



GIG
CYMRU
NHS
WALES

Addysg a Gwella Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Digital Capability Framework



1. Learning & Leadership: the use of digital tools for learning and development, and the active involvement in the leadership, policy development, and advocacy for digital health at individual, local, and national levels.

1.1 Learning	Level 1	Level 2	Level 3	Level 4
1.1.1 Learning: keeps up to date with developments in current and emerging digital health technologies.	I am yet to learn anything about digital health technologies.	I am learning about digital health technologies.	I am confident in my knowledge about digital health technologies.	I have expert knowledge about digital health technologies and understand and keep up with the pace of change.
1.1.2. Learning: effectively uses digital technologies in personal and professional development.	I am unsure how to use digital technologies in my personal and professional development.	I am learning to use digital technologies in my personal and professional development.	I confidently use digital technologies in my personal and professional development.	I am an expert in the use of digital technologies in my personal and professional development.
1.1.3 Learning: effectively uses technology to improve my practice.	I don't currently use technology to improve my practice.	I am learning to use technology to improve my practice.	I confidently use technology to improve my practice.	I provide support and guidance to others with the use of technology to improve practice.

1.2 Supporting Others	Level 1	Level 2	Level 3	Level 4
1.2.1 Supporting Others: assists citizens to access and use digital health technologies to support their health and wellbeing.	I don't currently assist citizens to access and use digital health technologies.	I can assist citizens to access and use digital health technologies. e.g., wearable tech for self-management	I can confidently assist citizens to access and use digital health technologies.	I champion and support others to assist citizens in using a range of digital health technologies.
1.2.2 Supporting Others: uses digital tools to support and facilitate learning.	I am yet to use digital tools to educate others.	I am learning to use digital tools to educate others.	I confidently use digital tools to educate others.	I lead in, and support others to use, digital skills and technologies to support and facilitate learning.
1.2.3 Supporting Others: is proactive in peer learning.	I am yet to encourage others to use digital health technologies.	I am learning how to encourage others to use digital health technologies.	I am confident in encouraging others to use digital health technologies.	I lead discussions on, and champion, the use of digital health technologies.



1.3 Leadership	Level 1	Level 2	Level 3	Level 4
1.3.1 Leadership: promotes and champions the use of digital health technologies. *this is about championing the tech.	I'm unsure about the benefits of digital health technologies.	I understand the benefits of digital health technologies.	I use digital health technologies effectively in my everyday work, and actively encourage others to do the same.	I explore and evaluate digital health technologies so I can then promote and champion the benefits more broadly.
1.3.2 Leadership: helps individuals, teams, departments, and/or services within an organisation to safely explore and develop digital capability. *this is about developing digital skills and confidence.	I have never done anything to develop digital capabilities before.	I actively develop my digital capabilities and support less confident colleagues to develop their skills.	I embrace opportunities to explore new digital solutions, and actively contribute to others' development of digital capabilities.	I promote the development of digital capabilities, providing education, support and guidance to others, and lead by example.
1.3.3 Leadership: actively encourages, and contributes to, improving services with technology, and to improving digital processes and practices. *this is about enabling innovation.	I have yet to question or evaluate any current processes or practices.	I question established practices which do not add value and I put forward creative suggestions to improve, utilising technology. When appropriate, I might include feedback from citizens.	I act as a positive role model for digital innovation, and I encourage dialogue and debate to evaluate services and create ideas for improvement.	I identify barriers, and I challenge colleagues' thinking to find better and more effective ways of using technology. I inspire others to take bold action and make important advances to improve.



2. Working with Others: the ability to communicate effectively using technology, to participate with others online, and to facilitate and build digital networks – understanding that working in digital environments changes the way you work.

2.1 Communication	Level 1	Level 2	Level 3	Level 4
2.1.1 Communication: communicates effectively using technology. For example via email, Teams meetings, social media, or instant messaging.	I have yet to communicate using technology.	I can communicate information using a limited number of digital tools.	I can confidently communicate information using a range of digital tools.	I can confidently communicate complex information in different ways using a range of tools, and I provide advice and guidance to others.
2.1.2 Communication: adapts digital communications for different contexts. e.g., different audiences (citizens, friends and family, colleagues); different environments (social media, email, Teams, online conference, website); and for different purposes (patient care leaflet, conference presentation, team meeting).	I am not aware of why or how digital communications might need to be adapted in different situations.	I am learning why and how to adapt digital communications to suit different situations.	I use a range of methods, digital tools, and tones of communication, to effectively communicate in any given situation.	I role model appropriate methods, tools and tones of communication suited to a range of different situations, and I provide advice and guidance to others.
2.1.3 Communication: understands the risks and benefits of communicating online.	I am unaware of the risks and benefits of communicating online.	I am learning about the risks and benefits of communicating online.	I understand the risks and benefits of communicating online both professionally and personally.	I help others to understand the risks and benefits of communicating online both professionally and personally.



2.2 Collaboration	Level 1	Level 2	Level 3	Level 4
<p>2.2.1 Collaboration: collaborates effectively online. e.g., Using Teams, WhatsApp , or professional online groups like RCN on Twitter</p>	I have never collaborated online before.	I am learning about the different methods and tools available for collaborating online.	I can participate in/contribute to digital networks, forums, conversations and/or co-created work/spaces like Teams.	I can build, develop and manage digital networks and forums for collaboration and support others in the appropriate use collaboration tools and technologies.
<p>2.2.2 Collaboration: produces shared materials e.g., using document sharing, cloud storage</p>	I have never received or shared any documents online before.	I can share documents with others using tools provided to me e.g., a word doc via email.	I can work and collaborate with people online using a range of tools and technologies to create a document or presentation or other online resource. e.g., Office 365 online tools	I initiate and manage digital collaborative work with people using a wide range of tools and technologies to co-produce a range of materials and other outputs.
<p>2.2.3 Collaboration: adapts attitudes and behaviours to meet differing needs and expectations in order to work effectively with others online. E.g., speaking clearly and using Plain English when working with people whose first language isn't English, remembering differences in working times when arranging meetings, or considering that some people might not have access to the right technology to participate fully.</p>	I have no experience of working with others online yet.	I am learning to consider and adapt to differing needs and expectations in order to work effectively with others online.	I am confident I understand and adapt to differing needs and expectations in order to work effectively with others online to produce shared outcomes and to achieve shared goals.	I model attitudes and behaviours suited to purpose and audience in ways that always respect differing needs and expectations in order to work effectively with others online to produce shared outcomes and to achieve shared goals.



2.3 Participation	Level 1	Level 2	Level 3	Level 4
2.3.1 Participation: participates in social and cultural life using digital tools.	I have never participated in social or cultural activities using digital tools before.	With support, I can participate in social and cultural life using digital tools like email or social media. E.g., chat with people on WhatsApp or Facebook.	I participate in social and cultural life using digital tools. E.g., sign up for a local event online.	I initiate and manage social and cultural events using digital tools. E.g., set up an event on Facebook or another platform
2.3.2 Participation: creates positive connections and networks online.	I am yet to connect with friends and family, and/or other health professionals online.	I am learning how to connect with friends and family, and/or other health professionals online.	I have a network of friends and family, and/or other health professionals online.	I initiate and manage online networks, personally and/or professionally.
2.3.3 Participation: achieves positive offline outcomes through participating online. E.g., got a new job, booked a holiday, or met new friends.	I prefer not to do things online if I have the choice.	I can see how I might achieve improved outcomes through participating online. E.g., researching holiday destinations, or using an online comparison site to switch my energy supplier	I achieve positive offline outcomes through participating online. E.g., got a new job, studied for a qualification, met new people	I effect positive change and I help others to achieve positive offline outcomes through participating online. E.g., started an online campaign to improve something, helped a friend to get online and connect with friends & family.



3. Safety and Wellbeing: staying safe and well in digital settings personally and professionally.

3.1 Wellbeing	Level 1	Level 2	Level 3	Level 4
3.1.1 Wellbeing: uses digital tools in pursuit of personal well-being goals. E.g., health and fitness applications or devices (like FitBit).	I am unsure how digital tools can support me (and my patients) to achieve personal well-being goals.	I am aware that digital tools can support me (and my patients) to achieve personal well-being goals.	I confidently use digital tools in pursuit of personal well-being goals, and/or assist patients with self-care using wearables and self-management apps.	I promote the use digital of tools in pursuit of personal well-being goals, and for patient self-care.
3.1.2 Wellbeing: effectively manages workload, distractions, and work-life balance when working remotely.	I am unsure how to effectively manage workload, distractions, and work-life balance when working remotely.	I am learning how to effectively manage workload, distractions, and work-life balance when working remotely.	I can confidently manage my workload, distractions, and work-life balance effectively when working remotely, and I share tips with others.	I lead and develop policies, guidelines, resources and educational material to support others to manage their workload, distractions, and work-life balance effectively when working remotely.
3.1.3 Wellbeing: understands the benefits and risks of digital participation in relation to wellbeing. E.g., negative effects of prolonged screen time, positive social interaction.	I am not aware how my actions and behaviours online might impact my health and wellbeing.	I am learning about the benefits and risks of digital participation in relation to wellbeing and I understand my actions and behaviours can have an impact on my health and wellbeing and that of others.	I understand the benefits and risks of digital participation in relation to wellbeing and I ensure my actions and behaviours have a positive impact on my health and wellbeing and that of others.	I have a deep understanding of the benefits and risks of digital participation in relation to wellbeing. I model positive behaviours and take active steps to avoid any actions or behaviours that may compromise health and wellbeing.



3.2 Professionalism	Level 1	Level 2	Level 3	Level 4
3.2.1 Professionalism: curates a positive digital identity, understanding the impact that online behaviours can have on individuals and the organisation.	I am not aware that I have a digital footprint and I am not sure how to develop a positive digital identity.	I know I have a digital footprint and I am learning how to develop a positive digital identity.	I can create and maintain a positive digital identity.	I support others to create positive digital identities and I contribute to my organisation's digital identity.
3.2.2 Professionalism: demonstrates attitudes and behaviours reflecting recognised professional standards when using technology. E.g., I understand how the code applies when using digital health technologies.	I am not sure how recognised professional standards apply when using technology.	I understand and adhere to recognised professional standards when using technology.	I confidently demonstrate role model attitudes and behaviours which reflect recognised professional standards when using technology.	I support others to understand and adhere to recognised professional standards when using technology, and I contribute to guidelines and policies on professional use of technology.
3.2.3 Professionalism: models appropriate (positive, respectful, ethical) behaviour in online environments adhering to relevant guidelines and social norms.	I am not sure about the relevant guidelines and social norms concerning behaviour online.	I am learning about the relevant guidelines and social norms concerning behaviour online. E.g. Netiquette including online video etiquette, like muting your microphone and putting your hand up in Teams.	I confidently understand and adhere to relevant guidelines and social norms concerning behaviour online, and I demonstrate ethical, positive, sensitive and appropriate attitudes and behaviours when interacting with others online.	I support others to understand and adhere to relevant guidelines and social norms concerning behaviour online, and I lead on promoting, championing, and developing ethical, positive, sensitive and appropriate attitudes when interacting with others online. E.g. Challenges misinformation – reports cyberbullying.



3.3 Safety and Security	Level 1	Level 2	Level 3	Level 4
3.3.1 Safety and Security: complies with relevant legislation and organisational policies. E.g., social media policy, copyright legislation, accessibility legislation, IT Acceptable Use Policy, All Wales Email/Internet Use.	I am unaware of any legislation or organisational policies regarding digital technologies.	I understand and comply with relevant legislation and organisational policies regarding digital technologies and if I am unsure I know where to find out more information.	I confidently understand and comply with relevant legislation and organisational policies regarding digital technologies, and I recognise and act upon any illegal practices or unprofessional conduct.	I advise and support others to understand and comply with relevant legislation and organisational policies regarding digital technologies. I monitor compliance, and contribute to guidelines and policies.
3.3.2 Safety and Security: understands and adheres to the principles of data and information governance, including privacy and cyber security requirements.	I am unaware of any principles of data and information systems governance, and I'm not sure about privacy and cyber security requirements.	I am learning about the principles of data and information systems governance, including privacy and cyber security requirements.	I understand and adhere to the principles of data and information systems governance, including privacy and cyber security requirements.	I am accountable for ensuring governance of data and information systems, and I contribute to relevant groups and committees.
3.3.3 Safety and Security: capable of identifying and managing technology related risks. E.g., phishing emails.	I'm not sure I could identify any technology related issues that may pose a risk to organisational cyber security or reputation.	I can identify basic technology related issues that may pose a risk to organisational cyber security or reputation.	I act on and report any technology related issues that may pose a risk to organisational cyber security or reputation	I propose solutions to technology related issues that compromise organisational cyber security or reputation.



4. Using Technology: the effective use of appropriate devices, applications, software, and services.

4.1 Foundation Skills	Level 1	Level 2	Level 3	Level 4
4.1.1 Foundation Skills: can use a device like a computer, smartphone, laptop, or tablet, to get online or use apps.	I don't go online or use apps.	(With support) I can use a device I'm familiar with to get online and/or use apps.	I can confidently get online and/or use apps on more than one device.	I am comfortable and confident using a number of different devices and methods, enough to help someone else to get online.
4.1.2 Foundation Skills: understands the basics.	I don't go online or use apps.	I understand that there are different elements to being online, and I am learning about the different opportunities that are available to me.	I am confident with what I want and need to do online, but I am unsure of what I don't know. I have a broad understanding of the skills required to engage online.	I am knowledgeable and confident enough to support others, and I know where to find out more information if I need to.
4.1.3 Foundation Skills: knows how to get help.	I wouldn't know what to do or who to ask if I needed help with technology.	I am comfortable asking questions of people around me if I face any difficulties online, but I wouldn't be aware of wider areas of support in my community.	I am aware there can be issues when using technology and I know how to seek assistance to resolve them with guidance, I report technical issues to appropriate parties.	I use technical knowledge to resolve basic technical problems and challenges. I identify, and report technical issues and I understand how to escalate.



4.2 Digital Tools	Level 1	Level 2	Level 3	Level 4
4.2.1 Digital Tools: confidently adopts new devices, applications, software, and services.	I'm not interested in keeping up to date.	I am aware that new devices, applications, software, and services are released all the time, but I need help and guidance to stay up to date.	I am confident and proactive in the adoption of new digital technologies.	I lead on my own self-development and training in order to keep up-to-date with new devices, applications, software and services; and provide advice and guidance to others.
4.2.2 Digital Tools: can deal with problems when they happen and can find and implement solutions.	I don't know what to do or who to ask when technology doesn't work.	I can resolve basic technical problems and challenges and I understand how to escalate technical issues.	I can resolve a range of technical problems and challenges and if escalation is required, I can clearly define the problem and at times propose a solution. I am also happy to assist others to resolve some technical challenges.	I am proactive when it comes to solving technical issues and provide feedback to contribute to ongoing improvements in systems and processes.
4.2.3 Digital Tools: understands the basic concepts in computing, coding, and information processing.	I am still to learn the basics.	I am aware of the basic concepts used in computing.	I understand how computers process information and that there are a wide range of specific technical skills in the smooth running of digital services.	I am confident in my understanding of computing, coding, and information processing, and proficient in one or more specific technical skills.



4.3 Productivity	Level 1	Level 2	Level 3	Level 4
4.3.1 Productivity: understands how digital technology is changing and the impact on personal and professional life.	I rely on others to help me understand what I need.	I know that I need to have sufficient technical proficiency to be able to use a range of digital technologies in my personal and professional life.	I keep up-to-date with digital evolution and innovation.	I lead on my own and others' technical self-development and training in order to keep up-to-date with digital technology evolution and innovation.
4.3.2 Productivity: evaluates and selects tools and technologies relevant to different tasks, and, where necessary, adapts to personal requirements.	I am still to learn about the various tools and technologies I can use for different tasks and how they might be adapted to my personal requirements.	I am learning about the various tools and technologies I can use for different tasks, and I can make basic changes to adapt to my own personal requirements.	I can confidently evaluate and select tools and technologies relevant to different tasks, and, where necessary, adapt to my personal requirements.	I have expert knowledge, and confidently recommend to others, tools, and technologies for specific tasks. I support others to adapt and personalise tools to their specific needs.
4.3.3 Productivity: can work fluently across a variety of tools and technologies to achieve complex tasks.	With support I can work across a one or more tools and technologies to achieve simple tasks.	With support I can work across a variety of tools and technologies to achieve complex tasks.	I can work fluently across a variety of tools and technologies to achieve complex tasks.	I champion and lead on the wide use of appropriate digital devices, technologies, software and applications across a range of individuals, teams, departments and services within an organisation.



5. Data Literacy: the ability to source and critically evaluate information to support evidence-based decision making for practice, education, and research.

5.1 Discovering Data	Level 1	Level 2	Level 3	Level 4
5.1.1. Discovering Data: understands why data is important for learning, research and decision making. E.g. provides evidence to inform and justify decision making, provides a baseline from which to measure impact, challenges assumptions.	I am not sure why data is important for learning, research and decision making.	I am learning about why data is important for learning, research and decision making.	I am confident in my knowledge about why data is important for learning, research and decision making.	I have expert knowledge about why data is important for learning, research and decision making.
5.1.2. Discovering Data: can find or obtain, read and interpret data.	I'm not sure how to find the information I need from the systems I use.	With support, I can find and use the information I need from the systems I use.	I am confident I can find and use the information I need from the systems I use without help. I can also support others to carry out simple search tasks.	I am an expert at finding, reading and interpreting data from multiple sources.
5.1.3. Discovering Data: can evaluate and ensure the quality of data. E.g., is it accurate, complete, consistent, from a reliable source, up to date?	I don't know what is meant by 'quality of data'?	I am learning to identify problems with data.	I am competent in appraising the data I use regularly in my practice.	I am an expert at evaluating and ensuring the quality of data.



5.2 Using Data	Level 1	Level 2	Level 3	Level 4
<p>5.2.1. Using Data: capable of collecting & storing data. E.g., tracking something over time like patient observations; or gathering staff feedback.</p>	I am unsure how data is collected.	I can collect data in a simple form, using methods and tools provided to me.	I can determine and apply the most appropriate methods and tools to collect, organise and store data, applying standards and policies as appropriate.	I can support others to collect data in a variety of forms to suit their requirements.
<p>5.2.2. Using Data: able to manipulate data*. *changing or organising the data to make it more readable.</p>	I am not sure where to start with manipulating data.	I can select, arrange, and format data to make it more readable. E.g., check date and time format, spell check, change case, sort and filter.	I can determine if my data is "clean" and take action to resolve any problems. E.g., remove corrupt or inaccurate or incomplete entries, remove duplicates.	I can use a range of methods and tools to clean my data. E.g., combine and merge or split columns or rows, use formulas to convert entries
<p>5.2.3. Using Data: understands how to curate & reuse data. E.g., selecting, organising and managing a collection of data sets, preparing the data, bringing data sets together and integrating them to add value, making them searchable and shareable.</p>	I am unsure when I can use data, or what I have to consider when sharing data.	I know when I can use data, and, when appropriate, I can prepare and make data available for others to use.	I can curate and share data using appropriate methods and platforms in a legal and ethical manner. e.g., comparing data from https://www.nhs.uk/about-us/nhs-website-datasets/ and https://www.opendata.nhs.scot/dataset	I am involved in determining best practices for working with data and I can add meta data* to enrich data I prepare and share. *metadata: data about the data e.g. author, date it was created, file size, or keywords.



5.3 Data to Knowledge	Level 1	Level 2	Level 3	Level 4
5.3.1. Data to Knowledge: can use data analysis software to understand the data and arrive at conclusions e.g., Excel, Python, R, and Microsoft Power BI.	I have never used data analysis software to analyse and interpret data.	I am learning how to use data analysis software to analyse and interpret data.	I can confidently analyse and interpret data using data analysis software to understand the data and arrive at conclusions.	I am an expert at analysing and interpreting data using data analysis software to understand the data and arrive at conclusions. And I can support others to use data analysis software too.
5.3.2. Data to Knowledge: can understand and present data.	I would need help to understand simple tables, charts and graphs, and to recognise any points of interest.	I can read and understand simple tables, charts and graphs, and I can find key points of interest.	I can create meaningful tables and charts to visually present data. I can verbally describe data and data visualisations.	I am an expert at presenting data in different ways.
5.3.3. Data to Knowledge: uses data to inform and evidence decision making, and to evaluate and measure impact. E.g. uses data to support a wider narrative that is intended to communicate an idea to an audience.	I am yet to use data to inform and evidence decision making, and to evaluate and measure impact.	I am learning how data can inform and evidence decision making, and how I might use data to evaluate and measure impact.	I confidently use data to inform and evidence decision making, as well as evaluate and measure impact.	I am an expert at using data to inform and evidence decision making, and can confidently evaluate those decisions and measure impact.



6. Research and Innovation: the use of digital health technologies to support innovation, quality improvement, research, and evidence-based practice.

6.1 Research	Level 1	Level 2	Level 3	Level 4
6.1.1. Research: can use the internet for research. E.g., using online search strategies and evaluating internet sources.	I am unsure how to search for reliable information.	I am learning how to search and evaluate information.	I confidently source and critically evaluate information to support evidence-based practice.	I support others in sourcing and critically evaluating information to support evidence-based practice.
6.1.2. Research: can use digital technologies to conduct research. e.g. an online survey tool to capture feedback, or Teams or Zoom for interviews or discussions, or online collaboration tools (like Google jamboard, Miro, Mural, EasyRetro).	I am unsure how I might use digital technologies to conduct research.	I am learning how to use digital technologies to conduct research.	I am confident in using one or more digital technologies to conduct research. I understand there are some considerations like access, privacy, and security.	I can use a range of digital technologies to conduct research, and I understand, and can communicate the risks and benefits of each.
6.1.3. Research: uses research to guide practice in the use of digital health technologies to support professional practice and safe citizen experience. Eg. attend a conference, read some published research, or attend some formal education or training event.	I rely on others to guide my practice if or when using digital health technologies.	I am learning where to access reliable information to guide practice in the use of digital health technologies.	I am confident in my ability to access reliable information on the suitability of digital health technologies to support professional practice and ensure a safe citizen experience.	I am proficient, and support others, to find and critically evaluate information from a range of sources to guide my practice in the use of digital health technologies.



6.2 Innovation	Level 1	Level 2	Level 3	Level 4
6.2.1. Innovation: adapts existing, or creates new, evidence-based digital materials from a wide range of sources to create information for themselves, for citizens, or for other healthcare providers and users to support care.	I am unsure how I might find digital materials suitable for sharing or adapting.	I can source and critically evaluate digital materials and I am learning how I might share, re-use, or adapt what I find for my setting and purpose (and with appropriate license for re-use). E.g., find an information leaflet online I can use.	I can confidently adapt existing, or create new, evidence-based digital materials from a wide range of sources to create something new and relevant for a specific context. E.g., adapt an information leaflet found online to make it more relevant.	I am proficient at adapting existing, or creating new, evidence-based digital materials from a wide range of sources to create new information. E.g. create an information leaflet, using something like sway or canva.
6.2.2. Innovation: demonstrates the ability to improve existing practice, or solve problems, using digital technologies.	I am not sure that digital technologies can improve existing practice, or help to solve problems, in my area of work.	I am learning how digital technologies might contribute to improving existing practice, or solving problems, in my area of work.	I can confidently identify opportunities where digital technologies are likely to improve existing practice, or solve problems, in my area of work.	I am proactive at identifying opportunities where digital technologies can improve existing practice, or solve problems, across different areas.
6.2.3. Innovation: uses digital technologies to develop new ideas, and enable new models of care.	I am unsure how digital technologies may be used to improve care.	I am learning how digital technologies can be used to improve care. E.g., remote monitoring devices	I confidently evaluate and implement digital technologies to develop new ideas and improve models of care.	I critically evaluate digital technologies used to develop new ideas and models of care so I can make recommendations, support others, and promote the benefits at individual, local, and national level.



6.3 Impact	Level 1	Level 2	Level 3	Level 4
6.3.1 Impact: understands the importance of evidence of impact in research & innovation.	I am not sure why and how to measure impact.	I am learning how evidence of impact is measured and why it is important.	I understand the importance of evidence of impact and can critically evaluate research & innovation based on the evidence presented.	I contribute to long-term and strategic planning / lead on areas of planning and have experience of measuring the impact of a change or intervention.
6.3.2 Impact: Contributes to the evaluation and optimisation of digital health solutions.	I am yet to get involved in discussions about digital health solutions.	I have observed demonstrations of digital health solutions and asked questions about their functionality.	I can evaluate a digital health solution and assess whether it meets the stated requirements.	I have used formal testing to ensure a digital solution meeting the stated requirements.
6.3.3 Impact: Can demonstrate the impact of digital health technologies on current practice.	I am unsure how to measure the impact of digital health technologies on current practice.	I am learning how to effectively measure the impact of digital health technologies on current practice.	I can compare evidence from before and after digital health technologies have been implemented to see if the change has made it better or worse.	I contribute to long-term and strategic planning / lead on areas of planning where I have measured impact of digital health technologies on current practice.



For any feedback or queries please contact Ellen Edwards. Email: ellen.edwards3@wales.nhs.uk



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, building on work attributed to multiple sources including (but not limited to): [Jisc's Digital Capability Programme](#) (2014-2022) including their [digital capability framework](#), and the subsequent work by [Health Education England](#) (2018); the [National Nursing and Midwifery Digital Health Capability Framework](#) (2020) from the Australian Digital Health Agency; and the [European Commission's DigComp](#) project.

Attribution: "[Digital Capability Framework](#)" by Health Education and Improvement Wales (2023)

