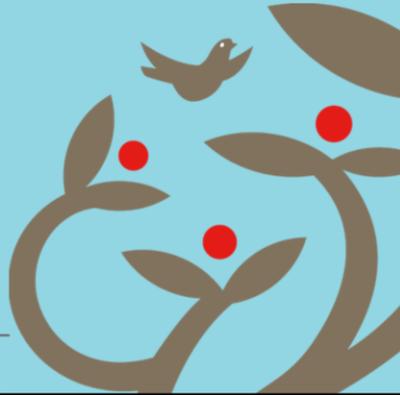




for older people, for life
**Independent
Age**

Independent Age

Volunteer Visitor Training



20/06/2018

Introductions



Suggested exercise:

- **Ask participants for their name and a non-intrusive question (eg, ask your neighbour one thing they would like to share about themselves with the group?)**
- **Ask them about what their expectations of the day and if they see any concerns in this role.** Make a note of them and you can revisit them at the end of the session to check if everything has been covered.

Follow up by establishing the ground rules for the session: phones off, respect, one talking at a time, if possible wait to ask questions to the allocated time of the exercise, ...

Programme aims and learning outcomes

- Some common issues affecting older people
- Understand your role as a volunteer
- Explore good conversational practice
- Boundaries
- Safety whilst lone working
- Safeguarding refreshing
- Feel reassured for your first call
- Operational Requirements



This will also be part of the information sent to volunteers at enrolment point so they are clear of what we want to achieve on the day.

We want to ensure volunteers have a clear understanding of their role as a volunteer visitor with Independent Age and feel confident to perform this role

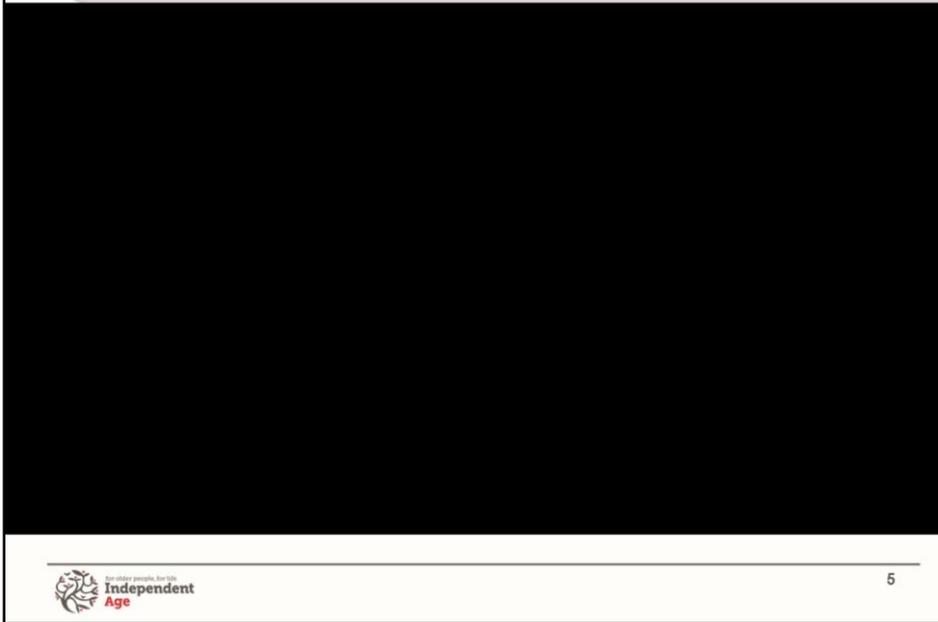
Older People Issues



To starts us of I want to play a new video which tells the story of one of the older people we support, Kathleen, and how the experience of having a volunteer visitor changed her life:

Link: https://www.youtube.com/watch?v=jD-6iNN_XC8

Kathleen talks about loneliness



Link: https://www.youtube.com/watch?v=jD-6iNN_XC8

Ask - What do you think of the video? We've got lots of new videos on the new IA website – its worth a look !

Older people's issues

- Money
- Support and care
- Health
- Housing
- Loneliness
- Working later in life



In order to help you begin to understand the potential needs of the older people we support we are going to do a quick exercise.

Question to check awareness: Can you think of which are some of the issues that affect older people in our society?

These are the main issues that affect older people in our society. Independent Age provides free information and advice on those topics for older people and their carers. We also try to alleviate loneliness and isolation through our friendship services.

You don't need to go through the whole list, just reinforce one or two. Eg. Around 40% of older people say the television is their main form of company.

Money:

- 1.6 million pensioners live below the poverty line in the United Kingdom. This is 14% of the pensioner population. 7
- 20% of older people aged 75 and over are living below the poverty line – this includes 25% of all single women aged 75 and over. 8
- £3.7 billion of benefits go unclaimed by older people each year. 9

Support and care:

- More than 400,000 fewer people received a social care service in England in 2014/15 compared with 2009/10 (this will disproportionately affect older people). 12
- 3 in 5 of us will become a carer at some point in our lives.4
- 1.3 million carers are aged 65 and over in England and Wales.5
- There are almost 90,000 carers aged 85 and over. 6

Health:

- Dementia could affect up to 1 million people by 2030 (currently around 850,000 affected). 10
- Half of all people aged 80 and over will suffer a fall each year. 11

Loneliness:

- 2 million people aged 75 and over live alone in the UK.1
- 1 million older people in the UK haven't spoken to anyone they are close to in the past month.2
- Around 40% of older people say the television is their main form of company.3

Working later in life:

- Since 5 October 2012, the law changed 'the default retirement age'. This means firms can no longer ask employees to leave on grounds of age alone.
- the 2011 Census in England and Wales found a rise from 8.7% to 16% for people aged 65 to 74. (13)
- The Age Action Alliance is an independent partnership of organisations, including the Department for Work and Pensions, that works together to take a collaborative approach to the challenges of an ageing society. The Age Action Alliance Employer Toolkit offers guidance on retaining, retraining and recruiting older workers. 14

References:

1. Households Below Average Income 2013/14, Department for Work and Pensions, June 2015 (This refers to income 60% or less than median average income after housing costs)
2. The overlooked over-75s, Independent Age, May 2016
3. Income Related Benefits, Estimates of Take-up, Department for Work and Pensions, June 2015 - £3.7 billion stated link (Age UK Chief Economist Report, June 2015)
4. ADASS Budget Survey 2015: Report Survey 2015 report, June 2015, ADASS
5. Facts about carers, Carers UK, October 2015
6. Caring into later life, Age UK and Carers UK, April 2015
7. Caring into later life, Age UK and Carers UK, April 2015
8. Facts from the media webpage, Alzheimer's society, accessed April 2016 (being conservative on this number as they say over 1 million by 2025. Keeping it to 2030 to be consistent with our messaging and the fact this number has been contested)
9. Fall prevention: New approaches to integrated falls prevention services, NHS Confederation, April 2012

10. Families and Households: 2015, ONS, November 2015 (Figure 9)
11. Loneliness research webpage, Campaign to End Loneliness website, accessed April 2016 (This refers to 11% of older people not having spoken to family, friends or neighbours in the past month). 1 million is 10% of the UK 65+ population.
12. Loneliness research webpage, Campaign to End Loneliness website, accessed April 2016
13. <http://www.bbc.co.uk/news/uk-23988342>
14. <https://www.gov.uk/government/news/kicking-age-discrimination-into-touch>

Stereotypes



- Older people are helpless
- Wisdom comes with age
- Older people will eventually become senile
- Older people don't deserve health care
- Working older people stop young people progressing in careers



The next exercise will focus on dispelling some of the myths and stereotypes older people have to deal with. First of all, what are stereotypes? Stereotypes are a set of beliefs which shape the way we think and behave in everyday life.

Exercise: Think about older people (e.g. neighbours, family, friends,...).

1st part: In pairs/ groups use the post it notes to write a list of stereotypes about older people you can think of (5 min).

2nd part of exercise: Can you now group those stereotypes and differentiate between positive and negative stereotypes?

The **learning outcome** from this exercise is to treat every person as an individual with their own attitudes, history and life style and get to know them as the person they are.

Some ideas that might come up are:

Some stereotypes of elderly people are **positive**, such as the idea that wisdom comes with age and that an elderly person's wide range of experience results in intelligence and good sense. On the other side, stereotypes can be **negative**, such as the idea that elderly people are stuck in another time and baffled by and out of touch with contemporary society. Some people think that older people are needy, unhappy, senile,

inactive, can't learn new things and less useful their younger counterparts.

Part of this training aim is to help you **challenging** them:

Research suggests that stereotypes are inaccurate and can be damaging. Negative stereotypes, such as the ones above, have an adverse effect on older people. Not only do they interfere with older people's enjoyment and flourishing in the latter part of life but they also have a detrimental impact on people's health and well-being as they age. Stereotypes of ageing exist despite the fact that people are now living longer, healthier and more productive lives.

Research shows that these ageist stereotypes are just not an accurate reflection of reality. Older people continue to grow and demonstrate strengths. Some older people are more satisfied with their relationships and feel stronger bonds to close friends and family members. They are better at taking many different perspectives and they view conflict in their relationships as less negative than younger people do

Reference: World Health Organisation <http://www.who.int/world-health-day/2012/toolkit/background/en/index3.html>

Older people at work: (reference BBC news 09. 2013; <http://www.bbc.co.uk/news/uk-23988342>)

The proportion of older people who are economically active has almost doubled in 10 years, figures have shown.

The [Office for National Statistics report](#) based on the 2011 Census in England and Wales found a rise from 8.7% to 16% for people aged 65 to 74.

"A 2012 ONS publication highlighted that people are working longer than they used to; key factors may be increased life expectancy, the removal of compulsory retirement age, the increase in flexible working patterns, and economic pressures leading to rising living costs.

"This trend is likely to continue, as the age for women's state pension eligibility increases to align with men by 2018."

Your role as a volunteer visitor



The following part of the training is going to look a bit more in detail about your role as a Volunteer Visitor, what you can and cannot do and hopefully it'll give you more information to feel more confident in your role.

Independent Age Friendship Services

"A relationship between two individuals which is initiated, supported, and monitored by an agency.

Ideally the relationship is non-judgemental, mutual, purposeful, and there is a commitment over time."

Joseph Rowntree foundation



Independent Age offers Friendship services in the form of volunteer visitors, telephone volunteers and (talk time) group facilitators, between others (campaigns, fundraising, organising volunteers, admin,...)

So now, let's open a discussion:

1- Why do you think we are offering this service? Answers should include the following

- To increase self confidence
- To encourage independence
- To decrease loneliness
- To improve quality of life

Independent Age promotes Empowerment versus Dependency. Independent Age would like all volunteers to empower the older people they support by encouraging them to help themselves rather than to become dependent on the volunteer's help. This empowerment is what underpins Independent Age Mission: "*Independent Age helps older people across the UK to live well with dignity, choice and control.*"

2- Moving onwards to the next topic. Can anyone tell me what is the difference between an intimate relationship and a friendship service? Why we call it a friendship service? What makes it a

service?

Ideally the answers will agree with the main ideas of the official definitions around: agency supported, purposeful, commitment, non-judgemental,...

There are a few definitions of what a friendship relationship is, as the one of the slide. Likewise, The Mentoring and Befriending Foundation talks of: "A voluntary, mutually beneficial and purposeful relationship in which an individual gives time to support another to enable them to make changes in their life."

It is important to address the supportive and purposeful nature of the relationship, being specific and targeted to changing behaviours or expanding opportunities whilst being supportive building trust and resilience.

What your role is...

- Building a relationship with the older person
- Being a good listener
- Helping to reduce loneliness
- Encouraging choice
- Helping to increase their social connections
- Helping the older person to remain independent
- Maintaining boundaries
- Regular agreed contact
- Mutual enjoyment for both, older person and yourself



Aim of the slide: To reinforce what the role is and is not... which will then link with Boundaries

Handout the form "Your role as a volunteer" and ask volunteers in pairs to think about what are the skills they think volunteers should have in this role.

Once they finish the exercise, You can ask everyone to give a characteristic they consider they have to have in their role has. Are there any other characteristics they thought of and aren't there. Also, reassure them that they don't need to have ALL those characteristics in order to be a good volunteer.

What your role is not...

- Problem solving
- Being judgemental
- Giving advice
- Being an advocate
- Counselling or therapy
- Feeling responsible for the older person's actions or decisions
- Personal care or home help
- Creating a dependency on you
- Taking gifts/ bribes
- Using inappropriate or offensive language



We follow this by reinforcing the remits of their role, reminding them of the other services we have to support them such as an Information and Advice service that older people can access directly by calling our freephone Helpline on 0800 319 6789 where they can get some information or an appointment to talk to an expert advisor.

We will go more in depth about their role boundaries later on in the training.

Reinforce: that we are NOT a Taxi service, dating agency, advice givers, advocates or carers and please do not give your personal telephone number unless agreed by your Independent Age contact!!!

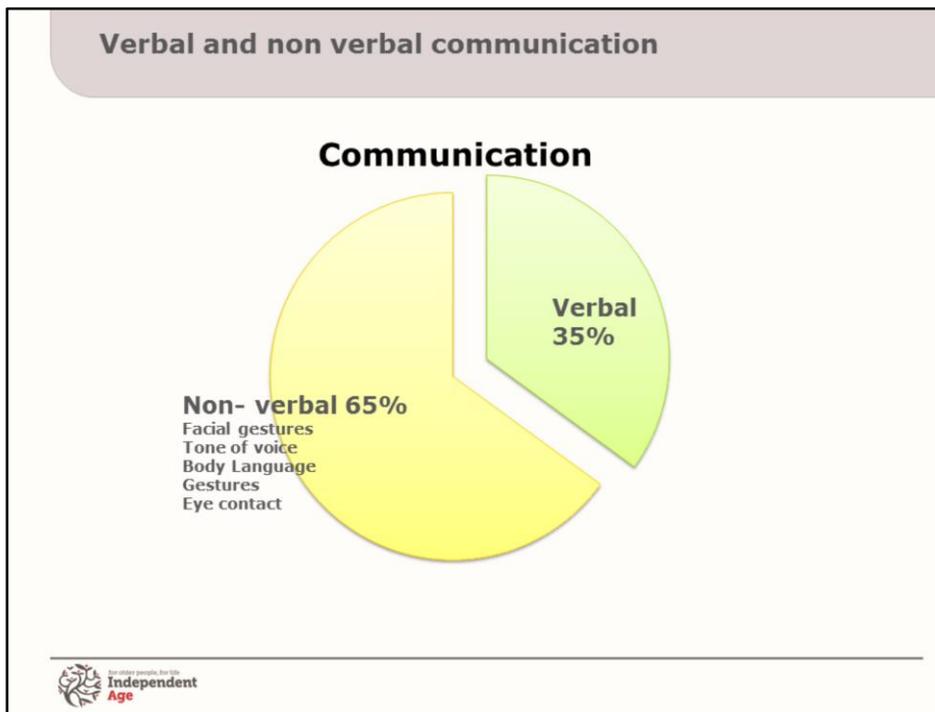


Remember that good communication focuses on the receiver of the message

On the next slides we will be looking at: the differences between face to face and telephone conversations, what is Active listening, Communication Barriers, How to Frame and maintain conversation and some useful tips

Start by **asking participants about the differences between verbal and non verbal communication. What is involved in communication?** (eg. Is it just words?) prompt for non-verbal communication.

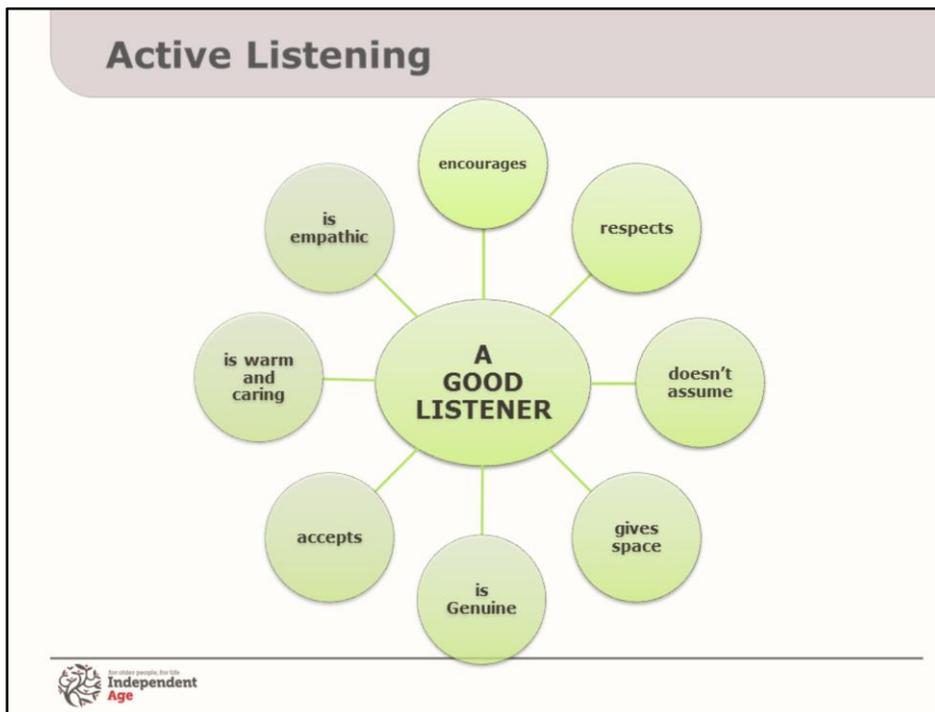
As a volunteer, you need to choose words carefully and be aware of your body language, nodding, maintaining eye to eye contact and showing general interest in their conversation not fidgeting or not paying attention to what they say.



Do not show the slide.

You can finish the presentation of the slide by **asking them the percentage** they think that verbal communication accounts for in an interaction and then show them the pie chart with its values.

Now you can show the slide. Has this percentage surprised them?



These are the characteristics of being a good listener. Are there any surprises there or something that has shocked you? Anything that you don't understand?

Explain one or two to them, eg:

- **Gives space**, let's the older person control the conversation, allowing silences or time to think or let's them change topics.
- **Doesn't assume**, what the older person is going to say next or what they think about a topic. Instead listens to and pays attention to them
- **Accepts their opinions**, they are as valid as they own even if they are different.

Demonstrating active listening

- Allow time for the older person to gather thoughts and talk (silence)
- Be warm, showing a genuine interest
- Respond to comments
- Use encouragers (positive sounds and nodding)
- Allow the older person to make their own decisions
- Don't give advice
- Don't try to solve the problem



So now we are going to talk about active listening

Question: How might you demonstrate active listening?

After they share their comments and ideas you can show them the slide.

Barriers to listening

- Not focussing and being distracted
- Saying you understand
- Trying to solve problems/ advising
- Matters that you can't cope with
- Being judgemental and/ or biased
- Talking about your own experiences/problems
- Personal factors eg, hunger, preoccupation,...
- Anger, bereavement
- Talking over the older person
- Noise and distractors
- Daydreaming



What do you think the barriers to listening are? Consider the element that might affect a conversation.

After the group has given their opinion you can show them the slide and reinforce some points such as: giving advice and talking about own experiences. **Question: Why this should be avoided? (link this with boundaries)**

Conversation prompts

- Ask for their opinion
- Make links to other topics
- Use reminiscence
- Tell stories
- Use topical events
- Use tv programmes
- Talk about current news
- Discover interests
- Use open- ended questions -who, what why, when, where, how?
- Don't be afraid of silences
- Let the older person talk



Ask:

Think about all those situations you have been with someone you don't know. How did you approach them? What did you talk about?

Once participants have shared their ideas, you can show them the slide.

Some useful tips	
Use	Avoid
<ul style="list-style-type: none"> • Open questions • Reflection and paraphrase • Hypothetical questions • Summarise and clarify • Lead on the conversation (at early stages) 	<ul style="list-style-type: none"> • Leading questions • Multiple questions • Intrusive or sensitive questions • Judgemental questions • 'Why' questions • Politics or religion



We are going to finish this section with some useful tips to help in your conversations.

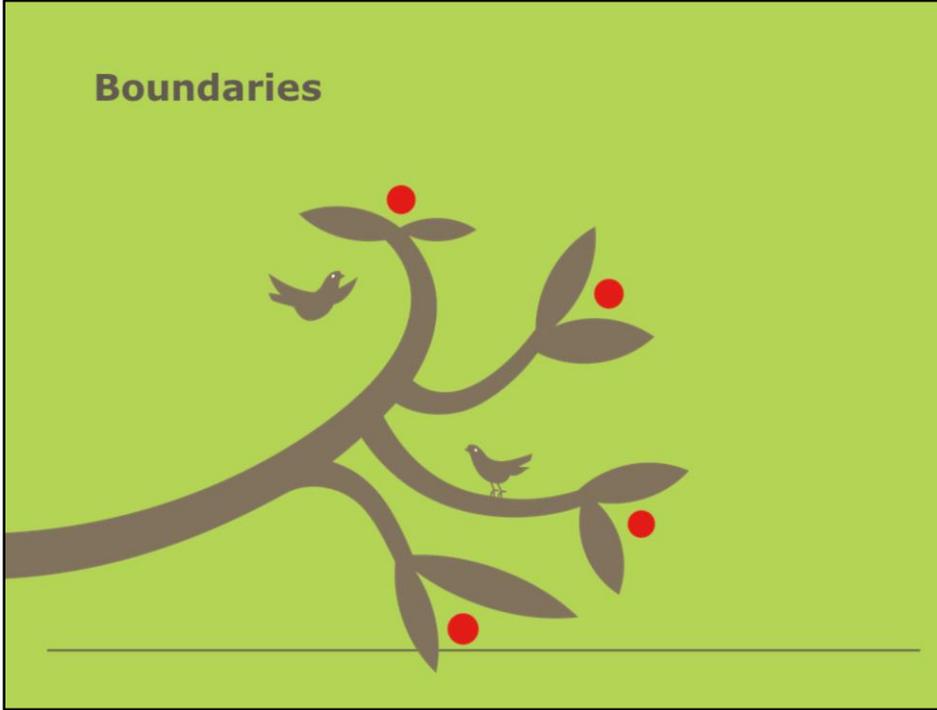
Especially in the early stages it is important to have this in mind.

Everyone is different, but if you are not aware of the personal situation of the older person you support an innocent question -such as: what are you doing this weekend?- might not be appropriate as the older person might be lonely, not having anyone to go out with or have mobility problems that reduce the possibilities to leave the house.

Once you get to know the person better the conversation will flow as you would have already been able to establish some rapport with them.

Remember: There is a difference between using leading topics of conversation at the early stages of the relationship in order to explore some common interests and build up a trusting relationship. On the other side, volunteers should avoid the use of leading questions which are question phrased in a manner that tends to suggest the desired answer, such as *What do you think of the horrible effects of eating meat?*

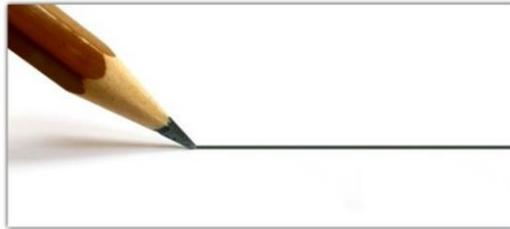
Boundaries



In this part we are going to focus on what boundaries are, how and when they should be set up and look at some real life scenarios

Boundaries

- What are boundaries?
- Why do we need boundaries when volunteering?



Start an open discussion with those prompts.

Boundaries could be defined as:

- Guidelines that people work within
- Invisible lines that separate people from each other
- Set parameters of what is and what is not acceptable behaviour

Boundaries take many forms such as :Physical, Emotional, Financial, Relationships and Communication

There are many reasons why we need boundaries but some of them are:

- Boundaries are essential and healthy
- Simplify life
- They are a framework in which to negotiate events
- Key to developing trusting relationships
- Help to protect and inform all
- Give people confidence
- Develop professionalism

Boundaries exercise

Do you give the older person you visit your mobile phone number

The older person looks after his wife who has dementia. The next time you visit he asks you to sit with her for an hour whilst he goes to pay various bills. What would you do?

The older person cannot get out of the house on their own and asks you to buy milk, bread and coffee on your way round to see them. What do you do?

The older person always greets you with a kiss and a cuddle

enabling people to live independently
Independent Age

Introduce the Boundaries exercise (handout) that volunteers can do in pairs during training. You can use these prompts on the slide as a start but you don't need to go in detail or cover each one of them in the handout.

Alternatively you can do the exercise by asking participants to stand in the middle of the room and move to either side of the room if they either agree or disagree with the statements you read out. They can also stay in the middle if they are not sure. then you can ask people why the chosen that side to stand. This game helps to clarify grey areas.

Reinforce: that we are NOT a Taxi service, dating agency, advice givers, advocates or carers. And remind volunteers to not give your personal telephone number unless agreed by your Independent Age contact!!!



All volunteers get a copy of Suzy Lamplugh Lone working booklet. Does anyone know who Suzy was and what happened to her?

"On the last Monday of July 1986, in broad daylight and in the middle of a working day, the unthinkable happened. Suzy Lamplugh, a 25 year old, disappeared during the course of her work as an Estate Agent while showing a client round a house in Fulham". Nobody knows what happened to her despite the police investigation. Her parents set up a Trust under her name which is until today a reference in Lone Working protection.

A legal definition of lone worker (LW) is: an employee or volunteer who performs an activity that is carried out in isolation from other workers without close or direct supervision. Such people may be exposed to risk because there is no-one to assist them and so a risk assessment may be required.

Independent Age carries out risk assessments for all roles but also for the older person. As volunteers you can look at the role risk assessment and add some other areas or risks according to your own needs and characteristics. Independent Age is developing a Lone Working Policy and Procedures we all, staff and volunteers, need to follow.



Exercise: Handout the blank copy of the risk assessment . Ask volunteers to form groups/ pairs and each one starting focusing on one of the areas of lone working as in the picture: the environment, the person and transport. They should think about the possible risks/ what could go wrong in each situation and what Independent Age and themselves could do to protect themselves.

We need to reinforce some points and how they could keep themselves safe:

- Environment: Location, accessibility, ...
- Person: others at home, physical contact, inappropriate comments/ language
- Transport: how you getting there (public transport, driving,...)

Our own Independent Age procedure: Risk Assessment and Trusted nominated person (you give them: Name of the older person, Address, Phone Number and Timings. It won't be a breach of confidentiality because the older person will have to sign something to say that they are ok with a third party having the details to protect the volunteer).

In your meetings

What you would plan to do in your first call:

- Plan your journey
- Tell your trusted contact where you are going/ what time to be expected back.
- Remember to charge your phone and save your Independent Age contact number.
- Look out for safeguarding signs
- First visits might be quite short as you get used to each other
- Contact again your trusted contact when you finish the visit.



After listening to their answers, just reinforce them about the protocol for their visits and what they should remember doing to keep safe.

Looking out for the older person: Safeguarding



By now all volunteers have already done the online Safeguarding training. We are just going to reinforce your learning by quickly revisiting safeguarding and going through some real life case scenarios

Types of abuse

- Physical
- Sexual
- Psychological (emotional)
- Financial/material
- Domestic violence
- Discriminatory
- Organisational
- Neglect/Acts of Omission
- Self-harm



Question: Can anyone remember what safeguarding is?

Statutory guidance defines Safeguarding as: "Protecting an adult's rights to live in safety, free from abuse and neglect."

Aim

To stop abuse and neglect where possible

To prevent harm and reduce the risk of neglect to adults

Can you remember the different types of abuse?

Remember it can be very difficult to recognise signs of abuse, but please let your independent Age contact know any concern you might have about the older person. The types of abuse are:

Physical

Sexual

Psychological (emotional)

Financial/material

Domestic violence

Discriminatory

Organisational

Neglect/Acts of Omission

Self-harm

Safeguarding scenario

You have been visiting Mavis for a year. One day she tells you about Brian, a nice man who has moved in nearby. He has offered to help her out with little errands. Mavis is thrilled as she can do with a little bit of help.

A couple of months go by and Mavis continues to talk about Brian in glowing terms. He now has the keys to her flat and pops his head round most days to see if there is anything she needs.

After six months Mavis mentions that Brian is popping in a little too much; he no longer knocks before coming in and she feels she has lost control of his visits. Also Mavis says that he doesn't always give her the correct change. She asked him about this and he appeared annoyed and retorted to say that he keeps a little to cover his time for doing the chore. You ask Mavis if she would like some support in explaining how she feels to Brian. She says NO very firmly. She really appreciates his help and doesn't want anything done that could affect their relationship.

As a volunteer, what do you think would be the best course of action at this point?



Please ask people either in pairs or as a big group to think about the situation and the question.

The following are the replies we would like to receive from our volunteers and if they are not forthcoming please go through them and explain that Independent Age has a duty of care to the older people we support and volunteers and must act in line with our safeguarding policy.

- It may be appropriate to leave the subject at this point especially if Mavis is resolute about her feelings.
- After the visit is concluded contact your Independent Age contact who will support you. Volunteers act as the eyes and ears of Independent Age during their visits and you have a duty of care to report anything that seems even a little suspicious to Independent Age who will then investigate the situation.
- Sadly relationships between volunteer and the older person do not always continue after something has been reported back because the older person might feel that the volunteer did not respect their wish to say nothing. For this reason we encourage volunteers to talk about what 'confidentiality' means in this volunteering context from the start of the relationship. Volunteers are expected to keep Independent Age informed of all aspects of the older person's wellbeing but never to discuss an individual's circumstance with anyone else.
- Your Independent Age contact will let you know what

happens next if they are able. In many cases the situation will be passed to the safeguarding team at the local authority to take further. There is a possibility that an older person may not allow any investigation to take place. This has to be respected if the older person is deemed to have 'full capacity'.

Do not worry about making a mistake. The risks are too high to do nothing if your suspicions are aroused.

Remember: sometimes it is really difficult to limit the line between concern and safeguarding and this training aims to give them the confidence in how to deal in situations like those above.

If you are told about abuse

- Stay calm and try not to sound shocked
- Listen carefully
- Be sympathetic
- Let the person know
 - They did the right thing to tell you
 - You will have to share the information within the organisation
- Record what you were told as soon as possible
- **Report the information to your Independent Age contact immediately**
- **If not available, call the out of hours number on 0203 818 6502**



It is important to feel safe in your volunteering role. Also, not to assume more responsibilities of what you need to. Just reinforce that the slide says and remind them on the Safeguarding procedures and out of hours number.

Confidentiality

Do

- Share any concerns with your Independent Age contact.
- Comply with Data Protection; safely keep and lock away any information about the older person.
- Ensure any information about your role which you may share with family/ friends is restricted to general information only.
- Be aware of your own needs and limits about what you disclose to the older person.

Don't

- Promise to keep a secret.
- Reveal any company information or any information about the older person you support to anyone outside of Independent Age.
- Disclose personal information without the person's consent.
- Disclose your personal and/ or contact details.
- Send personal data by email or copy personal data to any type of removable media, for example, disk or USB stick.



Reinforce what they should do around confidentiality, specially linked but not only related to safeguarding.

Planning ahead



Question:

**How does everyone feel about starting their volunteering?
Is there anything that worries you about it? What about the first visit?**

Let them talk about it. Guide the conversation towards what they would do in their first visit before going to the next slide.

First meeting

What you would plan to do in your first visit:

- Plan your journey, charge your phone and save your Independent Age contact number.
- Tell your trusted contact where you are going/ what time to be expected back.
- Conduct yourself as expected of an Independent Age volunteer.
- Use good communication styles and have some topics of conversation in mind to break the ice.
- Reinforce boundaries of your role and confidentiality.
- Look out for safeguarding signs.
- Contact your trusted person when you finish the visit.



Ask the group: What you would plan to do in your first visit:

After listening to their answers, just reinforce them about the protocol for the first visit and what they should focus on. It might be a short visit as you get used to each other.

YOUR FIRST SESSION:

Besides the practicalities, (planning your journey as you don't want to be late, keep safe by telling your trusted contact where you going and what time you'll be back) volunteers should think about:

- What would you talk about in your first session? You might already have some information on the older person (eg. They love dogs) that will help you to think about conversation topics.

Remember to have in mind what you learnt on Appropriate and inappropriate questioning and Questioning styles and Have some topics of conversation in mind

- Volunteers should talk about their role and the role boundaries (make sure volunteers have that handout) and also your limitations on confidentiality regarding to safeguarding

- First visits might be quite short as both get used to each other

What to do if...

- The older person doesn't know when it is time to say goodbye
- The older person is feeling particularly lonely and has asked me to visit again in the same week
- The person isn't at home
- The older person is always negative
- I don't get on with the older person
- I am unable or don't want to volunteer anymore



Ideally, some of the concerns they might have expressed at the beginning of this part of the presentation are contained here.

Exercise:

Separate the group and give them some prompts of each "What if..." situation and ask them to write their answers in posts it notes. If there is enough time you could cross-reference the different approaches each group has taken for each situation

You can then just reinforce the main points to consider in each one of the case scenarios and reassure them they are the ones that already have the answers to them.

End this slide talking about the support and supervision offered by their Independent Age contact. Besides the formal catch up sessions offered at 1, 3, 6 and 12 months volunteers can always contact their Independent Age named person when needed.

Practicalities



There are some operational requirements all volunteers need to fulfil in order for us to make sure both, the older person and the volunteer are safe and the volunteering relationship is enjoyable for both parties. We will cover them in the next slides.

Operational Requirements

- Diary Sheets
- Expenses
- Data protection
- Support and catch ups
- Events



Independent Age is growing and we are increasing the number of people we support and the roles we have for volunteers. It is important all volunteers comply with the reporting mechanisms we have in place.

In the screen you can see some of the operational requirements for volunteers. We will cover more in depth diary sheets and expenses in a minute. Meanwhile, I just want to draw your attention to:

- **Data Protection**, All public and private organisations are legally obliged to protect any personal information they hold on the requirements of the Data Protection Act 1998. Volunteers come into contact with and use confidential information and/ or Personal data (includes names and contact details). That information might be about people, such as names and addresses or even information about people's circumstances, families, health and other private matters.

Complying with Data Protection, helps all of us to stay safe and legal. Volunteers must:

- Ensure that you lock away any personal data relating to an individual and you disposed of it appropriately.
- Not send personal data by email (that's why we use reference/ serial number for the older person you support on diary sheets) or copy personal data to any type of removable media, for example, disk or USB stick.

- Not make assumptions about sharing confidential information with other employees, volunteers or organisations.

Remember: Data Protection and confidentiality relates not only to written information, records and emails but verbal information is also subjected to Data Protection.

- **Support and catch ups**, all volunteers have a designated Independent Age contact. This person will keep in touch with you on a regular basis and support you through your volunteering. We want to make sure this is a pleasant experience for you and we will do as much as it is in our hands to achieve that. There are formal catch ups sessions on a regular basis (3, 6 and 12 months) which are more in depth conversations with your Independent Age contact to talk about you, your role and the older person you support.

- **Events**, we want to make sure you meet other volunteers at the same time as you are kept up to date with the work with the charity and learn something new for your role. We have annual local and national events which are an excellent opportunity for everyone to meet up and talk about your volunteering experience.

Diary sheet

VOLUNTEER DIARY SHEET														
NAME														
ADDRESS														
POST CODE														
MONTH/YEAR														
D	DATE	MEMBER NO.	ROLE	Face 2 Face Visitation			Tele-Phone Visitation			Volunteer Support				
				REFRESHING - HOME VISIT	REFRESHING - TELEPHONE CALL	REFRESHING - OUTRAGE	TRAVEL	TELEPHONE REFRESHING	ASSESSMENT VISIT	DELIVERING TRAINING	RECEIVING TRAINING	F.F.F SUPERVISION	TELEPHONE SUPERVISION	ADMIN
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As Independent Age increases the range of services and number of people we support, we need the information from the diary sheet to evidence the impact of friendship services on the older people we support and the time that our volunteers invest in helping to reduce loneliness.

Instructions in how to fill in a diary sheet are in your welcome pack. We will have a go at filling in one now as it can seem more daunting than it is.

An electronic version is required as it enables us to record the data efficiently and quickly by uploading the spreadsheet in a timely manner onto our database systems. This information will be used by Independent Age to collate and understand better the activity our volunteers are delivering and, help us shape our future delivery to meet the needs of older people.

Instructions

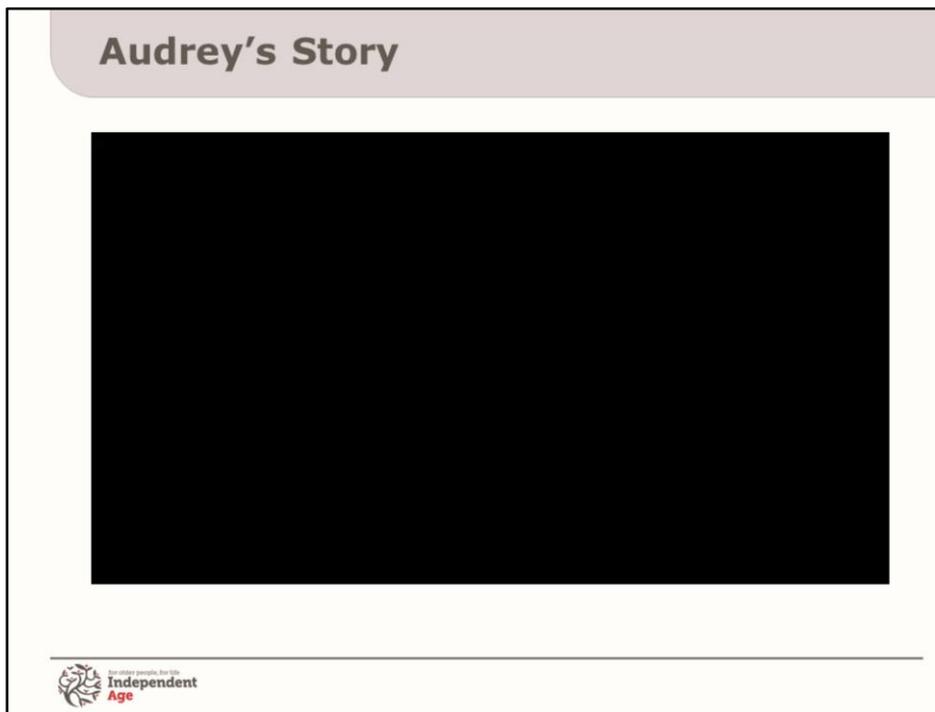
- Ideally this form should be completed on a computer using excel 2013 or later programme. This will ensure that all the columns calculate automatically.
- Roles are: TV – Telephone Volunteer
- Complete this form with the number of hours for each activity.
- Use quarter hour breakdowns i.e. .25 = 1/4 hour, .50 = half an hour, .75 = 3/4 hour and/or whole hours.

- **DO NOT** use any letters e.g. hrs.
 - We require the older person reference numbers to comply with data protection and to ensure that the data is uploaded onto the correct person's records.
 - Attending a training session or any of our volunteer network events should also be recorded on the diary sheet
- Please email the completed form monthly or quarterly (depending on your frequency of visits) to your Independent Age contact.

and Volunteer Assessors is 120 miles per day. This must be detailed on the Volunteer Expense Form.

Refreshments taken if volunteering for over 4 hours in any one day, up to a maximum of £7.00 per day. You can also claim for postage and stationery costs incurred in your volunteering role.

Volunteers need to send the completed expenses form, receipts and accompanying diary sheet to their Independent Age contact for approval. Remind Volunteers to keep us informed of any changes to their contact or bank details.



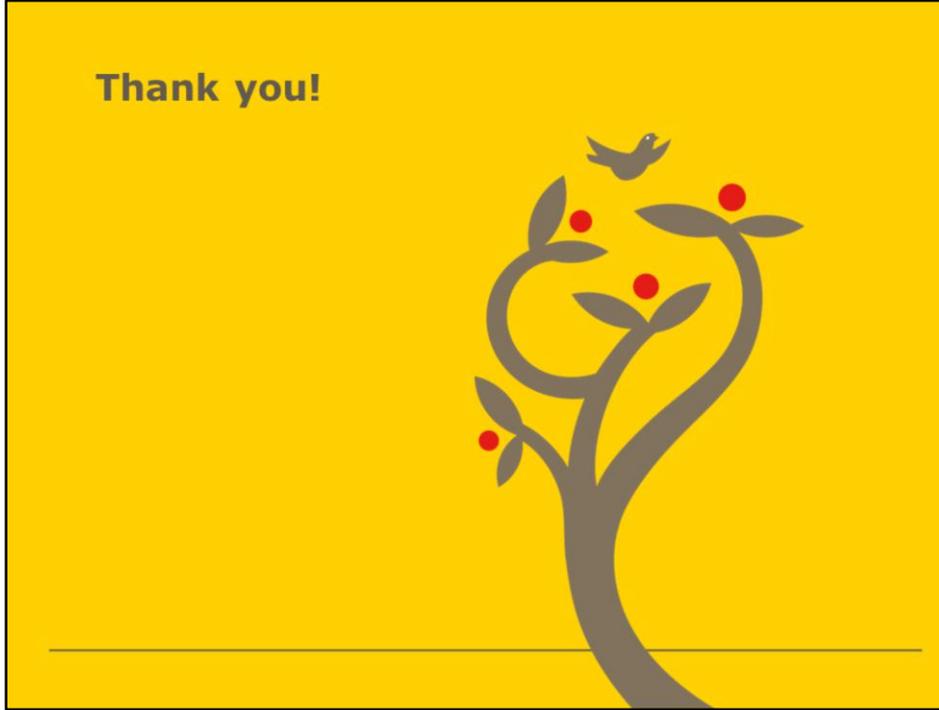
We are going to finish the training playing Audrey's video which is a really good example of the valuable contribution volunteers do to older people's lives.

Make sure you are connected to internet.

Click on the black image and the "play" icon will be on show at the bottom of the image.

Otherwise, you can find the video following this link:

<https://www.youtube.com/watch?v=OT5Q1Mk9jUc>



Ask them if they have any questions which haven't been answered.
Revisit their initial expectations and challenges and check if everything has been covered.

Finish by reinforcing them in their role and skills. And thank them for their time 😊