Age UK Digital Inclusion Support Service Specification

Contents

1. Introduction

This specification provides guidance and direction for the implementation of a new, or the development of an existing, Digital Inclusion support service model. It is designed to help local partners identify and understand the key activities and processes that need to be undertaken in relation to a Digital Inclusion support service, to ensure that it is delivered safely, effectively and sustainably, and is of a high quality. It is one possible service specification and is not designed to exclude all other models and specifications.

Any local partner wishing to implement such a model should ensure that it has given due regard to the strategic business case for a new service. A number of questions or considerations need to be made in decision making:

a) Is this the right time for us as an organisation to develop a new service or re-design an existing one?
b) The demographic and commercial rationale for the service itself – is this the right time and place for it?
c) What national and local drivers, such as government policy change or shifts in funding, impact your strategic plan and the local landscape?
d) Can the numbers of older people in your area that might want the service, support its sustained development?
e) Is there a demand?
f) Are there many local competitors already offering this service?
g) Can we make it affordable for people?
h) Does this service complement other services we offer and vice versa?

If the business case is there, then you are ready to go further in understanding how you could implement this new service in your organisation!

2. Service Overview

Age UK Digital Inclusion support services aim to motivate and inspire older people to get online, and/or support older people to engage safely and securely in the digital world, for example through the provision of technology, and/ or in-depth and bespoke one-to-one support to aid the development of their digital skills and confidence. Digital Inclusion support services may be delivered in older people's homes, from community venues or remotely, and can be delivered in either a group or 1:2:1 setting, depending on the needs of the individual and external factors.

3. Service Model

An Age UK Digital Inclusion support service is made up of three key activities:

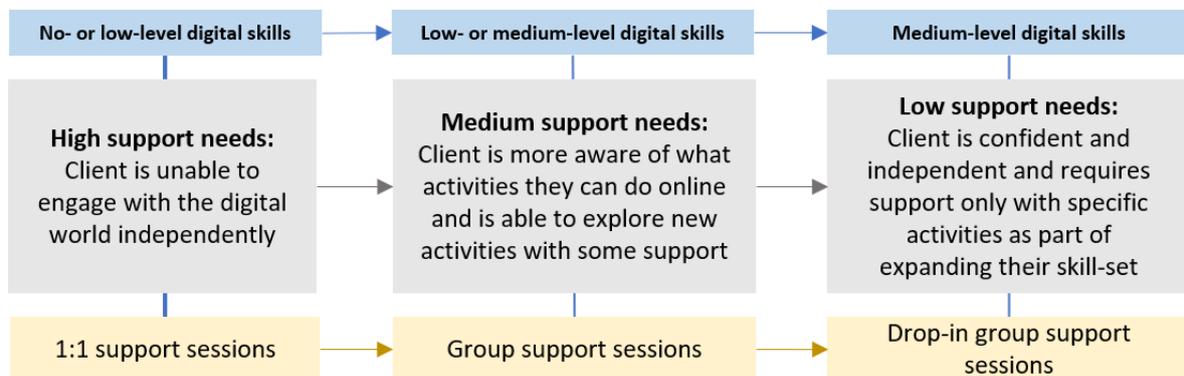1. **Awareness raising** amongst identified service audiences about the benefits of digital, to inspire and motivate older people to engage with the service. This could involve the delivery of small- and large-scale events, outreach work in partnership with external service providers, promotional activity, and embedding digital skills assessments within all other organisational interactions with key audiences.

2. **Provision of technology** to older people who do not otherwise have access. This technology must be accessible and take into consideration the specific barriers of the client, for example any disability. Technology could be provided through a loan scheme, or through safe and inclusive community spaces.

3. **Digital skills support** to assist older people to develop their digital skills and confidence. Support can be staff- or volunteer-led, delivered in either a 1:1 or group setting, and could be offered remotely (over the telephone or video call), in the client's home or in a suitable venue. Support should always be learner-led, person-centred, and remain informal and flexible.

The service does not provide technical support for devices e.g., faulty devices or support with technical advice on purchasing devices. These services can be included through external organisations' support provision.

Once a client has been referred to the service, they should expect to receive a consistent service, outlined in the Client Journey illustrated in Appendix A1.

Throughout their learning journey, clients might engage in a mix of both 1:1 and group support and attend remote and/or face-to-face activities. The type of activity that the client attends will depend on their digital capabilities, any accessibility requirements, and their preferences. This may change throughout their engagement, for example a client begins engaging with remote 1:1 sessions and then joins face-to-face groups sessions at a later date. The Age UK Digital Inclusion support service offering must remain flexible to ensure that clients can engage in a way that works for them and best meets their needs.

No- or low-level digital skills	Low- or medium-level digital skills	Medium-level digital skills
High support needs: Client is unable to engage with the digital world independently	**Medium support needs:** Client is more aware of what activities they can do online and is able to explore new activities with some support	**Low support needs:** Client is confident and independent and requires support only with specific activities as part of expanding their skill-set
1:1 support sessions	Group support sessions	Drop-in group support sessions

4. Service audience

The Age UK Digital Inclusion support services aim to reach three key audiences:

1. Older people aged 50+ at risk of digital exclusion (considering specific factors affecting digital exclusion and vulnerable groups, for example, older people aged 75+, older people on low incomes, older people living on their own,

and/or older people living with mobility or memory problems[1]) with differing levels of confidence, skills, and experience – from no- to low-level.

2. Those supporting older people within the community, for example friends, families, carers and external support providers.
3. Internal frontline staff who are supporting older people.

Whilst we believe that Age UK are best placed to engage with these audiences, the Age UK Digital Inclusion support service relies on partnership working to ensure efficient service design and delivery, joined-up client support provision, the delivery of specific support, to aid referrals and to avoid duplication.

Each audience faces a specific and unique set of barriers that the service must recognise and respond to. See Appendix A2 for details.

5. Service outcomes

The outcomes of Age UK Digital Inclusion support service are led by the need in the community, balancing both the needs of individuals and those delivering the service. An Age UK Digital Inclusion support service aims to achieve primary and secondary outcomes, both for the older people engaging with the service and for the wider organisation.

Primary outcomes:

- Increased motivation of older people to engage with the service and to get online;
- Increased number of older people safely and securely engaging with online tools and services, as a result of improved confidence and skills; and
- Increased organisational understanding of barriers that older people face with regards to digital inclusion and how to overcome these.

Secondary outcomes:

For older people:

- Improved overall wellbeing;
- Increased independence;
- Reduced risk of social isolation through the ability to connect online with family and friends;
- Improved management of finances; and
- Improved self-management of health and access to health resources and services.

For the organisation:

- Improved staff capabilities to deliver wider services;
- Consistent organisation-wide approach to the delivery of digital inclusion services;

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[1] Age UK Digital Inclusion Evidence Review 2018 - https://www.ageuk.org.uk/globalassets/age-uk/documents/reports-and-publications/age_uk_digital_inclusion_evidence_review_2018.pdf

- Improved ability to determine key outcomes for older people and/ or the organisation through learning;
- Improved awareness by external organisations, service providers and service users of your organisation as recognised and trusted digital inclusion service providers for older people.

To maximise these outcomes, the service needs to:

- Provide accessible, flexible and tailored support to older people, to help them develop digital confidence and skills in order to engage with the digital world safely and securely, as opposed to following a set curriculum;
- Consider accessibility for the client in terms of design, and consider any disabilities, for example visual impairment, when planning and delivering Digital Inclusion support services;
- Maintain a delivery model that can easily be adapted, and offer responsive and timely access to the service;
- If offering a chargeable service, be appealing and accessible to the client in terms of price, whilst also being sustainable for the organisation;
- Be person-centred and non-judgemental in delivery methods;
- Identify agreed selection priority/ risk-stratification criteria for clients to ensure best use of limited resources when needed;
- Implement partnership working, both nationally and locally, to ensure beneficial collaboration and to reduce risk of duplication/ competition;
- Understand what already exists (internally and externally), what has worked/ hasn't worked and continue to learn and adapt in response, utilising and developing existing resources, where possible;
- Be a responsive, integrated and embedded service that can rapidly respond to the needs of the older person and involve other parts of the organisation as required; Provide accessible online and offline (i.e., printed) resources to aid ongoing digital skills learning; and
- Provide access to accessible technology, including connectivity and devices, on a loan basis or through community settings, for example tablets made available for use in local partner venues.

The logic model in Appendix A3 represents the theory of how the Digital Inclusion support service produces these outcomes and illustrates a 'theory of change' about how the intervention works.

6. Standards

An Age UK Digital Inclusion support service should meet the following standards:

1. **Inclusive and accessible:** A service that is inclusive, accessible and relevant for all older people, with regards to delivery approach, cost and time. Special consideration should be made to support older people most at risk of digital exclusion, for example older people with long term health conditions or who are housebound. See Appendix A2 for specific barriers older people might

face when getting online. Any service framework needs to consider inclusivity and accessibility;

2. **Embedded and integrated:** A service that is embedded and integrated into wider internal and external service provision, ensuring internal cross-organisational buy-in and approach, and external relationships to aid partnership working. Using the experience, skills and connections from across the organisation, the service can effectively identify older people who could benefit from the service and facilitate referrals;

3. **Skilled and knowledgeable delivery team:** A service that provides inclusive, accessible and relevant training to volunteer and staff Digital Champions to ensure that the service is delivered by knowledgeable and skilled staff and/or volunteers;

4. **Person-centred and learner-led:** A service that is person-centred and learner-led in design and delivery, to support learning and encourage ongoing independent use of technology, where possible. To achieve this, the service should co-design, co-create and pilot delivery models with older people;

4. **Long-term learning opportunities:** A service that provides longer-term support, as far as it is reasonably practical, either through internal provision or signposting to external services to encourage long-term learning and troubleshoot discrete issues; and;

5. **Cost-effective and sustainable:** A service that is forward thinking, sustainable and delivered in a cost-effective way and flexible way to quickly be able to respond to changes in funding provisions and rapid changes in technology developments to ensure continuation of service provision.

7. Service inputs

Inputs needed to deliver an Age UK Digital Inclusion support service include:

- the workforce, i.e., the people that run and support the service,
- training provision,
- equipment and technology, and
- support from the wider internal organisation, as well as external organisations.

7.1. The workforce

The Age UK Digital Inclusion support service relies on support from both paid staff and volunteers.

In addition to the core frontline staff and volunteers who deliver the Digital Inclusion support service, a number of other people will be involved in the running of the service. These include, but are not limited to; service managers, registered managers, service coordinators, administrative support, HR, finance, marketing, IT support and other Age UK service personnel as required e.g., Information and Advice advisers.

Decision making on the roles required to provide a Digital Inclusion support service will reflect local organisational structures, service parameters and aims, the local culture, as well as the resources available.

Key example roles within the delivery of an Age UK Digital Inclusion support service include:

Role Title	Paid or Volunteer	Responsibilities
Project Coordinator	Paid	To successfully develop, manage and deliver digital inclusion support service to older people across a specific region.
Project Administrator		To coordinate sessions, including booking and monitoring of sessions.
'Embedded' Digital Champion		To identify clients engaging with a service in need of digital skills support, and signpost them accordingly.
Digital Outreach Worker		To facilitate outreach visits to promote referrals to the service, and enable participation of clients who are unwilling or unable to attend volunteer-led sessions.
Volunteer Digital Champion	Volunteer	To provide personalised support to older people through the provision of 1:1 support and group workshops.

Whilst there may be some crossover, staff and volunteers involved have distinct responsibilities, and as a result will require different skills and competencies. Employment Law states that a volunteer should not undertake the same role as a paid staff member, as this constitutes substitution and can be legally challenged. Therefore, a Volunteer Digital Champion should perform distinct duties from the Digital Outreach Worker for example, and the volunteer role should supplement rather than replicate that of paid members of staff.

7.2. Skills and competencies

The specific skills and competencies of both staff and volunteers involved in the delivery of the Age UK Digital Inclusion support service should be outlined in structured Job Descriptions and formalised Person Specifications.

A Job Description details the key duties and expected competencies of a job. A Person Specification is a profile of the personal skills, qualifications, abilities, and experiences needed to perform a job role. Refer to example Job Descriptions and Person Specifications for the key example roles. These provide a basis for the development of both documents at a local level, based on the requirements of the service and the wider organisational structure.

7.3. Training provision

Local brand partners delivering an Age UK Digital Inclusion support service will need to ensure that an internal programme for learning and development is operational, and that all paid service staff and volunteers are adequately trained and supervised on an ongoing basis to ensure that they are knowledgeable about, and confident and competent to deliver their role/s. The training and supervision requirements differ between staff and volunteers, and by role.

Core training for Digital Inclusion support service staff should be in line with wider staff training provision, including organisational policy, risk assessments and mandatory safeguarding training for example.

Core training for **all Volunteer** Digital Champions should include:

- Organisation standard volunteer training programme;
- Specific risk assessments and safeguarding associated with the face-to-face or remote role of a Volunteer Digital Champion; and
- Knowledge of the Age UK Digital Inclusion support service/programme – history, programme goals and objectives etc.

As well as the core training for Volunteer Digital Champions, the organisation should offer supporting training resources and opportunities specific to the role. Whilst this training should not be made a requirement, staff should encourage and support volunteers to engage with resources and training that is relevant to their interests, knowledge, and skillset. All core training, and any additional training identified, should be provided ahead of the Volunteer Digital Champion delivering the Age UK Digital Inclusion support service. Further core training should be delivered as and when required depending on changing policies, processes, and procedures.

The training made available to Volunteer Digital Champions should be regularly reviewed and updated based on service and technology updates, as well as learnings identified. If required, additional elements of core training should be added.

7.4 Supervision

All staff should be adequately supervised and supported by a senior member of staff. The structure and level of supervision and support will depend on the independent organisational structure.

All Volunteer Digital Champions should be supervised and supported by a member of staff. The frequency of formal supervision will vary depending on level of support the volunteer provides to the Age UK Digital Inclusion support service. Outside of formal supervision, all volunteers should have a designated member of staff who they can contact to discuss any concerns.

7.5. Equipment and technology

To effectively deliver an impactful Age UK Digital Inclusion support service, equipment and technology provisions must be considered. The service relies on technology for both the staff and volunteers delivering the service, and the clients engaging with the service.

At a minimum, the following technology needs to be in place to deliver the service:

- Devices **and** connectivity for staff (to consider remote working);

- Devices **and** connectivity for volunteers (personal and/ or organisational technology);

- Technical support e.g., available from the mobile provider;

- Remote access software;

- Online conference facilities (Zoom, Teams etc.); and

- Online tools for shared access to resources and/or project monitoring (Teams, Google Drive etc.).

In addition to the core technology provision, an Age UK Digital Inclusion support service will be able to best reach those clients most at risk of digital exclusion with the following technology in place:

- Devices **and** connectivity for clients without access (to be provided on a loan basis or through community settings, for example tablets made available for use in Age UK community centres); and

- Accessories to ensure the accessibility of devices, for example tablet cases, keyboards and stylus pens.

All client technology provision should be pre-configured ahead of the client receiving their device/s. Pre-configured settings will be determined by the user's accessibility needs, for example hearing loss or dexterity issues, and their motivations and intended use of the device, for example pre-loading video calling Apps. When a device is loaned with connectivity, this should be set up ahead of the loan.

All devices should be wiped clean and re-configured in between loan periods.

8. Operational information

8.1. Days/hours of operation

The service should be offered on a flexible basis to ensure the successful recruitment of volunteers and the accessibility of the service for clients.

Digital support sessions can be delivered on a 1:1 or group basis, delivered remotely, or face-to-face in a client's home or at a community venue. Sessions can be delivered by paid staff or volunteers. How the session is being delivered and by whom will impact the days/hours of operation.

For 1:1 sessions, both remote and face-to-face, a convenient time should be agreed between the service provider and the client. Remote sessions should last no longer than one hour, and face-to-face sessions no longer than two hours. Both remote and face-to-face sessions should be offered on a weekly or bi-weekly basis to ensure that the client has time to reflect and practice between sessions, but that their motivation and interest is maintained. When ongoing support is needed, session

times should remain consistent where possible. The duration of the support offer will vary depending on the individual needs of the client, and on-going support, in some capacity, should be offered. In order to achieve maximum potential and encourage independence, 1:1 support should be offered for a minimum of six weeks. Clear boundaries should be established at the start, preferably in writing, to ensure that staff and volunteers are not contacted outside of the agreed sessions.

For group sessions, both remote and face-to-face, the session date and time should be agreed based on the local need. Focused group sessions should last no more than two hours, including a break, and drop-in sessions should last a minimum of two hours to ensure that clients have the flexibility to attend and engage with the support offering. Group sessions should at a minimum be offered bi-weekly and should remain at a consistent time and location and be on offer on a long-term basis.

8.2. Location of service delivery

The service should be offered remotely, for example over the phone, and/ or face-to-face, for example in community venues.

The remote service offering needs to respond to the capabilities of the client. If the client has no or low-level digital skills, it is best to deliver initial sessions on the telephone. If and when the client has developed some digital skills, sessions can be delivered via video calls, for example Zoom. Involving the clients support network initially, for example friends, family members or carers, can improve their capability and confidence to engage with the service remotely.

The face-to-face service offering can be delivered in the client's home, in a community venue, such as a local library, or in an Age UK office. The accessibility and technology infrastructure (e.g., quality of connectivity) of the venue needs to be considered.

9. Service risks

Age UK Digital Inclusion support service providers should be able to demonstrate an appropriate system for recording, monitoring and reporting of risk issues and adverse events.

Risks to consider could include but are not limited to:

Risk	Mitigating action/s
Lack of consistency across the service	Training for service providers (including staff and volunteers), consistent service model and outcomes framework in place.

Lack of / unreliable funding structure	Evidence base to support funding applications, consistent monitoring and evaluation framework in place based on a tested model, inclusion of digital in all funding bids, paid service model where appropriate.
COVID-19	Covid-19 specific risk assessments are to be included, with risk mitigation via the correct use of PPE and infection control best practice, including access to washing facilities and water for hand washing. Age UK has produced guidance on safe service delivery during Covid-19.
Online safety of clients	Provision of online safety training, offered as an isolated activity and embedded within all support sessions, ongoing online safety support, the provision of online safety guidance for clients to refer to.
Misappropriation of equipment by clients	Insurance of technology, comprehensive loan agreements, regular communications with client within and in between session delivery as appropriate.

10. Measuring performance and impact

We aspire to ensure that the Age UK Digital Inclusion support service is of a consistently high standard. All Age UK Digital Inclusion support services should monitor service performance and measure impact. Before determining how the service should be monitored, the local service outcomes must be agreed. The Logic Model illustrated in Appendix A3 should also support the development of quality and performance measures for the service.

Monitoring and reporting provide insight and intelligence to the service and the wider organisation. It is recommended that output and outcome measures are reported monthly and Year to Date, and that they are used to inform improvements to the service delivery methods, training requirements, future monitoring, etc.

10.1. Outputs

Example output measures you may wish to adopt include:

1. The number of outreach events delivered;
2. The number of older people reached through outreach events;
3. The number of digital skills support sessions delivered;
4. The number of older people reached and supported through digital skills support sessions;

5. The number of older people benefitting from the tablet loan scheme;
6. Change in confidence and skills of older people;
7. The number of volunteer Digital Champions recruited and trained;
8. Change in confidence and skills of Digital Champions;
9. The number of partnerships developed with external organisations; and
10. Change in confidence and skills of internal and external staff.

10.2 Outcomes

A range of formal validated scales are available to demonstrate the Age UK Digital Inclusion support service outcomes. These scales can be incorporated into data capture tools.

Topic	Scale	Link
Loneliness	The UCLA 3-Item Loneliness Scale	Campaign to End Loneliness (UCLA Loneliness Scale, 2004)
General wellbeing	The Warwick-Edinburgh Mental Wellbeing Scales – WEMWBS	Warwick Medical School
	ONS Wellbeing Scale	ONS
Digital knowledge, skill and confidence	Essential Digital Skills Framework	GOV.UK (2018)

10.3. Capturing data

There are a number of approaches that can be taken to capture data from the service. Data helps to provide insight on the impact of the service, including in relation to Outputs and Outcomes. Some approaches are listed below (examples only):

Data subject	Data capture tool	Data captured by	Frequency
Volunteer Digital Champion	Registration form (including demographic data)	Staff	At registration only
	Volunteer satisfaction survey	Staff	6 month – yearly
	Case studies	Staff	Ad hoc

Older person	Referral form (including demographic data)	Staff/Volunteer	At referral
	Attendance record (including support provided)	Staff/volunteer	Every session
	Entry/Mid/Exit Questionnaires (including change in attitude, confidence and skills, and future learning needs)	Staff/Volunteer	Dependent on length of support provision
	Learning Log (including change in attitude, confidence and skills and future learning needs)		Every session
	Case studies		Ad hoc

11. Financial modelling

Age UK Digital Inclusion services need to be financially sustainable whilst remaining accessible to older people.

Full Cost Recovery (FCR) is important because it ensures the availability of resources to allow the service to be sustainable and enable focus on the provision of effective help for older people. FCR requires knowledge of the Digital Inclusion support service's cost base and overheads so that decisions about pricing can be made and/or funding can be identified. Whilst achieving FCR might not always be possible, the full costs always need to be calculated. Any shortfall will need to be accounted for and how it will be funded or offset by contingency funds, made clear. Age UK has produced a Full Cost Recovery Manual to help guide you through establishing the full costs of the service.

Three key types of cost need to be calculated to develop a sound price: Direct Costs, Direct Support Costs and Indirect Costs or Overheads.

Direct Costs: *These include the costs of staff and activities which can be directly linked to the Digital Inclusion support service, i.e. salaries for staff, travel costs, insurance, etc.*

Direct Costs

Dedicated Digital Inclusion support service staff and volunteers (including Project Coordinators, Service Managers, Admin etc)	• Salaries and hourly rates, including covering costs of annual leave and sickness • NI and pension contribution • Travel costs, reflecting HMRC rules • Staff and volunteer training costs – Digital Inclusion support service specific • Volunteer expenses
Equipment	• PPE and Infection Control • Other equipment specific to individual roles, for example work technology including a smartphone, tablet and connectivity • Equipment required for the delivery of the service, for example loan tablet devices for older people to benefit from • Any necessary software updates to service specific equipment anticipated through the delivery period
Marketing	• Hard copy marketing collateral • Postage for hard copy marketing • Online marketing costs, for example paid-for ads
Venue	• Local community spaces for delivery of Age UK Digital Inclusion support services
Insurance	• For the delivery of the service • For the technology required to deliver the service, for example smart phones and tablets

Direct Support Costs: *These are shared costs, such as property or managers.*

Direct Support Costs	
Staff (including service manager, admin etc)	• Apportionment of salaries including cover for costs of annual leave and sickness – this should include time taken to supervise etc • Apportionment of pension contribution • Apportionment of travel costs • Apportionment of Training costs

Marketing	- Apportionment of generic marketing collateral - Apportionment of postage for hard-copy marketing - Apportionment of online marketing costs, for example paid for ads - Apportionment of customer satisfaction survey costs
Public Liability Insurance	Organisational insurance and governance costs

Indirect cost (overheads): *These are the costs which cannot be directly identified with the service.*

Indirect Costs (Overheads)	
Finance	- Staff costs - System costs
IT or Technology	
Property	Space costs related to equipment for the Digital Inclusion support service
General Administration	Staff costs
HR and Recruitment	
Charity Governance	

11.1. Pricing services effectively

As the cost of technology and connectivity can be a barrier to older people getting online, where possible Age UK Digital Inclusion support services should be offered to clients free of charge. However, this may not always be viable. One alternative model is to offer basic service provision free of charge to the older person, and costs can be attached to more intense support provision, for example 1:1 or long-term.

Even if the Age UK Digital Inclusion support service is not a free service, the costs have still got to be covered. The full costs must always be calculated to ensure that funding can be identified, whether that be from grants, contracts, or reserves.

In some cases, Age UK Digital Inclusion support services will be embedded within existing service delivery, for example when delivering support through Embedded Digital Champions. In this scenario, the costs of the existing service need to be recalculated to take into the account the Digital Inclusion support service integration.

11.2. Ensuring service viability and sustainability

Monitoring and impact measurement data should always be captured for Age UK Digital Inclusion support services and should be drawn on when seeking new or extension funding. Having a solid understanding and evidence of what works best helps to ensure your organisation's (and Age UK's) positive reputation for delivering a quality and impactful Digital Inclusion support service. Collaborating with, and working in partnership with, local partners could leverage efforts to support funding applications across a range of funders and commissioners.

12. Supporting tools and resources

The Age UK Digital Inclusion support service relies on supporting tools and resources to ensure that staff and volunteers can deliver an accessible, consistent and impactful service.

Supporting tools and resources should be created and made available to:

1. Internal staff supporting the service;
2. Digital Champions (staff or volunteers);
3. Older people seeking to develop their own digital skills; and
4. Friends and family of digitally excluded older people.

More audiences may require supporting tools and resources dependent on the local model of delivery, e.g., external service providers.

Tools and resources may be available already, either within your organisation, via Age UK or via another external organisation. Ahead of the delivery of the Age UK Digital Inclusion support service, gaps in tool and resource availability should be identified, and costs and human resources should be factored into developing the tools and resources needed.

Supporting tools and resources should include but are not limited to:

Audience	Resource	Format
Internal staff supporting the service	Client management database	Internal database, for example CharityLog or Excel
	Volunteer management database	

| Audience	Resource	Format
	Referral criteria	Offline/online guidance on the referral criteria for clients
	Assessment/reporting framework	Offline/online framework
	Marketing materials to promote the service to Digital Champions and older people	Offline and online
Digital Champions (staff or volunteers)	Training to equip Digital Champions with the knowledge, skills, and confidence to deliver the role effectively	Online – can be provided live e.g., via video call, or made available for independent learning e.g., via online learning modules Downloadable resources for continued learning
	Session delivery templates to support the planning and delivery of support	Downloadable and printable resources, made available online
	Data capture tools to track Digital Champion activity with clients e.g., entry-, mid-, and exit-questionnaires	
Older people seeking to develop their own digital skills	Instruction guides i.e., easy-to-follow instructions to support individuals to safely carry out specific activities, such as online shopping or video calling	
Friends and family of digitally excluded older people		

In addition to these core supporting tools and resources, the service may benefit from developing or having access to:

Audience	Resource	Format

Internal staff supporting the service	Tablet Loan Scheme referral criteria and coordination resources e.g., loan contract (if applicable)	Internal offline/online resource
	Guidance on purchasing appropriate and accessible technology for service delivery	Internal online
Digital Champions (staff or volunteers)	Guidance to ensure that Digital Champions can signpost older people, or their friends and family to useful tools and resources made available externally e.g., useful websites and Apps	Downloadable and printable resources, made available online
Older people seeking to develop their own digital skills	Guidance on purchasing appropriate and accessible technology for independent use	
Friends and family of digitally excluded older people	Guidance on how to support older friends and relatives with their digital skills e.g., top tips and things to consider	
	Guidance to signpost friends and family to useful tools and resources made available externally e.g., useful websites and Apps	

Appendix

A1. Client Journey
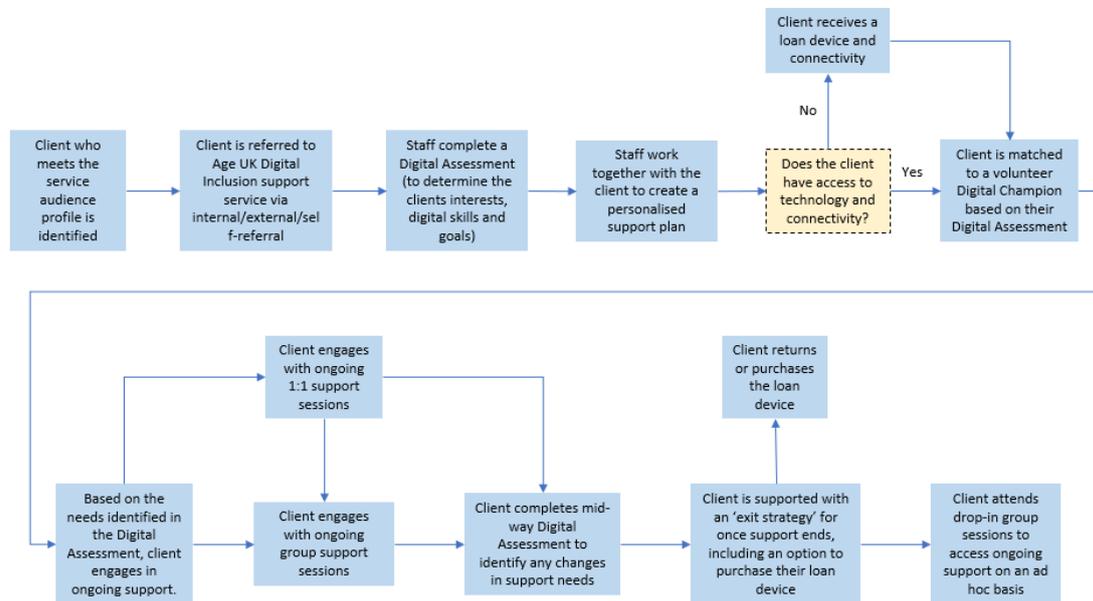
A2. Service audience and service delivery barriers

Older people	Those supporting older people within the community	Internal frontline staff
• Financial challenges e.g., low income • Geographical barriers e.g., rurality • Physical barriers e.g., hearing and sight loss, dexterity, and mobility • Motivation to engage • Lack of awareness, confidence, and skills • Fear of the online/digital world	• Time and capacity to support • Individuals' digital confidence and skills • Individuals' specific knowledge about an older person's barriers e.g., hearing and sight loss • Scepticism about an older person's ability • Geographical limitations • Financial challenges • Desire to maintain control • Awareness of support available	• Funding available • Time and capacity • Staff confidence and skills • Provision of training • Organisational culture

A3. Logic model

A logic model should ideally be developed during service development, so that it can be used to inform the design of evaluation and data collection. Evaluation and data collection can then 'test' the theory of change. This logic model provides an example of how this works for an Age UK Digital Inclusion support service. Some elements may be adapted based on local service requirement