
Overview

This standard outlines the requirements for promoting the use of digital technology in children and young people's learning. It includes integrating a range of digital activities into daily learning, supporting digital literacy development, and ensuring equitable access to digital tools. The use of digital technology should complement, not replace, hands-on learning experiences and social interactions.

Performance criteria

You must be able to:

1. plan for the use of digital tools and devices in ways that enhance, but do not replace, hands-on learning experiences and social interactions
2. evaluate available digital resources for their suitability in supporting learning
3. consider how digital tools and devices can be integrated into appropriate play-based learning and daily routines
4. ensure others are confident using digital technology to support the digital learning of children or young people
5. identify and address challenges to digital access, ensuring equity and inclusion
6. use digital tools and devices to support open-ended, exploratory play that is engaging and developmentally appropriate
7. work in partnership with families to support the learning of children or young people through digital experiences
8. provide opportunities for families to participate in digital learning
9. ensure children or young people have access to high-quality digital content that promotes creativity and curiosity
10. ensure children or young people have time to engage with, explore and develop familiarity with digital tools and devices at their own pace
11. support children or young people to identify different types of digital technology and their key components
12. support children or young people to develop skills to use digital technology
13. support children or young people to use digital tools and devices in meaningful contexts and for real purposes
14. promote the confidence and self-esteem of children or young people through positive digital experiences
15. encourage children or young people to use digital technology to investigate and communicate ideas, solve problems and express themselves
16. develop strategies for monitoring digital engagement and skill development of children or young people
17. implement evaluation processes to assess the impact of digital technology on the learning of children or young people
18. support children or young people with online safety, privacy, and responsible use of digital tools and devices
19. review and adapt digital learning strategies based on observations, feedback,

and emerging best practices

20. complete records and reports required for the use of digital technology in children or young people's learning

21. reflect on how you carried out your roles and responsibilities when promoting the use of digital technology in children or young people's learning

Knowledge and understanding

You need to know and understand:

1. the importance of balancing digital experiences with hands-on, real-world learning
2. how digital experiences can support physical, social, emotional, and cognitive development as part of the wider curriculum
3. strategies for adapting digital learning for children and young people of different ages, abilities, and needs
4. how to use digital tools and devices to support bilingual and multilingual learning
5. the essential digital skills children and young people need to develop in early childhood, including basic navigation, problem-solving, and creativity
6. how to apply trauma informed principles when supporting children and young people to use digital tools and devices
7. online safety considerations for children and young people, including data privacy, age-appropriate content, and cyber resilience
8. how to select and evaluate digital resources that align with best practices in early learning
9. methods for preventing access to unsuitable online content
10. how to ensure digital learning is inclusive and accessible to children and young people
11. the influence of neurodivergence and additional needs on the interactions of children and young people with digital tools and devices
12. the influence of culture and background on the use of digital tools and devices
13. the importance of supporting families to develop digital skills to engage in the learning of children and young people
14. how digital tools and devices can be used to support emotional regulation
15. approaches for assessing the digital engagement and progress of children and young people
16. the importance of dignity, kindness, and compassion in supporting children and young people to use digital technology
17. the records and reports required for promoting the use of digital technology in children and young people's learning
18. theories relevant to the use of digital technology in children and young people's learning
19. the relevant legal requirements, standards of practice, frameworks, and

guidelines for promoting the use of digital technology in children and young people's learning

20. the workplace requirements on equality, diversity, inclusion, and rights when promoting the use of digital technology in children and young people's learning

21. how your personal experiences and unconscious bias may impact when promoting the use of digital technology in children and young people's learning, and how to address this

22. the role of supervision, reflective practice and learning and development in the use of digital technology in children and young people's learning

Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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Promote the use of digital technology in children and young people's learning



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