



Gogledd Cymru **Gyda'n Gilydd**
North Wales **Together**

Gwasanaethau Ddi-dor i bobl ag Anableddau Dysgu
Seamless services for people with Learning Disabilities

North Wales Together: Learning Disability Technology Strategy



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NORTH WALES SOCIAL CARE AND WELL-BEING
SERVICES IMPROVEMENT COLLABORATIVE



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INTRODUCTION & BACKGROUND

This strategy aims to meet the evolving needs of people with learning disabilities across North Wales, and their families and carers.

It recognises that technology can increasingly be used in a whole range of ways to help people to live more independently and achieve better personal outcomes.

However, one size does not fit all and, although this is a strategy for learning disability services across all six counties of North Wales, regional variations and characteristics will shape the way it is developed and implemented locally.

Ensuring parity of experience for Welsh speakers is a key objective of this strategy, and we will work to ensure that no one experiences additional exclusion on the basis of language.

Similarly, we will proactively support people to access devices and get online wherever we can.

The experience of Covid-19 has accelerated a shift towards technology and, for many people, it has changed the way we think about what is needed and what is possible. Lessons learned through 2020 need to continue to shape the way we use technology going forwards to support people to achieve the best outcomes they can.

Introduction

This Learning Disability Technical Strategy for North Wales is produced as part of the North Wales Together: Seamless Services for People with Learning Disabilities project, which is one of four Transformation Projects in North Wales funded by Welsh Government 2018-2021.

It links to the North Wales Learning Disability Strategy 2018-23, and sets a vision for how technology can be used more effectively for people with learning disabilities across North Wales. While it is a technical strategy, its purpose is to consider how technology can be used to support people to achieve better outcomes in their lives.

This is a high level summary of our strategy, and more detail can be found in our full strategy document ([hyperlink?](#)).

Context

In 2016-17, there were around **810** children with a severe or profound learning difficulty and **2,900** adults with learning disabilities receiving services in North Wales.

The number of people with learning disabilities who need support in North Wales is increasing and people with learning disabilities are living longer. These trends are expected to continue.

This increases demand upon the learning disability service, which will be difficult to support if there are further public sector budget cuts in future.

Technical Opportunities

Technology has the potential to support people with learning disabilities in a whole range of ways:

- ❖ Adapted homes can allow people to live more independently for longer; and provide assurance to families that support is in place if help is needed or if there is an emergency;
- ❖ Sensors and apps can be used to track and promote healthy and active lifestyles;
- ❖ Social media and communication tools like Zoom, help stay in touch with family and friends, reducing loneliness and isolation;



- ❖ Used in an education environment, technology can help learners take part in classes alongside their friends, with more discrete support.

Regional Variations

This strategy defines a roadmap for learning disability services across the whole of North Wales; but it is recognised that one size will not fit all, and local characteristics will shape the approach in each local authority area.

Language

Figures are not available to show the number of Welsh language speakers with learning disabilities across the region. However, the National Survey for Wales Welsh Language Indicator showed that the percentage of Welsh speaking adults in 2018-19 ranged from 66% in Gwynedd to only 11% in Flintshire.

While different approaches will be required by area therefore, consultation with service users, their families and carers and service providers carried out for this strategy gave a clear message that Welsh language should not present an additional barrier and risk further exclusion.

Being pragmatic, however, it is accepted that not all technology will be available bilingually to support Welsh speakers. It is not suggested that English speakers should be prevented from using tools that can support them effectively because of their lack of a Welsh equivalent. However, we will work to provide the same support and capability as much as possible.

Availability of Welsh language alternatives or translation support must be considered when new approaches or technologies are being developed. At all stages, we must be clear what steps have been taken, or will be taken, to provide Welsh speakers with the same opportunities and outcomes as English speakers.

We recognise that this may not always be possible, but the commitment to parity and the exploration of options and alternatives will be core to this strategy.

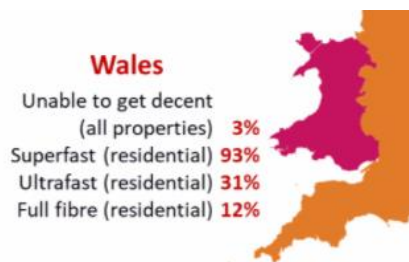


In simple terms, a key determinant of the success of this technology strategy will be the extent to which all of our stakeholders are able to access technology and have a positive experience when they do.

We will support this in part by actively supporting service users, their families and carers, and our staff to develop confidence and skills in the use of technology. We recognise that this will be key if stakeholders are to truly adopt technology in their lives.

Equally, we will explore opportunities to access devices that we can distribute amongst our service users to help people to get online and access applications.

However, Ofcom reported in 2019 that **3%** of all properties in Wales (business and residential) were unable to get a decent broadband connection, and only **12%** of residential properties had access to full fibre broadband.



We recognise that access to a stable and effective broadband connection will significantly impact user experience and, as a result, willingness to engage with

technology. We will monitor Welsh government funded initiatives and pursue opportunities to link with broadband suppliers to improve connections for our users in areas of low connectivity.

Along with our commitments to Welsh language and training and adoption, getting people online will be a core objective of this strategy.

Impact of Covid

The context within which this strategy has been developed has changed significantly as a result of the coronavirus pandemic.

The instant removal of face-to-face support groups and activities during lockdown that learning disability services had traditionally built their

service around, changed requirements and expectations overnight.

Some previously held assumptions and 'rules' were discarded instantly. Fundamentally, the culture and thinking around technology had to change because the alternative for many service users and their families was isolation.

That is not to suggest that technology is the best option in every scenario.

There have been examples of people engaging with groups and activities online during the pandemic who chose never to attend groups in person previously. The ability to engage digitally has worked for them. Digital access has removed geographic limitations and made it easier for people to join activities and build friendships across North Wales, and even further afield.

Equally, however, some people have struggled to get online or access the support they have needed to get involved with groups and activities digitally. For these people, lockdown has been even more of a lonely and isolating time than it might otherwise have been.

Our strategy and approach needs to recognise and respond to all of these experiences. We need to harness and build on the acceleration of thinking and experience that 2020 has given us. But we need to equally recognise that technology is not the answer for all people in all circumstances.

This is the fundamental essence of this strategy and what it aims to achieve.



STRATEGY DESIGN PRINCIPLES

While this is a technology strategy for the Learning Disability service, its purpose is not to define what technology should be used, or to suggest that technology must always be used.

Rather, it is to recognise that technology presents an opportunity to rethink the way that services are designed and delivered to make life easier or better for service users, their families and carers, or service providers.

Technology is not the panacea for all support needs and it should not become the default answer.

Fundamentally, this is a service which aims to support people to live rewarding, fulfilling and independent lives to the very best of their abilities. Technology should be one of the options available in the toolkit when working out how best to support people but, where technology is not the best option to support someone to achieve their best outcomes, the alternative support should always be chosen.

The purpose of this strategy is to set a roadmap for the long-term integration of technology as a key enabler of service design and delivery in the future.

Strategy Design Principles

Principle 1:

Technology should never be implemented for its own sake. It should be clear what problem or risk using the technology is going to support or manage when it is selected.

Principle 2:

Technology should not be a bolt-on or an afterthought in service delivery. It should be one of the options available in the toolkit, but not the only one.

Discussions to identify the right support will take an assets-based approach, using 'what matters' conversations to frame individual assessments and tailor support to the individual's needs and circumstances.

Our objective will always be to provide the best support and maximise outcomes for the service user through improved quality of life, increased independence or improved health outcomes.

Principle 3:

One size does not fit all.

We will differentiate between **low**, **medium** and **high**-level technology in the way we plan and invest. This will help ensure that we give the appropriate level of consideration at the planning stage to the way in which the technology needs to be implemented and supported. Simplistically:

- ❖ **Low** level technology, such as cooking videos on YouTube or chatting using Zoom, should be manageable by a support worker as part of day-to-day living;
- ❖ **Medium** level technology, such as the Virtual Reality headset for independent travel, or Microsoft's embedded accessibility features, may require more support to plan how and when to use it to achieve the intended outcomes for the individual;

- ❖ **High** level technology is more specialist embedded technology, such as fitted fall detection sensors, smart lights or door sensors, and is likely to be linked to a need for more intensive support to be in place and require agreement from budget holders within the service – or the family where direct payments are in place.

Principle 4:

Technology is changing all the time. Beyond the initial pilots which are already underway or planned, we will not look to identify specific technology to use within the service. Rather, we will specify a roadmap and principles which will shape the way technology evolves.

In doing this, we will try to future proof our approach to ensure that decisions made along the way do not inadvertently make the longer term integration of health and social care services more difficult.

Principle 5:

We recognise that lots of people do not have digital access and are not confident using technology. This applies to our staff as well as service users and their families and carers.

We know that learning styles vary and people gain confidence in different ways. We will develop and pilot more personalised support, using the **Essential Digital Skills Framework** as a baseline to work with staff, service users, families and carers to co-produce local standards, personalised for the learning disability service.

Principle 6:

We are committed to establishing a robust framework within which technology will be reviewed and recommended for use across our services.

We recognise that we cannot entirely remove risk in this area and cannot be responsible for individual actions or activity. However, we will develop standards and put systems in place to offer advice and support to minimise risk and allow our service users and staff to benefit from the opportunities that technology presents.



THE NATIONAL FRAMEWORK & LONGER-TERM DIRECTION OF TRAVEL

In the short-medium term, we will prioritise work to put a safe framework of controls and support in place to underpin the way in which technology is managed and embedded within our services.

However, as this develops, it will be managed with reference to wider regional and national objectives to ensure that the way in which technology develops across learning disability services aligns with longer-term strategic objectives.

The agenda described by Welsh Government across numerous pieces of legislation and digital action plans is consistent and clear: people across Wales need to be supported to have access to good quality broadband and devices and the support to develop the skills and confidence they need to access services digitally. Users need to be central to the design of services to ensure they are intuitive, joined up and available to all.

These principles are core to this strategy.

The National Framework

The Social Services and Wellbeing (Wales) Act 2014 requires each local authority to work in partnership with local health services to better integrate health and social care services. A suite of subsequent Parliamentary Reviews, policy papers and action plans reiterate and build on this requirement.

They continue to build the momentum for joined up working across public services to deliver more efficient and effective services for patients and wider service users. Technology can play a significant role in furthering that agenda and this strategy needs to support the delivery of that capability.

While this phase of the action plan will not specifically progress this agenda, the policies and management framework which are put in place as part of that work need to be developed in the spirit of that longer term objective.

Welsh Government's digital policies are strongly underpinned by the intention to increase access to and confidence in the use of technology.

Digital capability is embedded within the country's strategic aims and is reiterated across multiple key documents.

We will ensure that the opinions and requirements of service users, families and carers and staff are central to the way in which we consider this framework and embed technology within our services. This will be achieved in two main ways:

1. Through ongoing consultation and discussion with stakeholders to ensure that their opinions and voices shape the decisions we make, and
2. Through active co-production across our action plan as we identify opportunities to use technology to make things better for our stakeholders.

Co-Production

Nick's story is an early example of how we will work collaboratively with service users, supporting them to get involved and take the lead in the design of services as we progress.



Nick's Story

Nick is part of the Wrexham SWS (Standards of Wrexham's Services) Group; a group he attended weekly before lockdown. When lockdown happened, Nick didn't have access to IT and was unable to participate in activities that were being ran. With Welsh Government money, Nick was provided with an iPad and was able to join in remotely using Zoom.

He wanted to get involved with the eLearning group and came up with the concept of 'being on the right track'. Learners can hop on board and get an overview of key areas integral to supporting people with a learning disability, getting off at stations about communication, enablement and active support and person-centred risk. He drew this train to explain the ideas he had and he is now being supported to bring this train to life using animation.



This new way of thinking is fundamental to this strategy. It's not about the technology, but it is about recognising ways in which technology can help:

- ❖ **Communicate more clearly**
- ❖ **Make information available more widely available**
- ❖ **People to get involved**

And fundamentally, it is about service users shaping and driving the design and delivery of their services in the future.

ACCESS & ADOPTION

Consultation carried out with staff, service users and families and carers during the production of this strategy highlighted a number of concerns around accessibility and confidence using technology.

While there were many positive examples of people embracing technology during lockdown, to some extent, whether a person was able to get online or not depended on the skills, confidence and willingness of their carer or support provider.

We recognise that not everyone feels confident digitally that they know what to do or how to do it, and a key objective for this strategy is to support the development of those skills for staff, service users and their families and carers.

We will do this by working with stakeholders to review the government's Essential Digital Skills standards to collaboratively agree a local framework that is right for the learning disability service across North Wales.

These frameworks will inform the development of our training and support programme, which will be tailored specifically to individuals, recognising the different requirements and learning styles they may have.

Digital skills will increasingly become a core requirement across our services, both in terms of our expectations of our staff, but also in the way we commission services in the future.

Access & Adoption

The latest *Internet use and digital skills* survey for Wales for the period April 2018-March 2019 found that:

- ❖ **87%** of households across Wales have access to the internet. However, households in social housing were less likely to have internet (**75%**).
- ❖ **89%** of adults use the internet. However, **98%** of those aged **16-49** used the internet compared with only **49%** of those aged **75+**.

While specific figures are not available for people with learning disabilities, **79%** of people with a limiting long-standing illness or disability used the internet, compared with **89%** of those without such a condition.

The Welsh Government's Digital Inclusion progress report for 2018, noted,

“There is a need to keep pace with technological advances, and support people to gain maximum benefit from the vast opportunities they present. Despite significant progress over the last five years, there are still too many people missing out on these opportunities. Those who remain digitally excluded are in danger of being left behind in society, as more and more services, including vital public services, go online.”

An online survey which was carried out with staff, service users and their families and carers as part of the production of this strategy highlighted a number of points:

- ❖ Not everyone has either an internet connection or a device;
- ❖ There were mixed views about the availability of advice and support to get set up and start using new technology;
- ❖ **70%** of carers who responded to the survey said they would welcome advice on what technology is available, as they often don't know;
- ❖ Staff noted that they need time to support people with technology *on top of the day job*. It was commented that it is often assumed that people know the basics when they may not.

The global pandemic clearly changed the way people thought about technology across the service.

Where technology had previously been viewed primarily as a tool to support and promote independent living, it became an essential lifeline for social communication and engagement.

Staff and families and carers did their best to rise to the challenge, but the core infrastructure was not fully in place in March 2020 to support this, and not everyone felt confident that they knew what to do or how to do it.

Learning from this experience, we need to continue to build on the giant leap that the coronavirus pandemic necessitated. We will do this by:

Defining Essential Digital Skills

In order to deliver the right training and support for staff, families and carers and service users, we need to understand the core framework of skills that will support everyone to function safely and efficiently online.

We will work with stakeholders to review the government's **Essential Digital Skills** standards and collaboratively agree a local framework that is right for the learning disability service across North Wales. This may result in the definition of three complementary but separate standards for service users, families and carers and staff across the five basic skills areas of:

- ❖ Communicating
- ❖ Handling information and content
- ❖ Transacting
- ❖ Problem solving
- ❖ Being safe and legal online.

Developing and Delivering Training and Support

We will work collaboratively with the Wales Cooperative Centre, the Digital Champions Network and other local third sector training and IT support providers across North Wales to develop personalised and responsive training for our staff, families and carers and service users.

The focus for training will be shaped by the local Essential Digital Skills framework as this will allow investment and training to be prioritised and targeted more effectively.

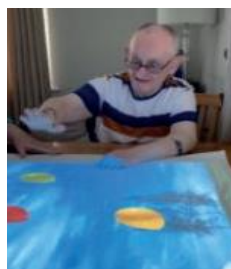


However, one size will not fit all, and we will look to develop a flexible training and support framework that can be personalised and responsive to individuals' preferred ways of learning.

We will commission this training and support in both English and Welsh to ensure that no one faces additional exclusion or barriers to support on the basis of language.

We will listen to our stakeholders and look to explore innovative new ways to support people to become interested in technology. An important technique in this will be identifying the right 'hook' to get them interested and engaged. The Mobile Projection example on Anglesey is an excellent example of how this can be achieved.

In addition, we will collaborate with specialist learning disabilities schools and further education colleges to ensure that planning around learning is joined up and an integrated part of the individual's support plan. This will aim to ensure that all of the tools available to help the service user to have the best experience possible in school or college have been identified and set up to support them.



We will explore potential sources of funding to help us to buy and distribute devices to people across our services who are digitally excluded; or who need new technology to help them become more actively involved in their engagement with us.

We will partner with the business community and third sector as necessary to increase our links and explore ways to increase access to the internet for our service users and their families and carers.

Supporting Staff and Carers

We recognise that many staff across our services were not employed initially with any consideration of their technical skills. We have to recognise, however, that digital skills are increasingly a core requirement across our teams.

In parallel with this, we will review service commissioning guidelines to ensure that there is an increasingly clear expectation articulated for providers that service users must be supported to access technology and use it to enhance independence and socialisation within their day-to-day lives. This will be supported by measurement and evaluation indicators built into contracts in order to monitor progress. Implementation approaches for these changes will need to be pragmatic, however, to fairly allow for training and development across providers to enable them to respond effectively.

These steps are all believed to be essential to begin to embed technology in the way that we design and deliver our services.

Mobile Project Equipment – Tyddyn Mon, Anglesey

The mobile projection equipment (OmiVista Mobi+) uses motion activated games, music and social activities to increase social interaction and physical activity and improve the wellbeing of people of all ages.

It contains over 200 different apps across a range of artistic, energetic and knowledge-based activities, which are accessible for people of differing abilities. The system was used widely during lockdown with people supported by the charity and feedback was really positive.

This demonstrates that when people can recognise an easy benefit from using technology – whether that be fun, relaxation, the ability to spend time with a friend – you immediately bypass the cultural issue of winning hearts and minds. While there are many positive outcomes from engaging with the projection equipment – cognitive, physical and in terms of general wellbeing – these outcomes are almost achieved without the service user necessarily being aware. They're not 'work' - and finding the hook that engages and enthuses people who are reluctant to consider technology will be key to getting them on board.

TECHNICAL SECURITY & STANDARDS

Maximising the impact that technology can have within the learning disability service will require a careful balance of human and technical considerations.

If technology is going to be embedded within the service, it will need to be managed to ensure that the approach which is being taken across all service users and in all service settings, is coherent, consistent and able to join together to deliver effective services in the future.

Our initial focus will be on creating capacity and skill to manage the delivery of this strategy and a clear framework within which it sits.

We will collaborate with key ICT teams across the public sector in North Wales to ensure that our strategy and approach aligns with wider strategies; provide resources and advice to support staff to embed technology in the way they work; and create a framework of quality and security checks to ensure that we are recommending good quality technology, with appropriate controls and security in place to keep users and data safe online; so far as we possibly can.

TECHNICAL SECURITY & STANDARDS

The learning disability service is fundamentally about people and, as the core principles of this strategy define, a plan around technology should never develop without a clear understanding of the value it is going to add and the difference it is going to make to people's lives.

Where technology has been considered at all historically, it has typically been considered as an afterthought, a bolt-on to add some perceived benefit for the service user. This has been managed at individual service user and service provider level, with little advice or support in place.

Without coordination and planning at a service level, and without a clear understanding of how technology will ultimately complement each other and work together, the integration of health and social care services, as required by the Social Services and Wellbeing (Wales) Act 2014, is unlikely to progress beyond joint meetings and discussions.

In order to ensure that our strategy is underpinned by a clearly defined technical framework which will allow us to develop an evolving roadmap, we will:

Create capacity and recruit skills to manage the implementation of this strategy

If no one is directly accountable for the coordination of the implementation of this strategy it is unlikely to progress. We recognise that different skills and experience than currently exist across learning disability services are required if the strategy ultimately intends to enable the integration of health and social care services.

Accordingly, we will seek funding for an Architect-type role to lead this.

Establish a library of approved technologies and apps

We will create a resource which is available to staff, families and carers to raise awareness of the full range of technology which is available.

The library will recommend technology in terms of the contribution it can make to solving a problem or achieving an outcome, as shown in the table below.

As technology changes all the time, the library will be an evolving resource that will be updated on an ongoing basis.

It will work alongside the assets-based approach that support workers will use to identify the individual's digital inclusion-related support needs through 'what matters' conversations.

Examples	Trigger	Tech Response	Outcome/Evaluation
Poor diet		Meal planning, diet tracking	Weight, balance of diet
Lack of exercise		Fitbits, personal plans	Weight, blood pressure, level of activity
Taking medication		Calendars & automated reminders	Consistency, health outcomes
Feeling lonely		Social apps, dating apps, local calendar of activities	Self-evaluation of mental health, level of activity
Wanting independence		GPS trackers, Virtual Reality travel training	Self-evaluation, peace of mind of family and carers

Work proactively to provide access to Welsh language technologies

It is accepted that not all technologies will be readily available in the Welsh language and, in the interests of pragmatism, accepted that other service users should not be deprived from accessing useful technologies which are available.

However, we will seek Welsh language technologies wherever possible and work proactively with suppliers to provide bilingual solutions. Where this is not possible, we will explore other technologies or means of communication to ensure that our service users do not face additional barriers or exclusion on account of language. Provision of parity of experience for Welsh speakers will be a core principle within the design of our approach.



Research and provide access to technologies built specifically for people with learning disabilities

Thoughts around technologies designed specifically for people with learning disabilities was one of the most contentious issues which arose during consultation, both through the surveys and in discussion with service users and providers.

As views were mixed, as we develop our library of apps, we will look to test and recommend both technologies which have been designed and created especially for people with learning disabilities and those which haven't. Discussions of the potential pros and cons of each will be discussed with the service user and their carer at the point a solution is being selected to support their needs.

Collaborate with key ICT teams across the public sector

We will collaborate with Heads of ICT from key public services across North Wales to ensure our strategies are fundamentally aligned (for example, around cloud technologies or future data standards as they relate to legacy business systems). As the implementation of our roadmap progresses from the original pilots, we will collaborate and partner as appropriate in order to:

- ❖ avoid duplication and learn lessons from work being progressed by other services;
- ❖ update on our lessons learned and planned next steps to inform service planning in other services who may also be looking to work towards embedded technology within service delivery.

Create a framework of quality and safety checks for recommended technologies

Consultation carried out with public service ICT teams during the preparation of this strategy noted that work has not significantly been progressed at this time to establish a technical standards framework for a frontline service using technology.

We will work to create a framework to underpin the technology we are using and recommending. As this will be developed iteratively, a risk-based approach will be taken to begin to put the policies and standards in place which can provide assurance that:

- ❖ we are recommending good quality technology for our staff and service users;
- ❖ we have good controls in place around service user data;
- ❖ we can actively support the integration of learning disability services with wider health and social care services in line with Welsh Government policy and legislation.

In the first instance, we will pilot use of the ORCHA - Organisation for the Review of Care and Health Apps service to help us to identify high quality health-related apps to add to our library. They provide a service reviewing and quality-rating health apps and are currently working with the NHS Digital Programme and large number of NHS organisations across the UK.

Fundamentally,

the framework we develop, underpinned by sound technical standards and controls, will provide the foundation upon which integrated and joined-up services can be considered. We will work collaboratively with other services across North Wales to develop and implement our approach. Our roadmap as it evolves will be shaped by lessons learned, funding, appetite and opportunity.

Our first priority is to ensure that we have a robust framework in place to identify good quality technology to support our service users to live healthy and fulfilling lives. While our longer-term ambitions are neither known nor defined at this point, we will, ensure that the technical framework within which we define our services is future- proofed, so far as possible. This will ensure that we do not inadvertently make future ambitions to progress an agenda of joined-up health and social care services more difficult by decisions we make along the way.



ACTION PLAN

The actions below will begin to embed technology into the way that learning disability services are designed and delivered. They focus on the creation of a solid foundation; with clear policies and guidelines in place; and plans to develop skills and confidence across staff teams.

Actions will be developed into a more detailed operational delivery plan sitting below this strategy, where responsibilities, timescales and targets will be defined.

A Phase 1			
	Requirement	Action	Outcome
1.	Assurance that current pilots have clearly identified objectives and outcome intentions.	Review active and planned pilots and document objectives and outcomes using the Trigger-Response-Outcome framework.	Evaluation of planned activity is centralised to enable ongoing review of outcomes across services.
2.	Test and evaluate all levels of technology to inform future planning and investment decisions.	Ensure that active and planned technology pilots include Low, Medium and High -level technology.	Robust data is gathered to enable comparison of outcomes across all levels of investment.
3.	Clarity for staff re technology which is available and can be used in support planning.	Create a baseline library of apps and technology for recommendation/use by service providers.	Developing 'library' to provide staff with confidence around the decisions and recommendations they make for service users
4.	Data and feedback from the initial pilots to inform future planning and investment decisions.	Collect data from pilots and feedback from stakeholders.	Empirical evidence and the voices of stakeholders are used to shape future decisions.

B Access, Training and Adoption			
	Requirement	Action	Outcome
1.	Wider access to devices and broadband for stakeholders to reduce exclusion and isolation.	Explore funding and partnerships available to support the provision and roll-out of devices and connections for staff, service users and families and carers.	Plan in place to source and roll out. Measures in place to track numbers and impact.
2.	Understanding of core Essential Skills we aim to promote and support for staff, service users and families and carers.	Review the UK Essential Digital Skills Framework and define local, service-specific standards.	Clear description of targeted skills defined to shape design and delivery of training and support.
3.	An understanding of the current breadth of digital skills and confidence across carers.	Conduct a training needs analysis across teams to identify gaps and enable planning.	Detailed information gathered to inform training planning and delivery.
4.	Clear support in place for Welsh language speakers where Welsh language technology is not available.	Define our strategy to support the development of Welsh language technology options where possible and plans to ensure alternatives are in place where this is not available.	Ability to monitor and evidence that digital exclusion is not exacerbated on the basis of language choice.



	Requirement	Action	Outcome
5.	Promote leadership buy-in to the digital agenda.	Deliver sessions with senior leaders to explore concerns, barriers or disinterest and discuss potential value added by good digital services.	Clear understanding of concerns and defined measures to track ROI or progress to enable regular updates and reporting at a senior level.
6.	Increased confidence using technology and adoption after initial training.	Develop and deliver training plans for service users, families and carers and staff to increase digital skill and confidence, linked to the local Digital Skills standards identified in action (2) above.	Training plans developed with resources and approaches in place to support digital skills development. Evidence that this is personalised and uses a range of approaches and techniques.

C Embedding Digital Within Service Design			
	Requirement	Action	Outcome
1.	Communicate expectations around digital service design and delivery to staff.	Hold staff awareness sessions to present and discuss this strategy and what it means practically on a day to day basis.	Sessions held with staff in services across North Wales.
2.	Joined-up planning and support with schools and further education colleges.	Link with education providers to discuss and identify appropriate technology to support independence and learning and how it is managed in a school/college setting.	Processes in place to jointly consider needs and access technology to maximise support and outcomes for learners in schools and colleges.
3.	Ensure that digital expectations are incorporated in the future commissioning of services.	Review commissioning approaches and guidelines and define realistic and evolving digital expectations for incorporation.	Digital expectations are incorporated into the commissioning framework with mechanisms for ongoing measurement and evaluation of progress.
4.	Define our objectives and approach around flexible payments to link more directly to a technical strategy.	Discuss and agree how flexible payments will be made available to service users to personalise support through the use of technology.	Policy guidelines developed.
5.	Monitor progress to embed technology and digital within the way the service is designed and delivered.	Establish a mechanism to monitor implementation of the action plan and progress the roadmap.	Monitoring and reporting mechanisms in place.



D Technical Security and Standards			
	Requirement	Action	Outcome
1.	Create capacity to understand and manage the long-term direction of travel to embed technology within service design.	Explore the funding of and recruitment to Architect and Tech Advisor-type roles to drive the digital agenda across the service, providing direction and advice.	Resources in place with the right skills and experience to coordinate the way in which technology develops and is embedded across the service, working collaboratively with Heads of ICT across the public sector in North Wales.
2.	Define guidelines for the technical framework within which technology will be rolled out across the service.	Agree the core policies and frameworks required and set a timetable for their development and ongoing review.	Core elements identified and agreed. Plan in place to develop and review them.
3.	Provide some assurance around health-related apps used with service users.	Pilot the ORCHA service to underpin the identification and selection of health-related apps.	Governance and standards in place for technology recommended for use.
4.	Apply emerging technical standards to the evolving library of technology.	As standards are developed around e.g. data security, encryption, user authentication etc, review technology included within the baseline library.	Ability to provide some assurance around the security and appropriateness of the technology staff are using and recommending.
5.	Update related policies to reflect the impact of technology and a shift to digital services.	Identify relevant policies and produce guidelines to inform the review of policies across North Wales authorities.	Guidelines produced for e.g. Safeguarding, Welsh language etc.

