technologies (ALTs). Managers also reported that despite recognising a skills shortage and understanding the importance of digital skills, they did not factor in basic online skills during their recruitment processes. This area could also warrant further investigation with a view to producing care specific digital skills assessments or other similar employer support tools.

Managers also said that there were insufficient digital champion skills in their organisations at both managerial and frontline levels. Eighty percent of the managers we surveyed would like to see more digital champion skills in their workforce. In other

[12] Personal correspondence between the author and individual social care employers

[13] A similar finding was reported by Ipsos Mori in their 2009 report *E-readiness in the social care sector for SCIE:* managers considered staff to have insufficient digital skills to engage with e-learning; staff considered themselves both able and willing to engage with e-learning.

words they wanted more people who were able to help their peers improve their digital knowledge and skills.

The research suggests that peer support is critical to the development and maintenance of digital skills. Providing bespoke resources that support digital champions in the social care workplace may be one sustainable approach to addressing the ongoing challenge around digital capabilities in the adult social care workforce.

Appendix 1: Digital capabilities in social care (Managers' survey)

So we can direct you to the correct questions, please tell us whether you manage other people as part of your job:*

( ) Yes, I line manage other people [directed to managers' survey]

( ) No, I don't line manage anyone [directed to staff survey]

About you and your organisation

1) What is your main job role?

( ) Employer/owner

( ) Workforce lead in the organisation

( ) Manager

( ) Team leader

( ) Other (please specify): _____

2) What type of organisation do you work in?

( ) Local authority

( ) NHS or other public sector

( ) Voluntary, charity, social or community enterprise, other non-profit

( ) Private or commercial company

3) Approximately how many staff does your whole organisation employ?

( ) 0-10 staff

( ) 11-50 staff

( ) 51-100 staff

( ) 100+

4) What is the main type of service your organisation provides?

( ) Residential care

( ) Day care

( ) Home care

( ) Community care

( ) Other (please specify): _____

The uses of digital technologies in your organisation

5) Does your organisation use digital technologies to:

	Use extensively	**Use a bit**	**Don't use at all**	**Not applicable**
Record or manage the delivery of care	( )	( )	( )	( )
Record or manage care plans, assessments or outcomes	( )	( )	( )	( )
Deliver, record or manage staff learning & training	( )	( )	( )	( )
Support external marketing and communications	( )	( )	( )	( )
Enable staff to access external learning and development networks	( )	( )	( )	( )
Enable staff to better communicate within the organisation	( )	( )	( )	( )
Support human resources/people management & recruitment	( )	( )	( )	( )

6) Does your organisation enable staff to use digital technologies during interactions with people needing care and support to do any of the following?
We are interested here in joint activities supported by technology. These activities might involve the person using the digital device with help from the member of staff, or might involve the member of staff using the device with input from the person.

	Use extensively	**Use a bit**	**Don't use at**	**Not applicable**

			all	
Find information about the person's care and support	( )	( )	( )	( )
Communicate with welfare agencies or other services (e.g. GP, housing support)	( )	( )	( )	( )
Keep in touch with friends and family	( )	( )	( )	( )
Plan leisure activities or find entertainment	( )	( )	( )	( )
Do shopping or banking related tasks	( )	( )	( )	( )
Do education or employment related tasks	( )	( )	( )	( )
Help with daily living - assisted living technologies such as falls monitors etc.	( )	( )	( )	( )

7) If your organisation uses digital technology for other activities not described above, please tell us what they are

_____

Organisational attitudes towards digital technology

8) Do you agree with the following statements about the value of digital technologies?

	Strongly disagree	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
My organisation encourages staff to consider the use of	( )	( )	( )	( )	( )

digital technologies in everything we do					
There is good appetite in the organisation for more use of digital technologies	( )	( )	( )	( )	( )
My organisation feels that using digital technologies has clear benefits for people using our care and support services	( )	( )	( )	( )	( )
There is a consensus in my organisation that digital technologies can make our services more efficient	( )	( )	( )	( )	( )
As an organisation, we encourage staff to use digital technologies to network with colleagues and peers	( )	( )	( )	( )	( )

9) Do you agree with the following statements about the challenges of using digital technologies?

	Strongly disagree	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
We find it difficult to get expert and impartial advice about investment in digital technology	( )	( )	( )	( )	( )
We have difficulty in ensuring that our digital	( )	( )	( )	( )	( )

systems are secure and reliable					
We find it difficult to offer equal access to digital technologies for all staff	( )	( )	( )	( )	( )

10) Thinking about your workforce, do you agree with the following statements?

	Strongly disagree	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
Lack of digital capabilities amongst staff means we make less use of technologies than we could	( )	( )	( )	( )	( )
Keeping staff skills up to date is challenging given the pace of technological change	( )	( )	( )	( )	( )
Younger staff do not need as much support to use digital technologies as older staff	( )	( )	( )	( )	( )
My organisation actively recruits people who are able and confident in using digital technologies	( )	( )	( )	( )	( )
My organisation checks the digital skills of potential staff	( )	( )	( )	( )	( )

11) Do you feel your managers and team leaders have enough of the following digital capabilities?

	We have enough of these capabilities among managers/team leaders	**We have some of these capabilities but would like more**	**We have a serious shortage of these capabilities**	**Not relevant for us**
Basic online skills (use email, use a search engine, fill in an online form)	( )	( )	( )	( )
Basic awareness of online safety and security	( )	( )	( )	( )
Ability to help other people use common digital technologies	( )	( )	( )	( )
Use online sources to find, evaluate and share authoritative information about care related issues or problems	( )	( )	( )	( )
An understanding of how specialist assisted living technologies can help people live independently	( )	( )	( )	( )

12) Do you feel your frontline staff have enough of the following digital capabilities?

	We have enough of these capabilities among frontline staff	**We have some of these capabilities but would like more**	**We have a serious shortage of these capabilities**	**Not relevant for us**
Basic online skills (use email, use a search engine, fill in an online form)	( )	( )	( )	( )
Basic awareness of online safety and security	( )	( )	( )	( )
Ability to help other people use common digital technologies	( )	( )	( )	( )
Use online sources to find, evaluate and share authoritative information about care related issues or problems	( )	( )	( )	( )
An understanding of how specialist assisted living technologies can help people live independently	( )	( )	( )	( )

13) Do you currently provide any support to develop digital skills in your workplace?

	Regularly	Occasionally	Never
Formal training e.g. IT training (in-house or external)	( )	( )	( )
Accredited qualifications	( )	( )	( )
Coaching and help from colleagues or managers	( )	( )	( )
Time for individuals to explore/learn about technologies themselves	( )	( )	( )
Guidance from outside organisations such as Skills for Care, SCIE, British Computer Society etc.	( )	( )	( )

14) If you provide any types of support for digital skills not mentioned above, or if you would like to make any other general comments about digital capabilities in your workforce, please add them here

_____
_____
_____
_____

Willingness to participate in further research

15) Would you be willing to support your staff in completing a version of this survey aimed at employees?

This would involve distributing a link to a short online survey (max 10 mins), and/or distributing a paper-based survey for employees with no access to emails.

( ) Yes, I'm interested in supporting completion of a staff survey - please tell me more

( ) No thanks

16) Would you be interested in putting your organisation forward as a study site for this research?

This would involve a visit by one of the researchers on one day to conduct a maximum of five 30-minute interviews with a mix of managers and staff, to understand in more depth the issues you face in using digital technologies in your organisation. You do not need to be 'experts' in your use of technology; we are looking for a range of levels of engagement and also a range of organisation types.

( ) Yes, we are interested in being considered as a study site - please tell me more

( ) No thanks

Please provide us with your name and contact details so we can follow up with you

Your name: _____

Your organisation name: _____

Email address: _____

Telephone number: _____

Appendix 2: Digital skills for social care staff (Staff survey)

About you

1) Which best describes your main job role?
( ) Care worker or support worker
( ) Admin or office worker
( ) Allied health professional (inc. OT, physio, SLT etc.)
( ) Social worker
( ) Service or project manager
( ) Other (please specify): _____

2) What is your age?
( ) 18-24
( ) 25-34
( ) 35-44
( ) 45-54
( ) 55-64
( ) 65+

3) What is your highest qualification?
( ) No qualification
( ) Level 2 NVQ or Diploma
( ) Level 3 NVQ or Diploma
( ) Level 4 or 5 Management qualification
( ) Degree or Professional qualification
( ) Other (please specify): _____

4) Is English your first language?
( ) Yes
( ) No

About your organisation

5) What type of organisation do you work in?
( ) Local authority
( ) NHS or other public sector
( ) Voluntary, charity, social or community enterprise, other non-profit

( ) Private or commercial company

6) Approximately how many staff does your whole organisation employ?
( ) 0-10 staff
( ) 11-50 staff
( ) 51-100 staff
( ) 100+

Your access to digital devices

7) Please indicate which if any of the following digital devices you use. Please tell us whether it is your own personal device or your employer's, and what you use it for.
Select all that apply. If you don't have the device, just leave the row blank

	I use my own for personal use	**I use my own for work use**	**I use my employer's for work use**
Smartphone (e.g. i-Phone) with internet connection	[ ]	[ ]	[ ]
Ordinary mobile phone that only does calls and texts	[ ]	[ ]	[ ]
Desktop computer with internet connection	[ ]	[ ]	[ ]
Laptop with internet connection	[ ]	[ ]	[ ]
Tablet (e.g. i-Pad) with internet connection	[ ]	[ ]	[ ]

The main uses for digital technologies in your work

8) In your work, do you use digital devices for:

	Yes	**No**	**Not**

			applicable
Recording the care you provide to people	( )	( )	( )
Writing care records (e.g. care plans, assessments etc.)	( )	( )	( )
For your own workplace learning (training, e-learning etc.)	( )	( )	( )
For organisational administration (e.g. timesheets, accident forms)	( )	( )	( )
For communication with colleagues (e.g. sending messages, running meetings)	( )	( )	( )

9) Do you use any sort of digital devices directly with people who need care and support to help them do any of the following?
This might mean the person you support uses the digital device with your help, or it might mean you use the device with input from the person.

	Yes	No	Not applicable
Find information about their care and support	( )	( )	( )
Communicate with welfare agencies or other services (e.g. GP, social worker)	( )	( )	( )
Keep in touch with friends and family (e.g. email, Skype)	( )	( )	( )
Plan leisure activities (e.g. day trips) or find entertainment (e.g. videos, films, games)	( )	( )	( )

Do online shopping or banking	( )	( )	( )
Access education or work	( )	( )	( )
Daily living (assisted technologies such as falls monitors, medication management devices)	( )	( )	( )

10) If you use digital devices for other activities directly with people needing care and support, please tell us about it

_____

Your views on digital technologies in the social care workplace

11) Do you agree with the following statements?
In my view, digital technologies....

	Strongly disagree	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
Are good for care organisations because they help us to provide a high quality of service to the people we support	( )	( )	( )	( )	( )
Are bad for care organisations because they stop us spending time with the people we support	( )	( )	( )	( )	( )
Can give people using care and support more choice and control	( )	( )	( )	( )	( )
Are not useful for my job	( )	( )	( )	( )	( )

Offer me learning and development opportunities I cannot get otherwise	( )	( )	( )	( )	( )
Are risky to use because of confidentiality and data protection	( )	( )	( )	( )	( )
Should be more widely available for all staff to use in the workplace	( )	( )	( )	( )	( )

Digital skills

12) Below are common things to do using digital devices:

- Communicate online: e.g. using emails, social media (e.g. Facebook, Twitter)
- Search for information online: e.g. using Google, Yahoo etc.
- Fill in online application forms, online shopping etc.
- Do all of the above safely: e.g. identifying spam, managing privacy settings, keeping your personal information safe, avoiding scams and online criminals

In general, at work or at home, how confident do you feel about:

	Very confident	**Reasonably confident**	**Not very confident**	**Not at all confident**
Communicating online	( )	( )	( )	( )
Searching online	( )	( )	( )	( )
Filling in online forms	( )	( )	( )	( )
Keeping safe online	( )	( )	( )	( )

13) How confident are you about the following

	Very confident	Reasonably confident	Not very confident	Not at all confident
Helping other people to use common digital devices such as smartphones or computers	( )	( )	( )	( )
Using the internet to find the best possible answer to a question about someone's care	( )	( )	( )	( )
Understanding how common digital devices can help people have more choice and control over their care	( )	( )	( )	( )
Understanding how specialist assisted living technologies can help people live independently	( )	( )	( )	( )
Using online networks and forums to help with your job	( )	( )	( )	( )

14) Do you get any training or support at work to use digital technologies?

	Regularly	Occasionally	Never
Training e.g. IT training (jn-house or external)	( )	( )	( )
Accredited qualifications related to digital technologies	( )	( )	( )
Coaching and help from colleagues or managers	( )	( )	( )
Time to explore and learn about	( )	( )	( )

technologies for myself			
Guidance from external organisations (e.g. Skills for Care)	( )	( )	( )

15) Would training or support in using digital technologies help you do your job better?

( ) Yes
( ) No

What kinds of training or support would you find most helpful?

1 star = not at all helpful
5 star = very helpful

	How helpful
Formal training e.g. IT training	_____
Accredited qualifications	_____
Coaching and help from colleagues or managers	_____
Time to explore and learn about technologies for myself	_____
Guidance from outside organisations (e.g. Skills for Care)	_____

16) If you would like to make any comments about the use of digital technologies in your work, or about digital skills in your workplace, please do so here

_____
_____

Thank You!

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