



The Democratic Society

Better democracy, everywhere

Participant's views and recommendations

Let's Get Digital Findings Report

March 2020

Understanding how digital services and the council website can be made easier to use and best meet people's needs.


Dudley
Metropolitan Borough Council

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The Democratic Society (Demsoc) works for more and better democracy, where people and institutions have the desire, opportunity and confidence to participate together. We work to create opportunities for people to become involved in the decisions that affect their lives and for them to have the skills to do this effectively. We support governments, parliaments and any organisation that wants to involve citizens in decision making to be transparent, open and welcoming of participation. We actively support spaces, places and processes to make this happen.



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Executive Summary

This report provides the findings and analysis of the Let's Get Digital project, which sought community views about how Dudley Council's digital services, including its website, can best meet the needs of the borough's residents.

Through this project, the council aimed to understand:

- How people want to engage with the Council, including how the website and online customer account can support this
- What is needed to attract more people to complete requests and transactions online where they can
- What would improve the experience for people using the website.

During January and February 2020, 12 engagement workshops were carried out with 33 Dudley borough residents, who were drawn from three key population groups. Insight and data, as well as key final recommendations from each group, outline what the participants would like to see in order for these aims to become a reality. Participants also shared *why* their recommendations were important to them.

The final recommendations focus on improving the accessibility of the website, ensuring that content and information is up-to-date and enabling virtual services, such as web chat, so that customers can complete requests more quickly and easily.

Participants also highlighted a desire for the website to bring communities together and enable people to support each other.

Summary of final recommendations

The following recommendations were common across all groups:

- Need for up-to-date and accessible information
- Modern and accessible content which is systematically reviewed on a regular basis for accuracy
- The website is considered an important tool for citizens to connect with their communities and heritage; people are proud of their borough
- Virtual service features such as live video calling of web chats should be introduced to the website to improve customer experience
- Accessibility is important to all people – with improvements needed in available site languages and colour schemes.

'Digital natives' (Group A):

- More information and opportunities specifically for young people
- Young people involved in co-creating future content and reviewing current content
- Make better use of communication through social media with targeted content

- Guides, service information and self-help tools created and hosted on the website.

‘Digitally included’ adults (Group B):

- Improved search tool at the heart of the website
- Increased visibility of all the different ways individuals can reach the council
- Better links to other council or partner websites and resources
- A distinct button on the homepage for reporting problems or getting help for a variety of problems which people may need urgent help with.

Those aged 16 and over who face barriers (Group C):

- Physical accessibility improvements which make using the website a better experience for all
- Increased availability of an online chat function
- Online forms replicated offline for those who can’t yet use digital
- The website as a connection point to community services and further information.

What Dudley Council will do next

The recommendations identified in the report will be considered by the council, and an action plan developed to improve the council’s digital offering, informed by this exercise and including appropriate continued engagement with willing participants. The council will also share the recommendations and action plan with the wider public.



Figure 1: some participants at the final workshop session

01 Methodology

As stated above, the key objective for Let's Get Digital was to provide Dudley Council with information on how their digital services and website could be improved, and how they could support people to access these services as easily as possible. To meet this challenge, Dudley Council wanted to give participants an active role in thinking about these questions and the best solutions possible. For this reason, a method known as 'Deliberative Enquiry' was chosen.

This approach is different to other forms of engagement as it gives people time to consider an issue in depth and question topic experts before coming to a considered and collective view. The recruitment of participants and facilitation of the engagement workshops was carried out independently by The Democratic Society to ensure that participants were supported to openly discuss their ideas and come to their own conclusions. - working with citizens through a collaborative process which used participative, deliberative and design-focused methods.

The Democratic Society recruited three different groups of participants ensuring that each group was as representative as possible of the borough in terms of age, gender, ethnicity and disability. More information about how recruitment was carried out is available in Section 2.

Each participant was invited to take part in four workshops during January and February 2020. Each of the three groups met separately for workshops 1 to 3, with all of the groups coming together in workshop 4 to share their recommendations. The workshops focused on four key activity areas:

- **Workshop 1: Set the context** – scoping out what the project is and setting the scene
- **Workshop 2: Prototyping** – working alongside participants to develop and test ways to problem-solve
- **Workshop 3: Deliberate and refine** – questioning and curious challenge with experts (see further details in Section 4)
- **Workshop 4: Recommend** – final recommendations created.

In each of the workshops, participants developed a meaningful understanding of the aims of the project and their role in developing useful recommendations for the council. The general focus of the methods used in each workshop is set out in the following table. A full workshop process plan is available in Appendix Two.

Table 1: workshop content

Set the context	Prototyping	Deliberate and refine	Recommend
<p>Develop strong group bonds between participants</p> <p>Focus on creating exploratory environment</p> <p>Lived experience gathering through creation of personas</p> <p>Understanding the 'goal' and participants' role</p>	<p>Problem exploration 'deep dive'; recording experience through practical use</p> <p>Customer (user) journey mapping</p> <p>Extending evidence base – exploration of what exists</p> <p>Visioning to create initial recommendations</p>	<p>Opportunity to engage with subject-matter experts</p> <p>Reflection on initial recommendations</p> <p>Testing recommendations by deliberating after expert input</p>	<p>Refine recommendations after testing with subject-matter experts</p> <p>Gather human experience on the 'reasons why' the recommendations are important</p> <p>Participant evaluation of programme</p>

Finally, the evaluation showed that participants enjoyed the process and valued the opportunity to meet other individuals from their community; a key impact of the approach taken in executing the methodology.

Importantly, this highlights that participants felt listened to and found their journey through the four workshops an interesting and useful experience – both for themselves as individuals but by being afforded the opportunity to make a difference they felt valued as part of their local community.



Figure 2: participants working together

02 Participant recruitment

Three different groups of participants were recruited, ensuring that each group was as representative as possible of the borough in terms of age, gender, ethnicity and disability. The key groups were:

- **16-25-year-old 'digital natives'** who are very familiar with using digital tools (Group A)
- **Adults (26 and over) who are 'digitally included'** and use digital in their everyday life already (Group B)
- **Those aged 16 and over who face barriers** to accessing digital tools (Group C).

A recruitment and communications strategy was developed, which included:

- Stakeholder mapping exercise to target recruitment materials effectively
- Recruitment materials to share with stakeholders
- Caller information pack for use by Dudley Council Plus (the council's single point of contact) when speaking to customers over the phone or in person
- Online information and a digital sign-up form, hosted on the Dudley Council website
- Paper sign-up form, which was distributed through stakeholders and Dudley Council Plus for those who are not digitally active
- Digital engagement plan for social media marketing.

Participants were recruited via three different routes:

- Callers to Dudley Council Plus were told about the project. If interested in taking part, they were taken through an electronic sign-up form on the phone, which was then submitted on their behalf
- Advertised at community venues and via stakeholders who could tell people about the workshop and help them apply
- Advertised directly to members of the public, through physical posters in public places and via online/social media marketing.

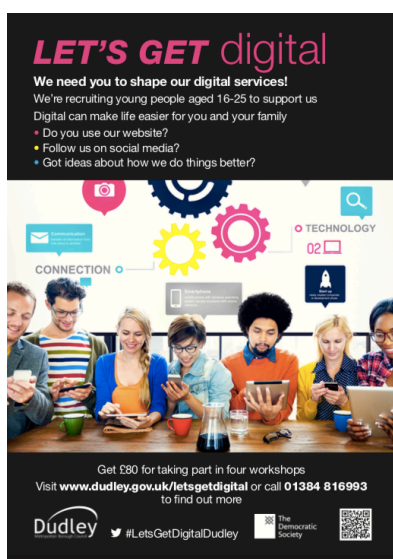


Figure 3: recruitment poster aimed at young people

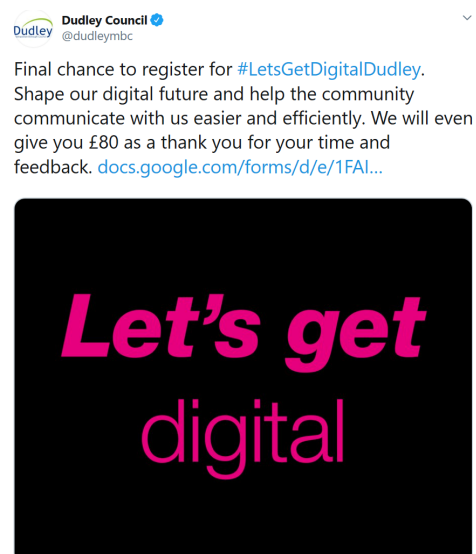


Figure 4: sample tweet

Recruitment materials, including the posters and online sign-up form, were tested with individuals, including Dudley Youth Council members, before going live to make sure they were fit for purpose.

As part of the application process, respondents were asked some questions about their confidence levels in completing a range of tasks online and in using digital tools. This information was used to select a diverse group of participants; ensuring people were assigned to the appropriate group (A, B or C).

Recruitment for the project was live for two weeks with a target number of participants for each group set at 12. Where a greater number of eligible applications were received, 12 participants were selected at random to take part. If participants dropped out before the start of Workshop 1 a suitable replacement was sought. Drop-outs during the process were not replaced as it is important in a deliberative enquiry process that the same group of people are involved throughout.

Selected participants were contacted by email and phone and given more detailed information about what would be involved. Participants were given £20 for each workshop they took part in and any travel or other costs incurred, such as childcare, were refunded or paid directly on their behalf to ensure equitable access for all. Participants were contacted by phone, text message and/or email in between workshops to support them to stay involved.

Recruitment Process for Let's Get Digital

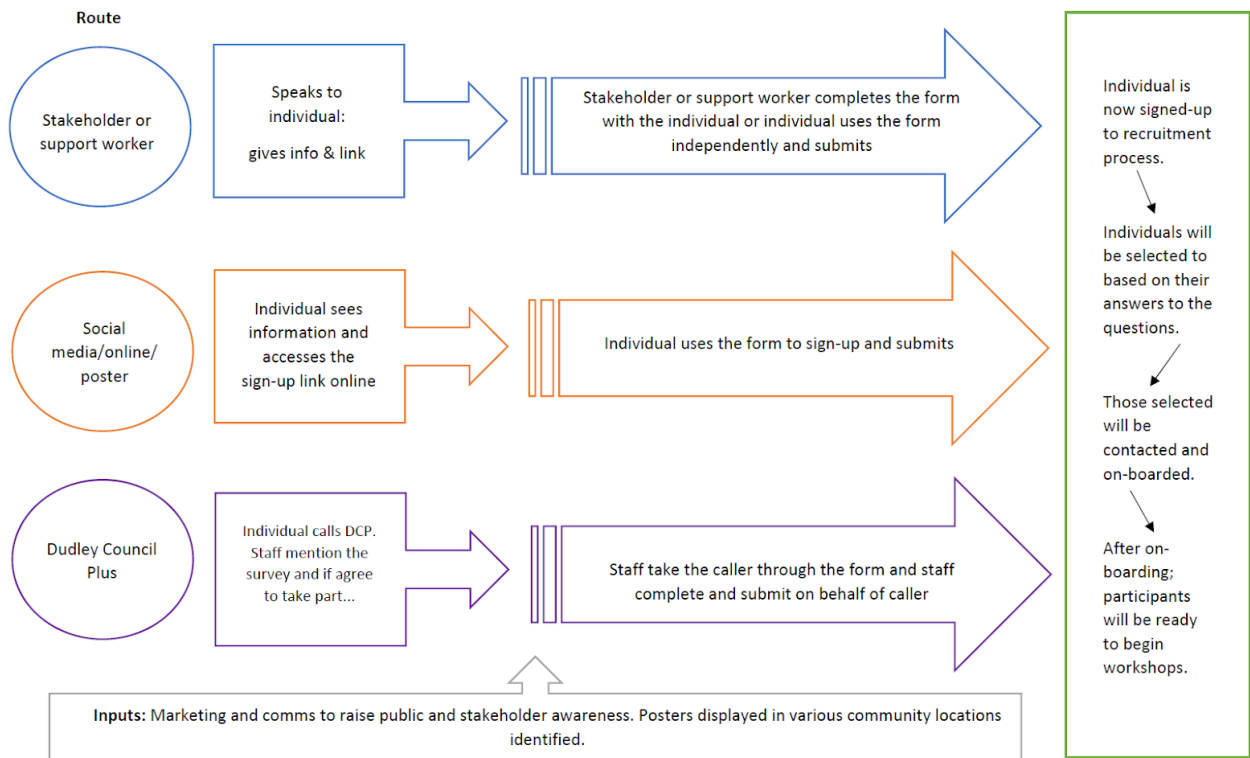


Figure 5: recruitment process

03 Who Took Part

As part of the sign-up process participants were asked to provide information about themselves in order to create the three groups.

This information was used to make sure that across the three groups there were a range of people with different levels of confidence in using digital tools, ages, people living with disabilities or life-limiting conditions, ethnic backgrounds and genders.

In total, thirty-three people attended one or more workshops and 25 people attended all four workshops.

A breakdown of demographic data for each of the three workgroups is available in Appendix One.



Figure 6: participants take part in visioning exercise

Confidence in using digital tools

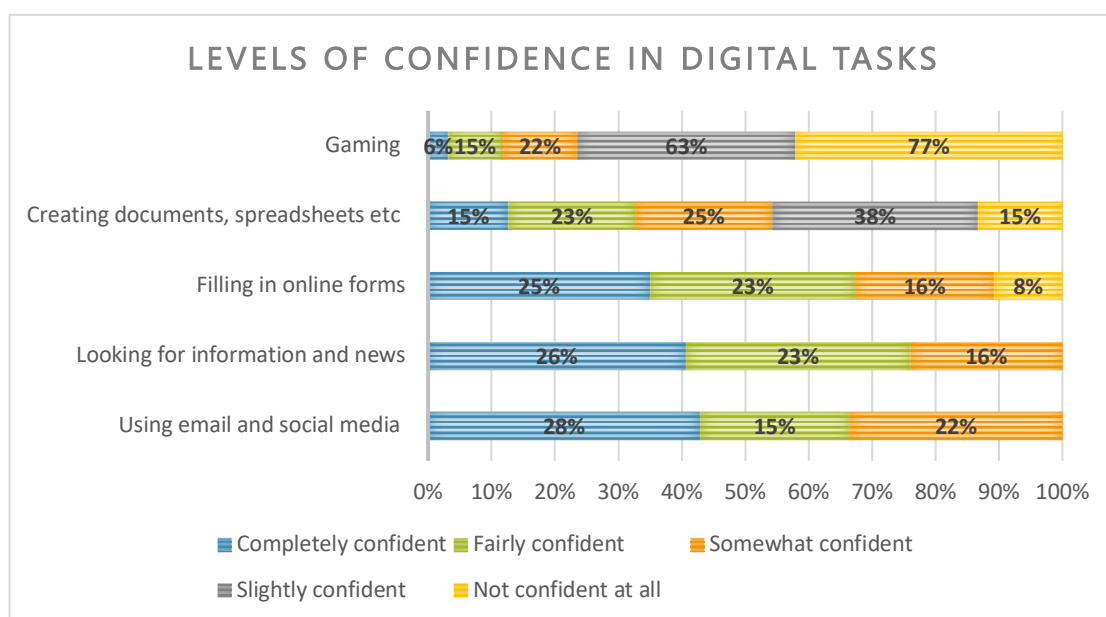


Chart 1: levels of confidence

Levels of confidence decreased with task difficulty. Most participants were 'completely confident' with tasks such as using social media and looking for information and news. However, confidence levels reduced for tasks such as gaming. Most people were 'not confident at all' with gaming.

Age

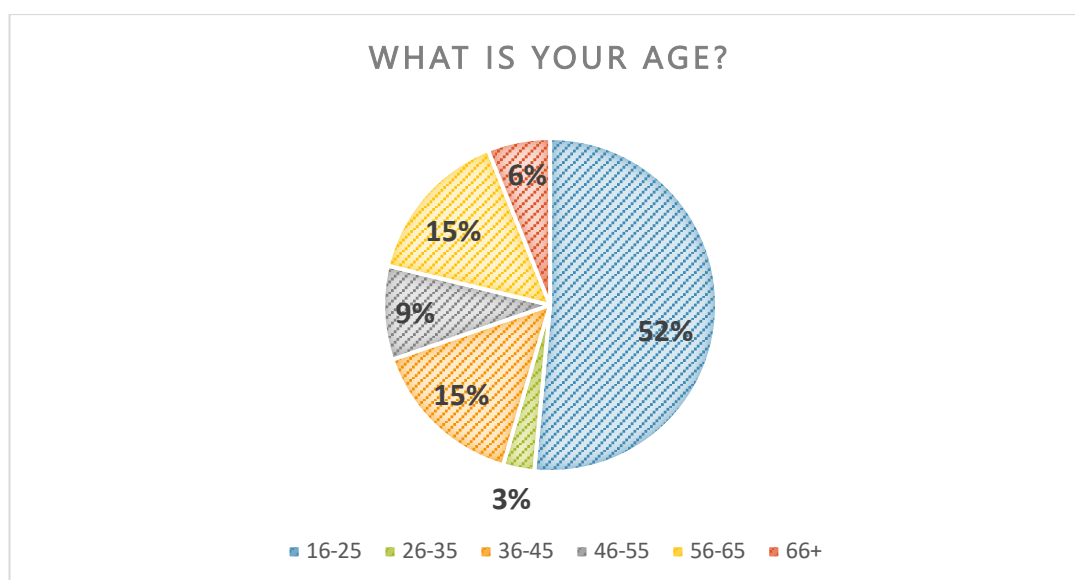


Chart 2: age

Despite the short recruitment period of two weeks, the return rate was extremely positive, with 64 people applying to take part. Young people made up the largest number of applicants.

Disability or life-limiting conditions

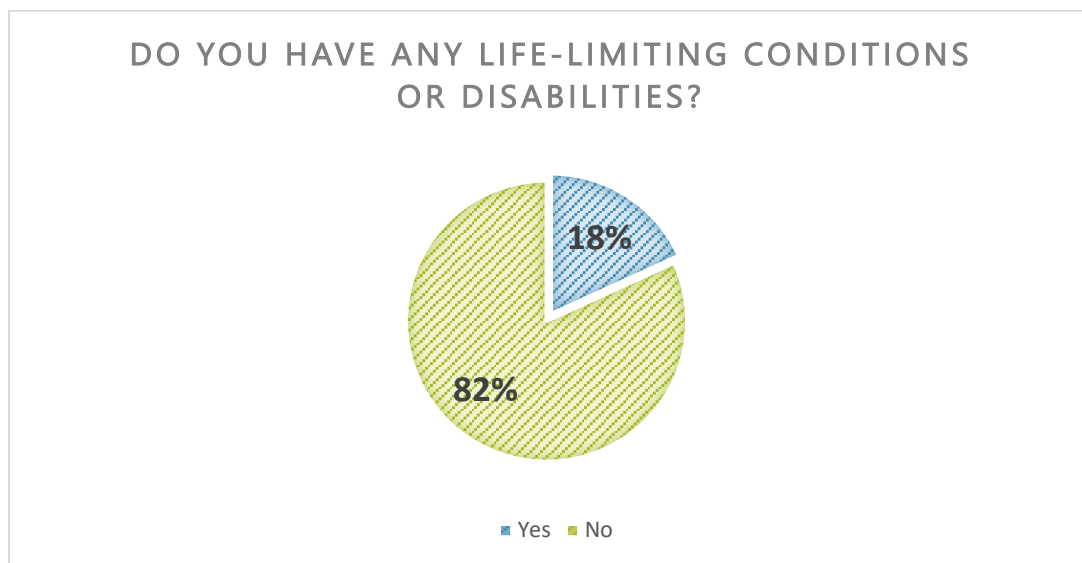


Chart 3: disability

Six participants self-defined as having a disability or other life-limiting condition. Participants were not asked to define what these were as it was not deemed relevant to the project. However, participants were asked if they required extra support to ensure they could take part fully in the project.

Ethnicity

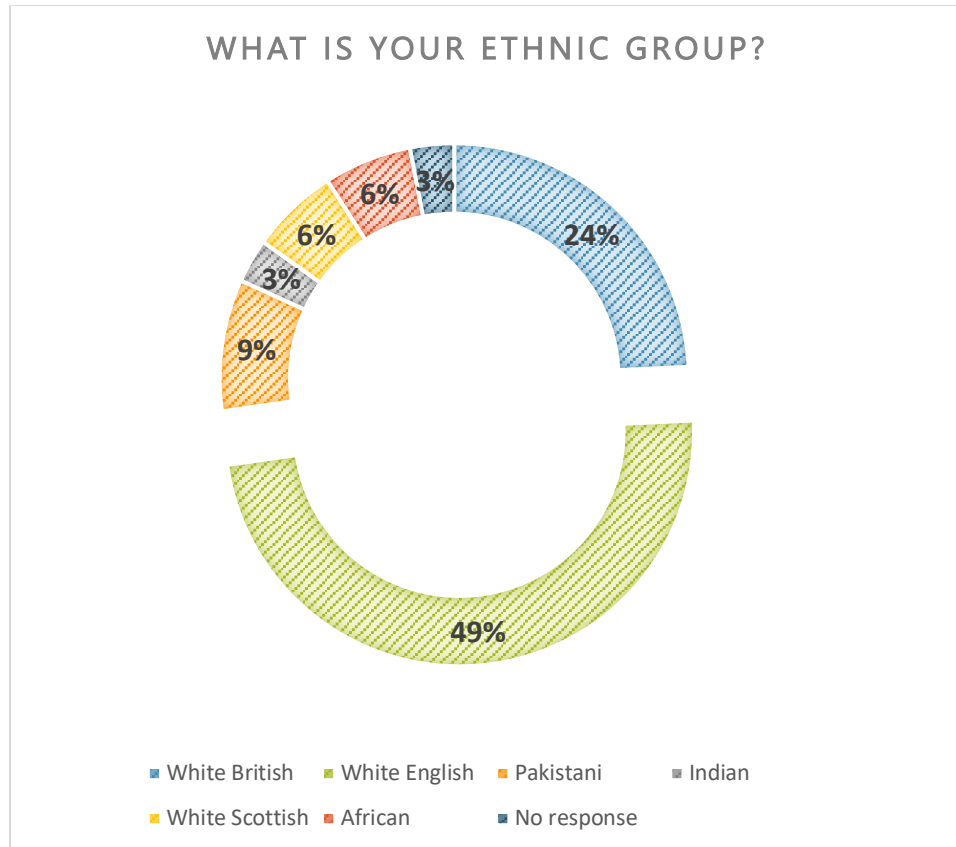


Chart 4: ethnicity

Twenty-six of the 33 participants identified as white, with six participants identifying as 'other ethnic', including Pakistani, Indian and African. One participant declined to answer this question.

Gender

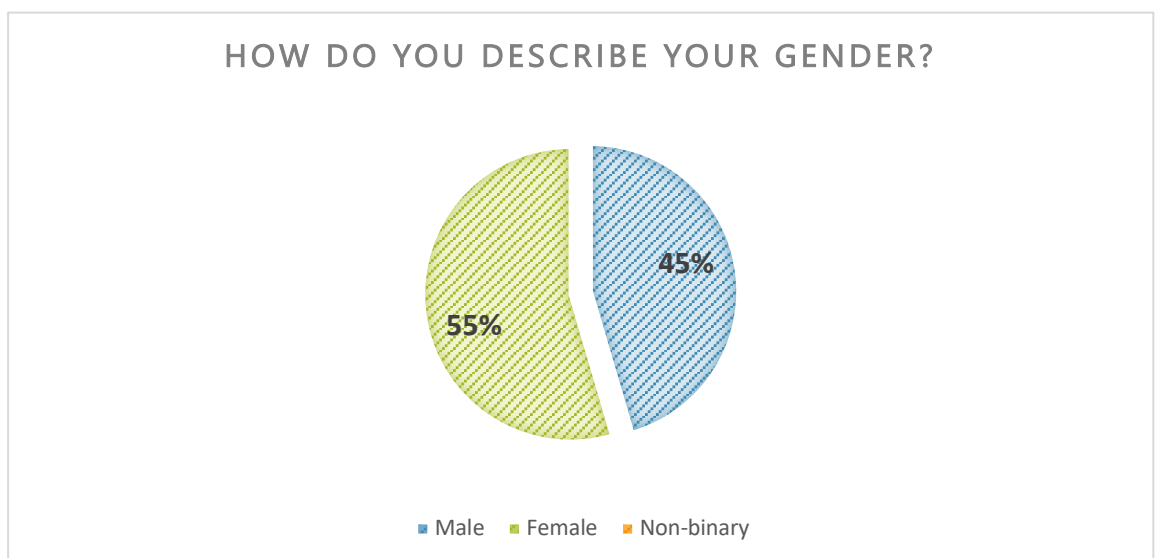


Chart 5: gender

More females than males were present across the three groups. Given that women are less represented in digital industries than men due to a persistent digital gender divide¹, this was regarded as a positive sign. No participants identified as non-binary or other genders.



Figure 7: tweet showing workshops in action

¹ <http://www.oecd.org/internet/bridging-the-digital-gender-divide.pdf>

04 Workshop insights

This section summarises the insights gathered from participants via a range of activities throughout the workshops:

- Customer journey mapping – ‘what the current user experience is’
- Visioning – ‘what is important in 2025’
- Questioning experts

Particular attention has been paid to common themes and the recommendations made by each group.

Full details of the workshop activities and outputs are available in Appendix Two, Three and Appendix Four.

What the current user experience is

The following insight was captured using customer journey mapping. Commonalities and differences across all groups for each of the tasks tested are set out below. Please note that no group chose the task of finding the Housing Support service page. Tasks were chosen by groups at random based on group consensus.

Participants developed and used personas to think about the different customer journeys others may have in addition to their own. The persona profiles were used with the data from the developed customer journey maps to draft initial recommendations for the council, ensuring the needs for those 'not in the room' were considered. The full persona profiles are available in Appendix Three.



Figure 8: customer journey mapping exercise

Find out how to apply for a Blue Badge

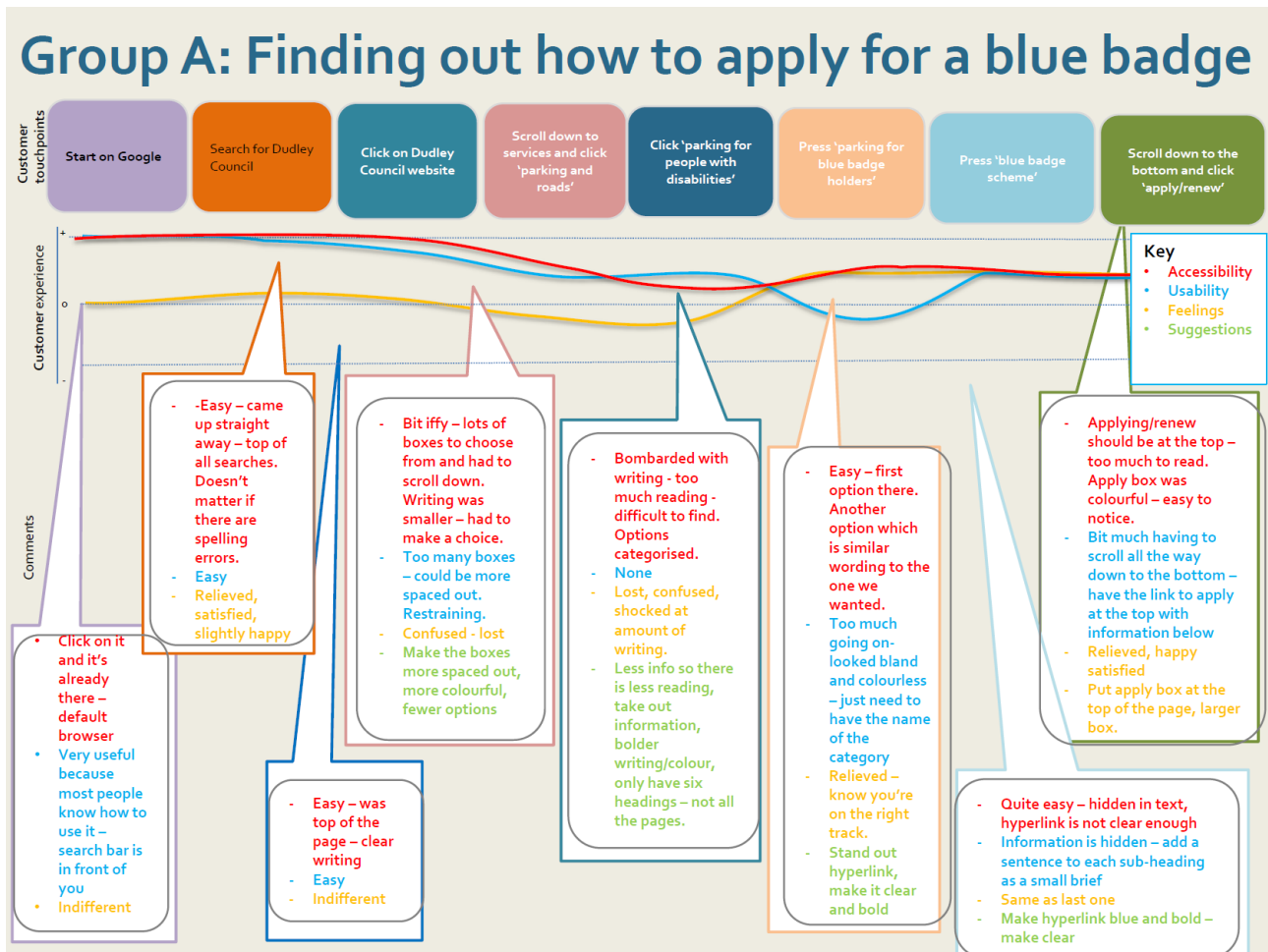


Chart 6: user journey map 1

The 'digital natives' group (Group A) was the only group that chose to complete this task. In summary, the group thought it was easy to do at each step, with their overall experience generally a positive one.

Suggestions the group made were:

- the information should be easier to digest and less confusing
- the hyperlink should be made clearer or at the top of the page as they felt it was a negative experience having to scroll to the bottom on the page.

Reporting anti-social behaviour

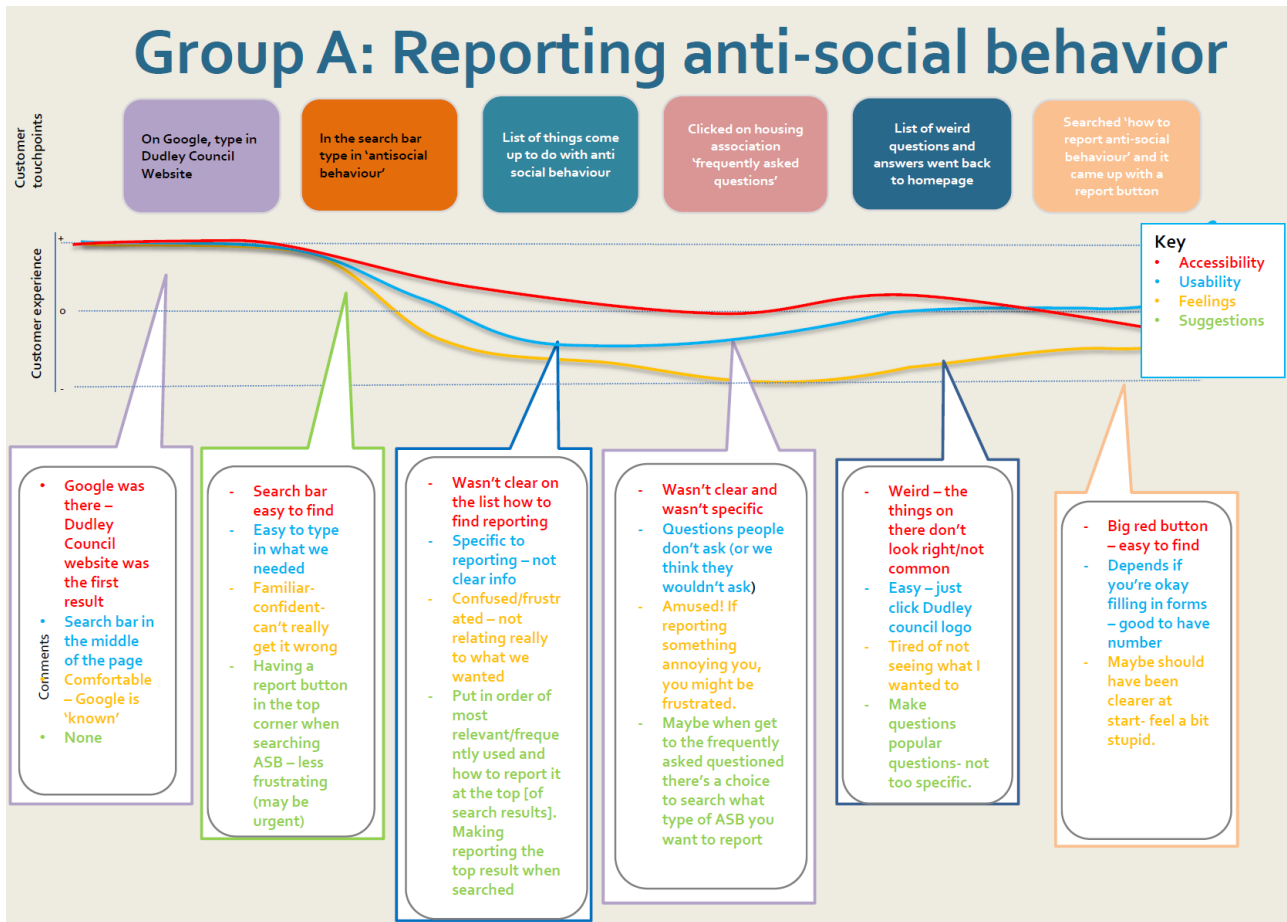


Chart 7: user journey map 2

The 'digital natives' group (Group A) had a more negative experience than the other two groups (B & C) who completed this task.

On reflection, the group agreed this was due to:

- the search term they used at the start ('antisocial behaviour'). The word 'antisocial' was missing a hyphen which did not return the appropriate search results
- this took the group on a confusing journey which resulted in having to think about and then use a different search term.

The group suggested having a 'report' button clearly visible on the website's homepage for ease of access. Further, search terms could be widened to include various phrases users may input when searching.

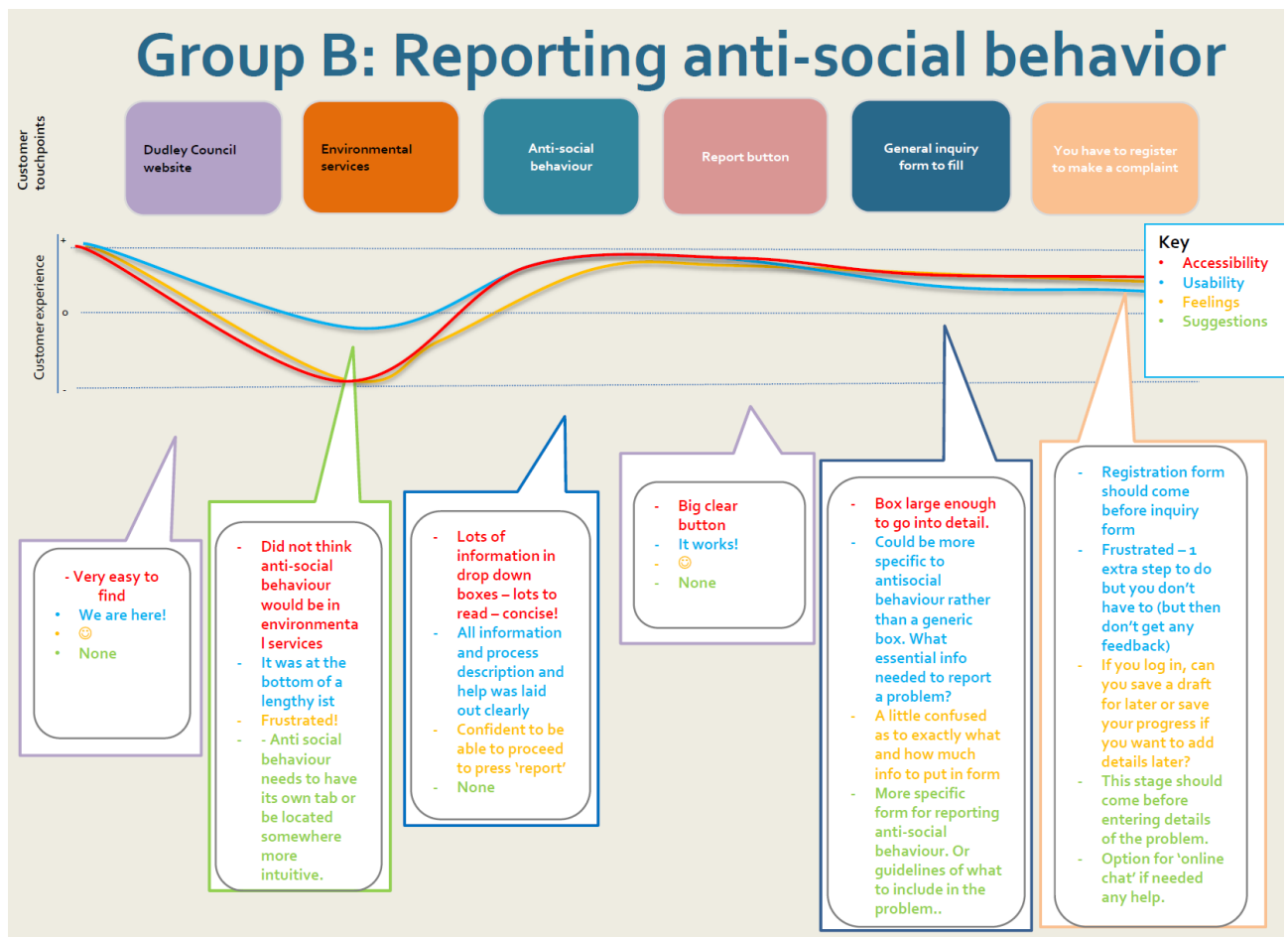


Chart 8: user journey map 3

The 'digitally included' adults group (Group B) approached the task in a different way by finding how to report anti-social behaviour by navigating the sections on the front page of the Dudley Council website.

This group did not associate anti-social behaviour with 'environmental services', within the services pages it was located, and as such had a more difficult time in completing the task.

After finding the correct service page, the group reported a smooth journey, with some suggestions which included:

- having more detail stating what information is required on the reporting template
- the page having its own tab or located somewhere 'more intuitive'.

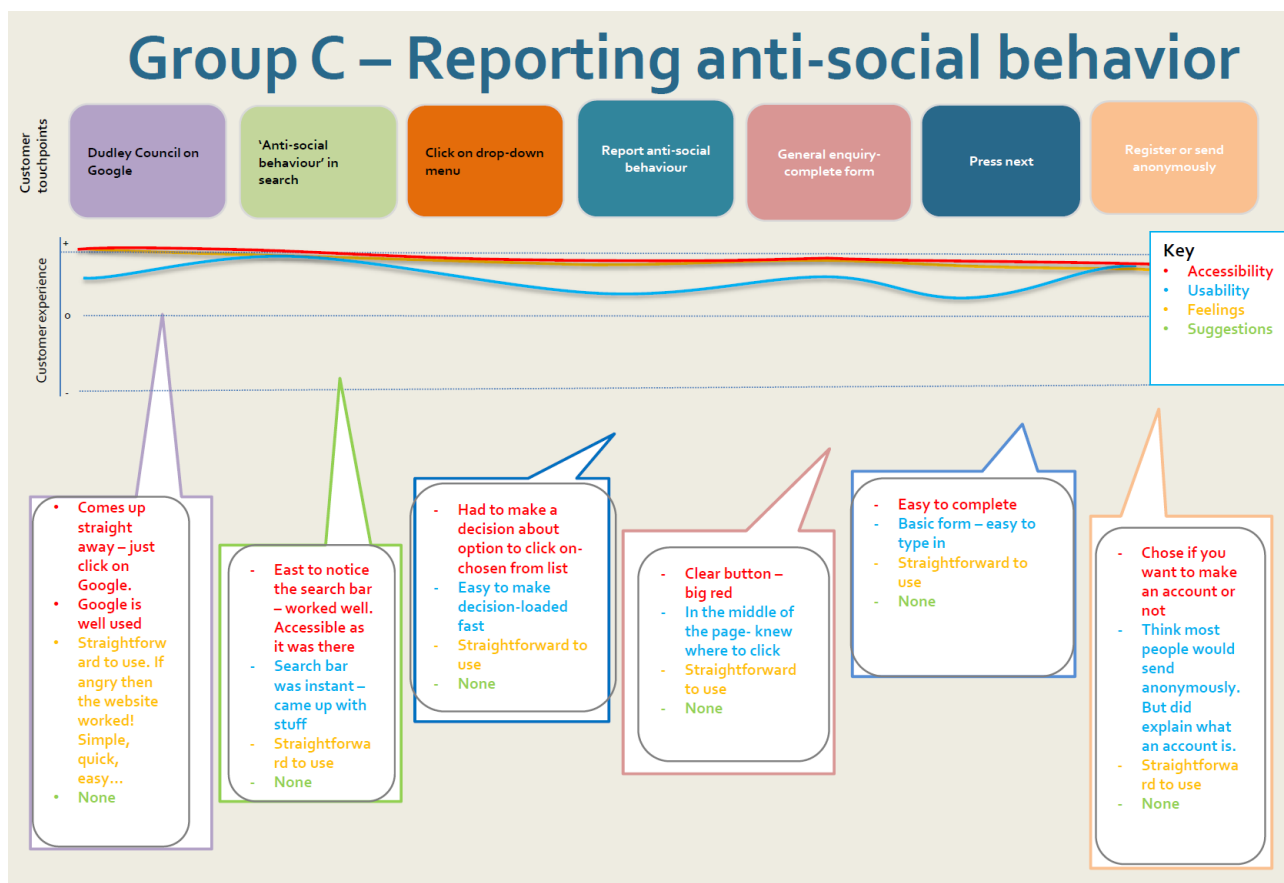


Chart 9: user journey map 4

For those aged 16 and over who face barriers (Group C) it was a very positive and highly scored journey, describing elements of it as 'simple, quick, easy...'.

The reasons this group reported a positive journey include:

- the group used the search box to find out how to report anti-social behaviour and used the term 'anti-social behaviour' with a hyphen
- this search term returned the correct results.

No suggestions for improvement were made by the group.

Report a pothole

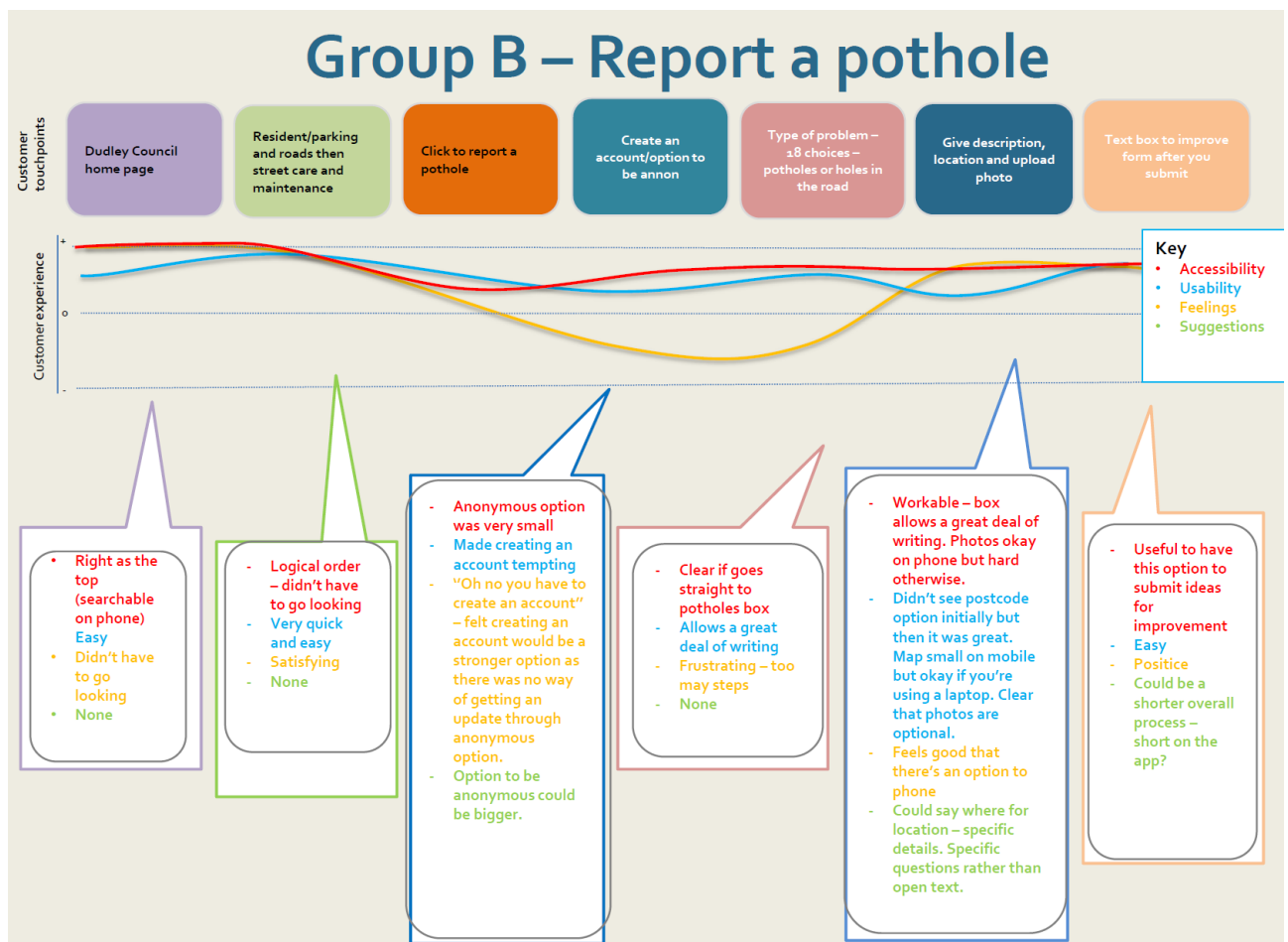


Chart 10: user journey map 5

The 'digitally included' adults group (Group B) reported having a generally positive journey.

There were some negative sentiments which included:

- the assumption that it was mandatory to create an account in order to make a report
- discovery of an option to report anonymously, but it was smaller and less noticeable on the screen than the option to create an account
- the form involved too much writing and was complex to complete if the exact location of the pothole was not known, e.g. the postcode
- the map to pinpoint the pothole would be small if using a mobile device.

Participants liked the option to suggest ideas for improvement after submitting the report, but suggested it could be a shorter overall process, perhaps using the Dudley Council App to make reports in the future.

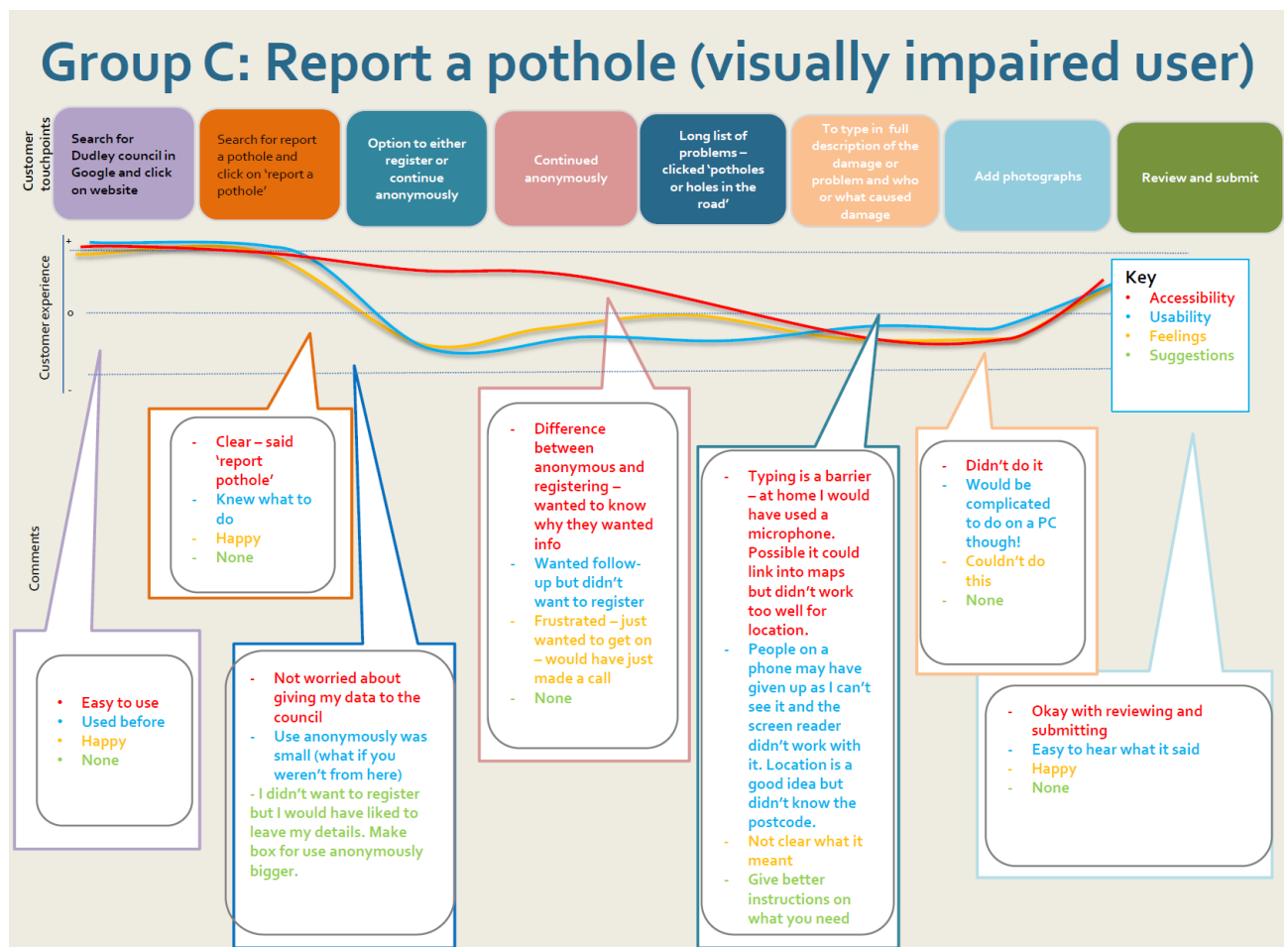


Chart 11: user journey map 6

Those aged 16 and over who face barriers (Group C) completed this journey twice. A visually impaired user tried to complete the form but stated that they had a fairly negative experience overall.

Difficulties included:

- not being able to see the option to report the pothole anonymously (without an account). They would have liked to have some follow-up to say the council had received the report but did not want to create an online account to receive this – the form did not make this possible
- the screen reader did not work with the map function and participants felt the form was not clear or concise enough to be able to use it effectively.

Participants stated that the screen reader worked well with the form and it was easy and clear to hear what was said.

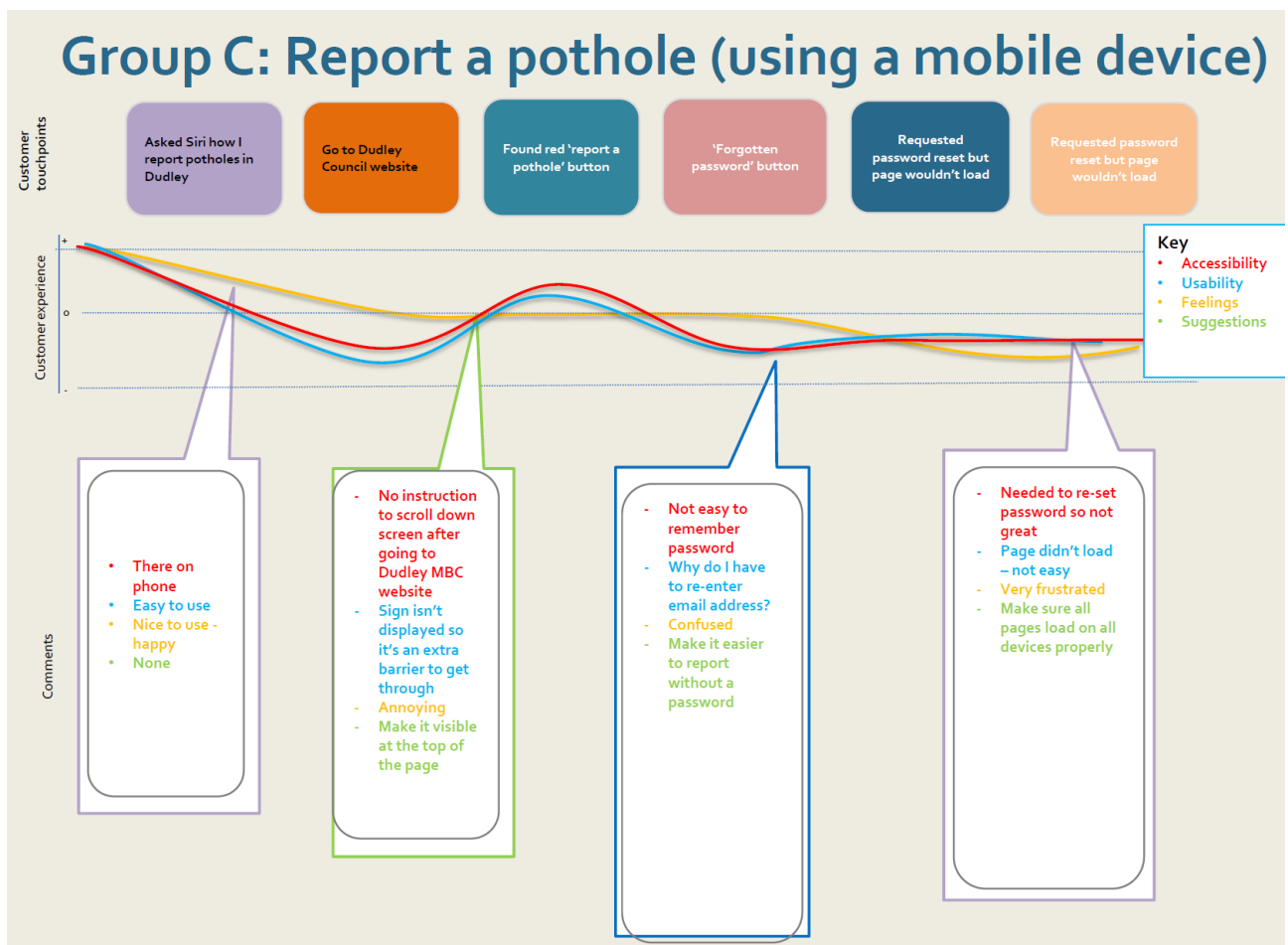


Chart 12: user journey map 7

A second team of participants from the **those aged 16 and over who face barriers** group (**Group C**) tried to report a pothole using a mobile device.

Participants had a negative experience towards the end of the journey which was due to:

- not being able to remember the password for their Dudley Council account
- using the password reset option, but the screen would not load on the device.

Participants suggested regularly testing compatibility to ensure all pages load correctly across a range of different devices.

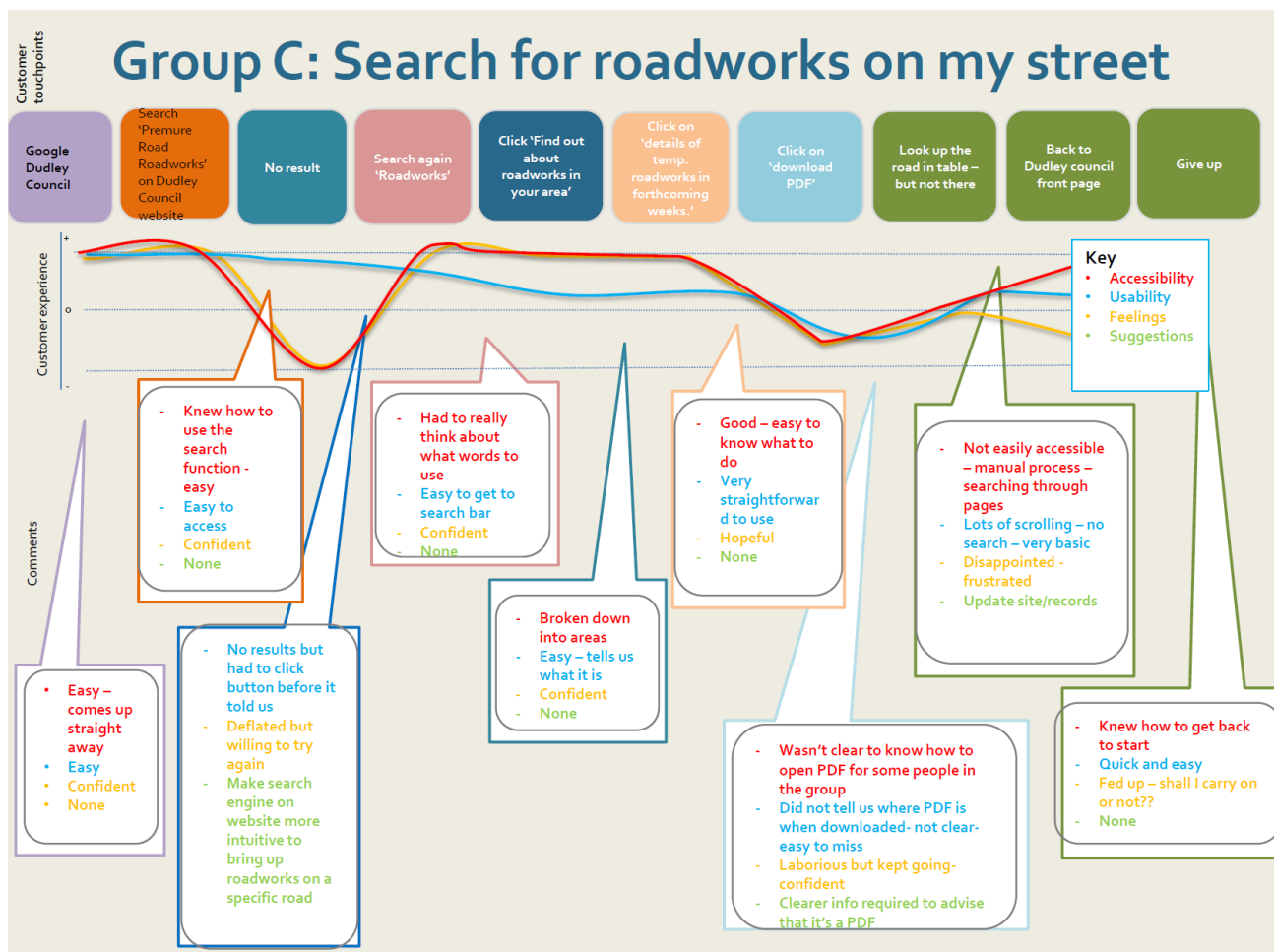


Chart 13: user journey map 8

A third team of **those aged 16 and over who face barriers (Group C)** completed a further task which was self-identified by participants in the group - 'search for roadworks on my street'.

This journey was mixed, with positive and negative touchpoints.

Their feedback and suggestions for improvement included:

- focus on the use of language for the search function – making sure the search function picks up the range of phrases that people may use in order to return what users are searching for
- ensure there are clear instructions on the website if a hyperlink is linked to a PDF to download; ensuring the user is directed on how to open the PDF on their device.

What is important in 2025

This section presents the key points made by each group which were captured using a visioning exercise. A summary of the process participants took to reach their key points is available in Appendix Two, with the raw workshop outputs in Appendix Three.

In summary, **all groups** thought elements of online chat or video chat would be available for use on the Dudley Council website in 2025. The website would also be fully up to date with latest news briefings and engaging social media content.

The **'digital natives' (Group A)** felt that an online booking and payment system was important to them. There was a sense by young people that the website would be a place for the community to help each other out through forums or reviews - recognising that in some cases issues could be resolved by peers rather than council officers.

The **'digitally included' adults (Group B)** felt that the website would be a one-stop-shop for help with emergencies and repairs, with a help button on the homepage which would be able to direct users to the correct service page in a time of urgency and need.

For **those aged 16 and over who face barriers (Group C)**, it was hoped that the website would be well-integrated with social media with the council's social channels containing the necessary content to help people find the information they are looking for in an even more accessible way. This group also hoped there would be small summaries for each tab/section on the main homepage to enable people using screen readers (those who are unable to see the icons) make a more informed judgement about what information is contained within each section.

Questioning experts

This section focuses on the information participants explored in more detail with subject-matter experts. A summary of the full workshop process and the experts who took part are available in Appendix Two.

Questions to experts: 'Digital natives' (Group A)

Sandra and Andrew

Participants focused questions to Sandra and Andrew on the practicality of the council website having a forum for people to connect to each other – answering each other's questions – to take strain off council staff. Similar services like 'GiffGaff', the mobile network, were quoted as having this functionality and it being helpful.

There were questions about content and how quickly this is refreshed and who it is aimed at. Sandra and Andrew helped participants explore the timeliness of content and how it is reviewed to meet the needs of people with extra accessibility needs.

Participants explored with Sandra and Andrew why Twitter was not used more to deal with customer service queries – like with major brands – as this is the go-to place for many young people when they experience a problem.

Jayne and Sarah

Participants queried why the phone system is currently complex to navigate through to speak to someone at the council who can help. To better understand why the council are looking to channel shift more people to the website, participants asked questions like “why can’t I just call?”.

Participants also wanted to understand the nature of the calls the council receives, how many calls officers handle every year and how much calling the council costs individuals.

Away from calls, participants focused questions on the Dudley Information Directory page and how the content management system for this site works – thinking about how the system recommends and differentiates content to different users’ needs.

Questions to experts: ‘Digitally included’ adults (Group B)

Stuart, Mejanur

Questions to Stuart and Mejanur were technical and explored what was required for the live chat function on the website to be a success. Participants explored when this was expected to be rolled out across all council services and if the council aspires to use this more widely in the future.

Participants also explored community wellbeing, thinking about why the current site was not meeting their needs in terms of not having the sort of community information they were looking for. Participants were keen to see more on the website (or links to other places from the website) for community groups, activities, events and community learning opportunities.

Jayne, Dawn

Questions to Jane and Dawn explored the practicality of online forms. Participants did not feel the current forms were adequate to capture everything the council might need to know, e.g. the form to report anti-social behaviour was a large free text box.

Participants also wanted to know how it might be possible to save forms with the ability to come back to them by using the myAccount service. The group also wanted to explore whether the myAccount service could remember someone's interactions with the council so there was a record of historic requests.

Questions to experts: Those aged 16 and over who face barriers to accessing digital tools (Group C)

Dawn, Stuart and Andrew

Questions explored social media, namely Facebook, and why the content on the Facebook page was not being kept up to date regularly. Participants also reported a lack of engagement from the council through Facebook messenger in response to enquiries. It was discovered that the council has dormant or 'fake' Facebook pages set up in its name which cause issues for users.

Participants queried the use of bots used in web chats and how the council were looking to address issues that may arise with the bot understanding local turns of phrase.

Sarah, Barry, Mejanur

Sarah met participant's questions about what the public health directorate's role was in this project by explaining that the council is working to engage more communities, more often, in decision-making - leading to healthy, active, more empowered communities.

Participants also explored what was feasible for the council to use as a means of communication to reach people who have additional access needs – would YouTube, audio soundbites or a local council web TV channel be possible in the future?

The possibility of bringing younger and older people together for more collaborative workshops and learning opportunities, like this project, and the practicalities involved were discussed. Participants were also keen to know how more digital meetings could take place to utilise digital and online tools more widely the Borough for public engagement and participation.



Figure 9: young people discuss their recommendations to the council

in

05 Participants' final recommendations

Recommendations made by participants have been separated according to their groups. However, there were also some recommendations that were common between all three groups and these are also highlighted here. Raw data from the workshops provides feedback in the participants' own words (Appendix Three). Information on *why* participants thought their recommendations were important is also included. Further feedback from participants was also captured in short video clips (vox pops).

Common within all groups

Up-to-date and accessible information available on the website:

- improved information, content and increased frequency of reviews carried out
- website perceived as a tool to build community awareness and build capacity
- reflect the people of the borough and the proud heritage many people hold of living in the borough.

Functionality changes made to the website:

- Increased use of live web chats
- video calls to be introduced as an option
- more accessible and user-friendly with the option to translate into all of the borough's spoken languages.

'Digital natives' (Group A)

Youth focused information:

- provide more information and details about opportunities for young people
- co-create youth-focused content with young people themselves, including providing employment opportunities for young people as content editors.

Meet their needs in more accessible ways:

- reduce worry and frustration by providing clear and accessible ways to find relevant information
- methods to communicate with the council in a way and at a time which suits them.

Improvements to make navigating the site a better experience:

- better layout with easier navigation which prioritises searches

- use of 'live' information about current events in the area, as well as nationally and globally, to push better search results to users which are smarter.

'Digitally included' adults (Group B)

Improved search functionality:

- improve the search function of the website to make it more intuitive and 'clever'
- improve user-experience on the site to encourage residents and visitors to use the site as a primary resource.

The council website as an information hub:

- cross-site linking to other relevant websites to enable users to navigate their way between the council's other websites
- improved links made to other resources and sources of information to avoid getting 'lost'.

Changes which improve the user-experience for contacting the council:

- increased visibility of all ways a user can reach the council to help them to make better decisions based on their need and the time they have available
- a live web chat feature introduced and made available more widely and available outside of usual 9-5 office hours e.g. later in the evening
- a 'report a problem' or 'emergency' button on the homepage to improve ease of use when in times of difficulty.

Those aged 16 and over facing barriers to digital inclusion (Group C)

More information and content which is up to date:

- information on the site was kept accurate and up to date through an automatic process
- new information is available in real time e.g. following current trends.

Make accessibility improvements to make interacting with the site easier:

- better ways to find out what information and services are included within the different tabs or sections on the homepage
- the search bar is more able to respond to keywords to return better results to the user – ensuring that it is fully integrated with common screen-reader tools
- video chat for people with visual difficulties
- online chat facility available between 7am and 9pm to provide more options for people to engage with the council at a time which suits them

- any online forms should remain available offline for people without internet access or those without digital skills

A focus on community links:

- the website should be a connection point for various types of community information to reduce isolation and ensure people are well supported.

Reasons *why* participants thought their recommendations were important

The rationale for participants' recommendations is set out below. There are common themes raised by all groups. Full results from the workshops in participant's own words are in Appendix Three.

The following were reasons *why* were common across all groups

Ease of use and accessibility was an important factor in the rationale for making their final recommendations.

It was also clear that the council website should **harness the energy within local communities** and be a source of information and support to **improve quality of life**.

'Digital natives' (Group A)

Future-proofing the council website, ensuring it is fit-for-purpose and keeps up to date with the fast pace of change in in technology advancements.

The council should continually review the technology available to use.

'Digitally included' adults (Group B)

The council's website should help users to **save time**.

People are often time-poor and have multiple priorities and demands.

The website should aspire to be recognised as a time-efficient tool.

Those aged 16 and over facing barriers to digital inclusion (Group C)

Ensure that people facing difficulties accessing the site have a good experience and the **help they need when they need it**. Possible **cost-savings** could be achieved if the website met user's needs by reducing telephone calls or the need to use face-to-face interactions when information isn't available on the site.

The website should seek to enable a **good quality of life for local communities** and foster an even more **effective working relationship** between the council,

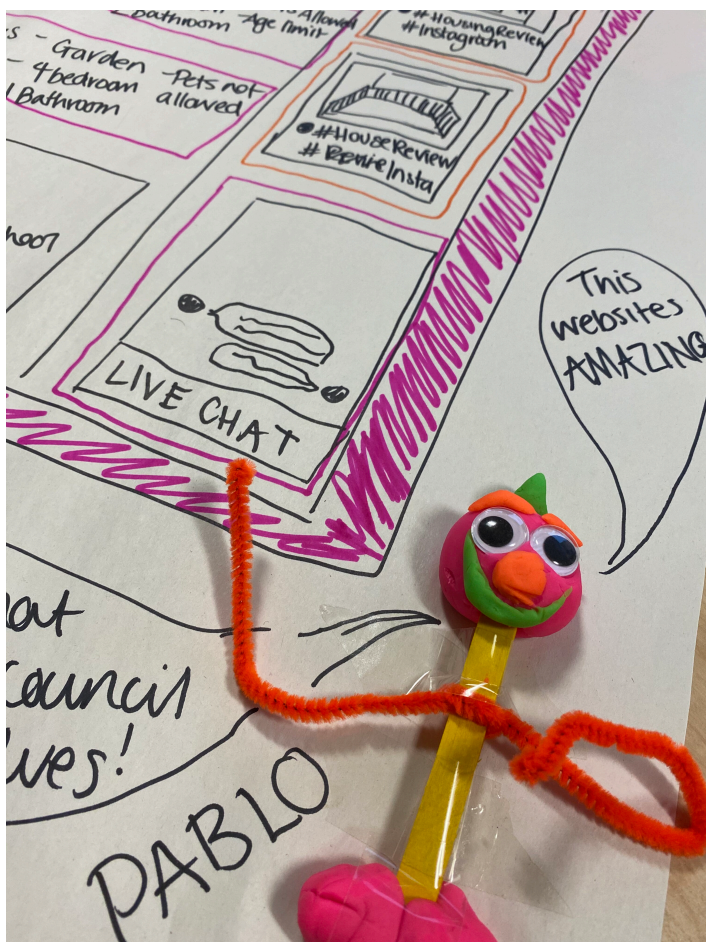


Figure 10: Pablo - trialling the use of the new 2025 Dudley Council website



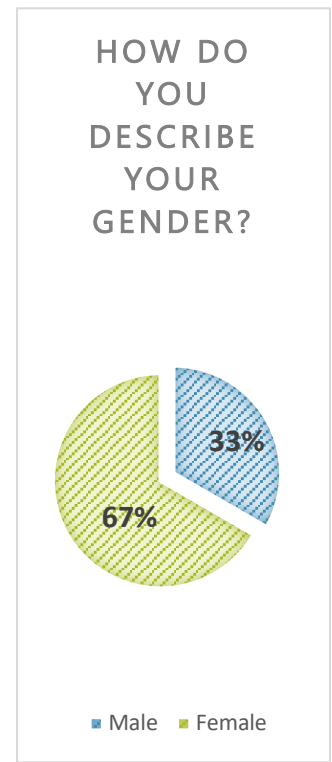
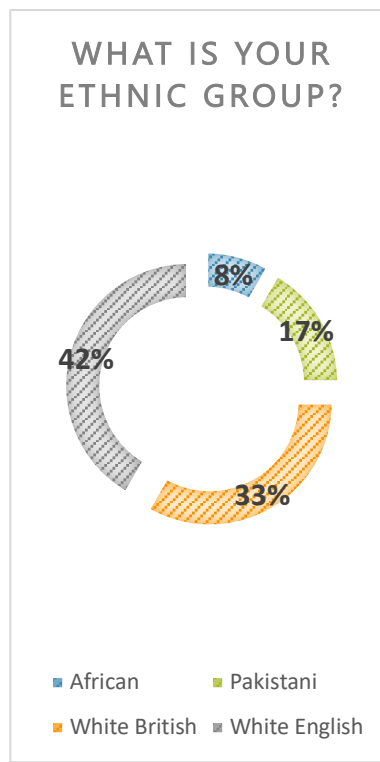
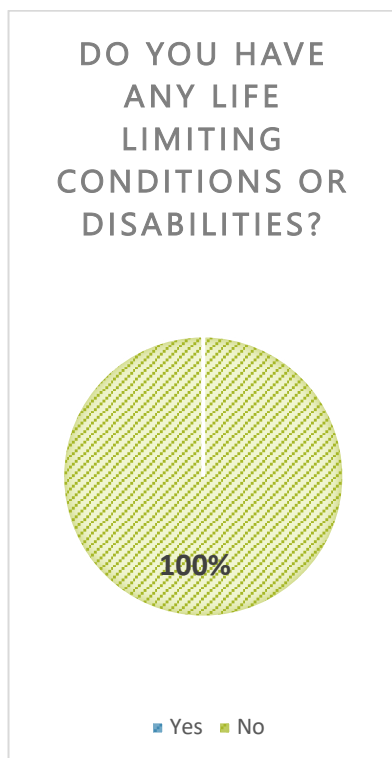
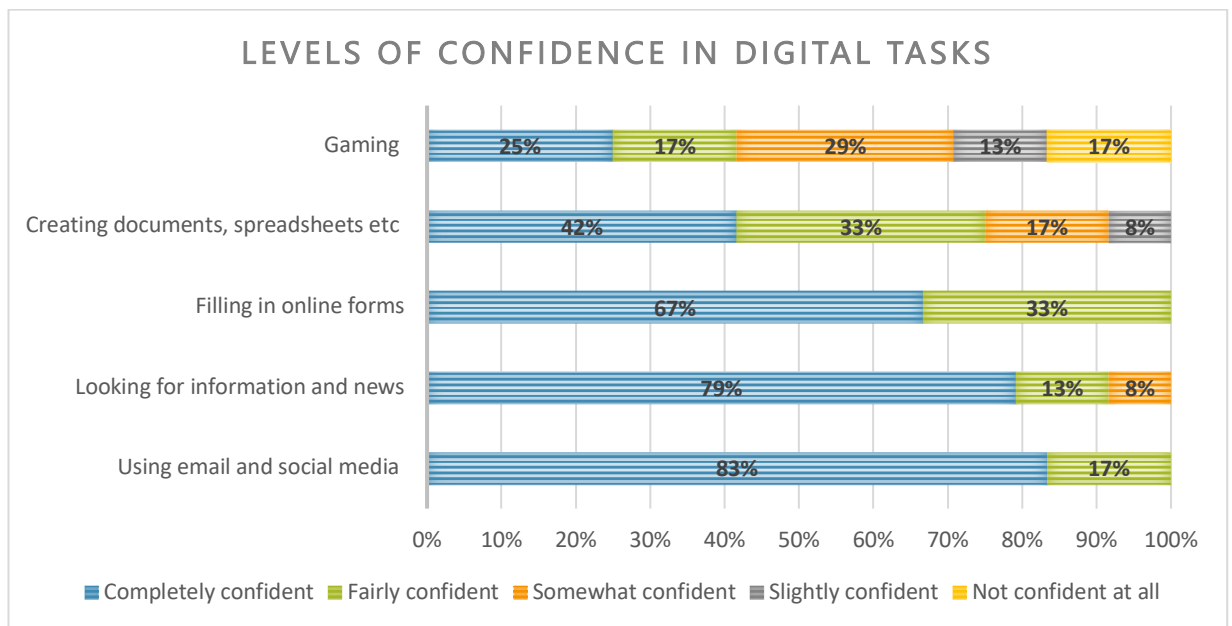
Figure 11: exploring options

06 Appendices

Appendix One

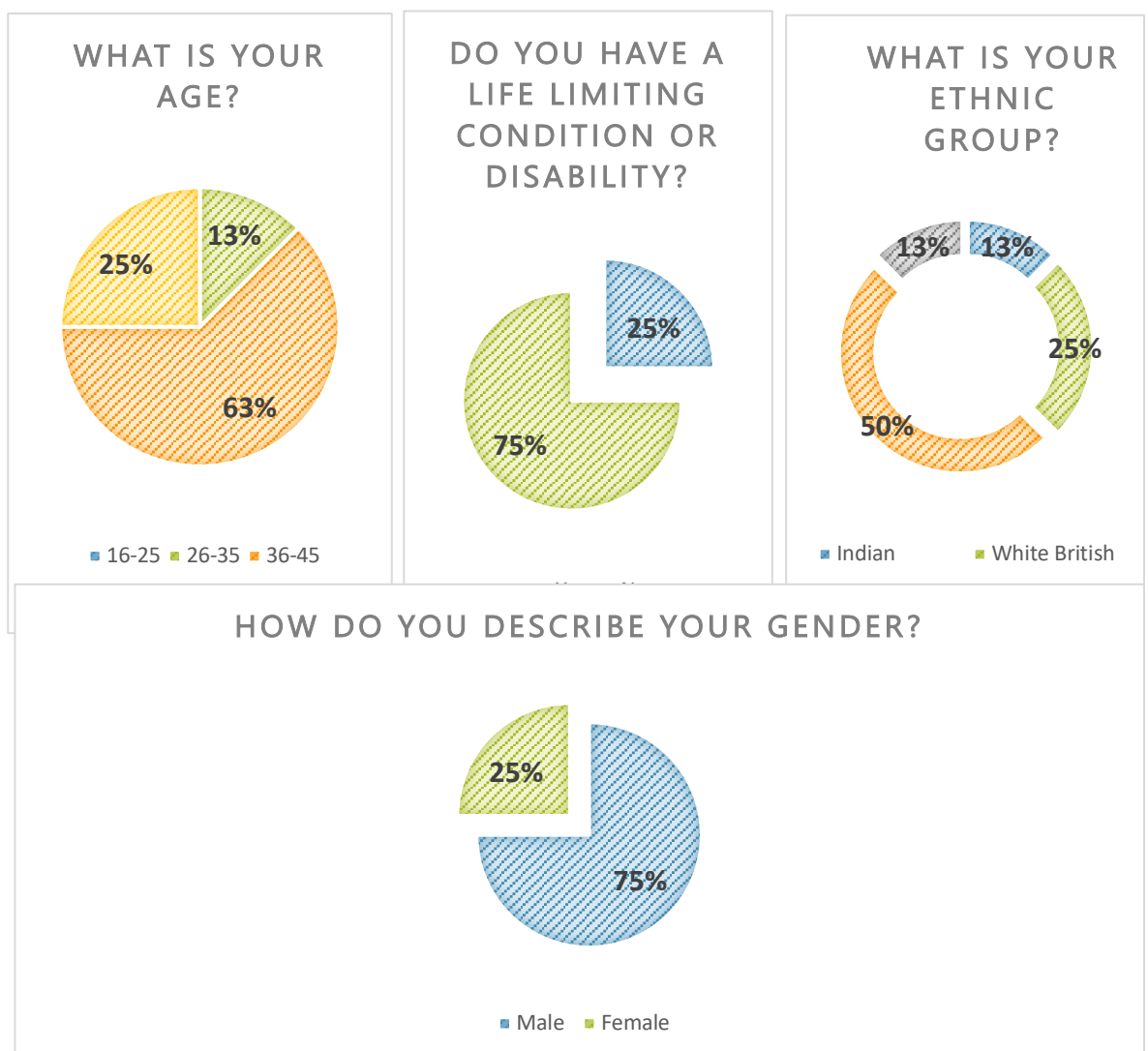
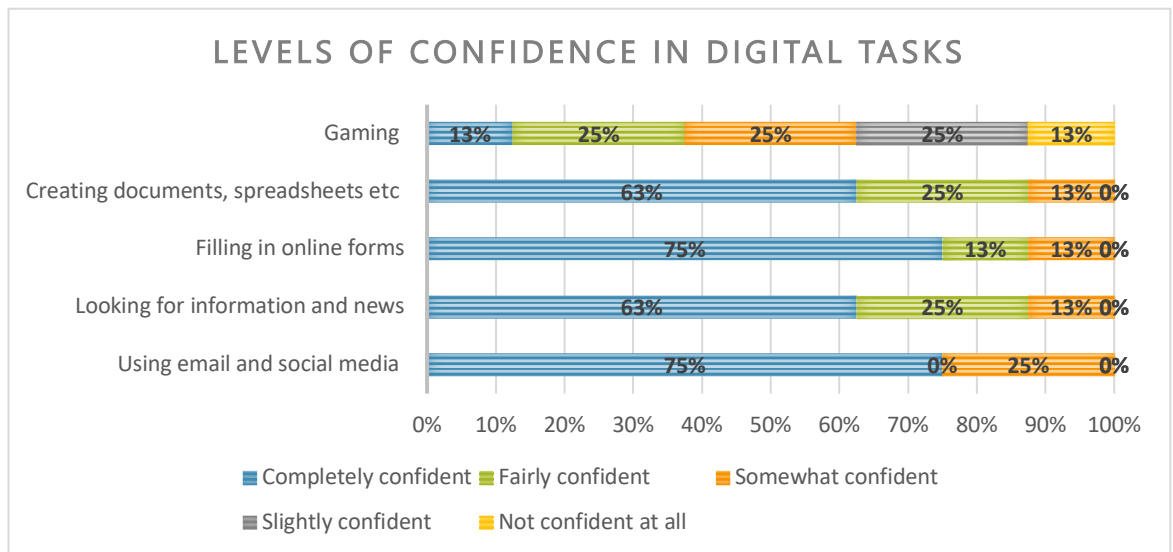
Demographic data by workgroup

'Digital natives' (Group A) – 14 participants

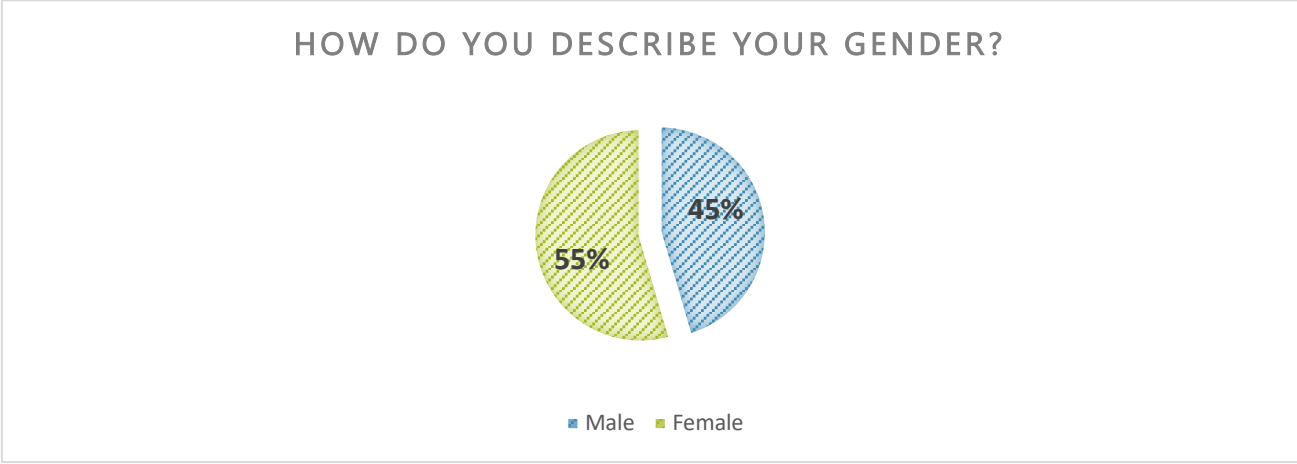
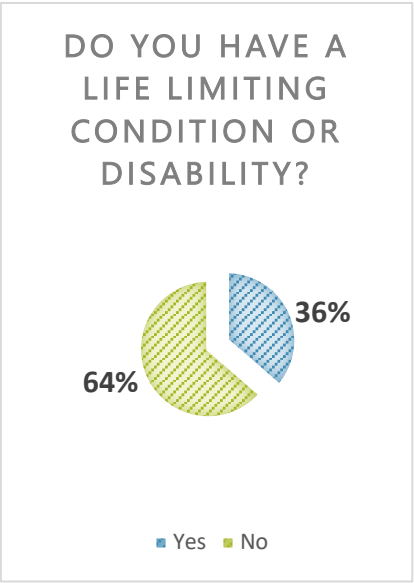
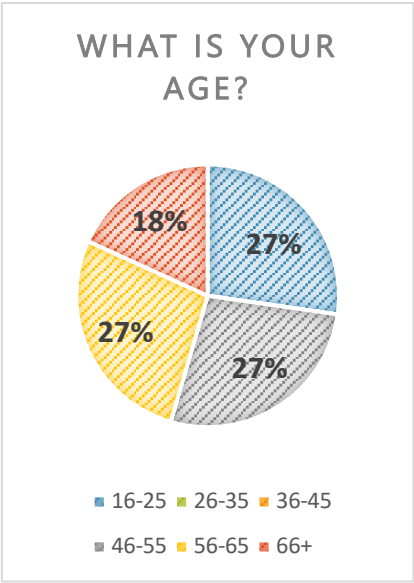
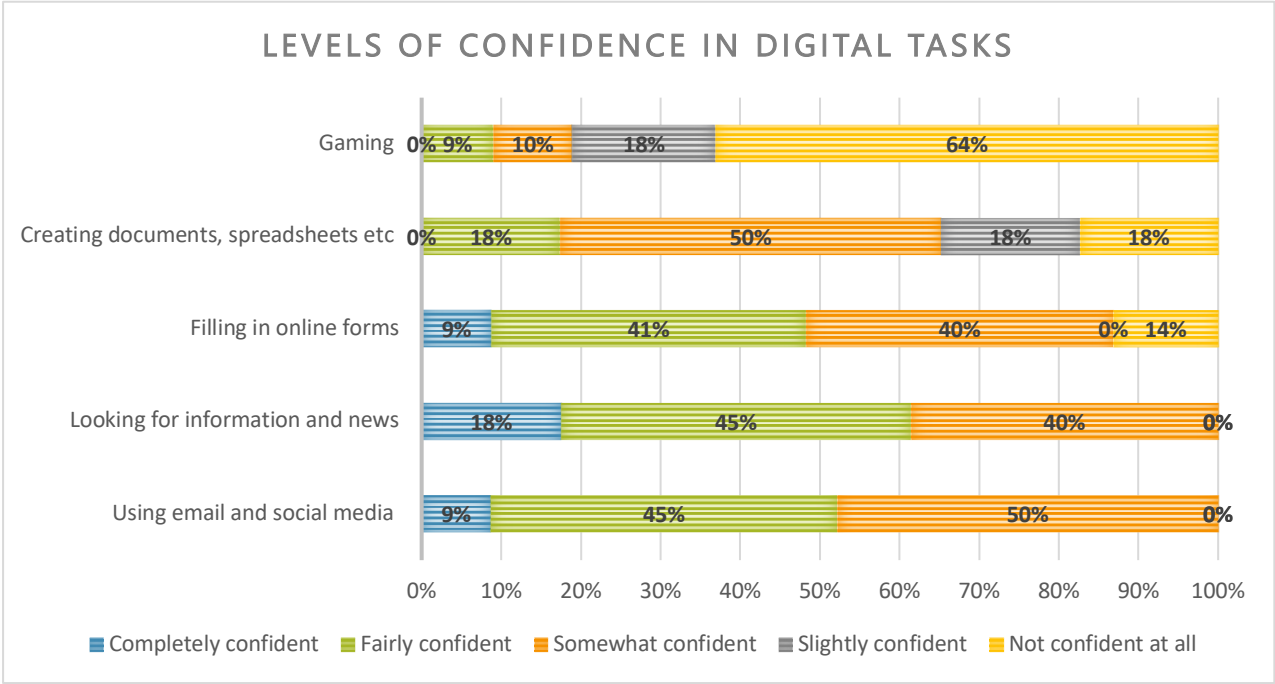


(Age not displayed as all participants were aged 16-25)

'Digitally included' adults (Group B) – 8 participants



Those aged 16 and over who face barriers (Group C) – 11 participants



Appendix Two

Methodology - high-level process plan

Each of the three participant groupings took part in four workshops. These workshops took participants through a journey of connecting with Let's Get Digital as a project and each other as individuals which included the use of user mapping, deliberation, learning from subject matter experts and deliberation which led to the development and refining of recommendations.

We have summarised each session below:

Session One

This session focussed on participants' current experiences of digital and any challenges or frustrations they experience when using online services, including using the current Dudley Council website. 'Customer journey mapping'² was used as a method to enable participants to reflect on their experiences of using these online services.

By taking part in a customer journey mapping exercise, participants were able to explore and test firsthand what it was like to carry out tasks on the council's website. Each group was split into smaller groups (the number of smaller groups depended on the number of participants in the workshop) which then could choose from the following list of options:

- Find the Housing Support service page
- Find out how to apply for a Blue Badge (parking)
- Report anti-social behaviour
- Report a pothole

In addition, Group C decided to look for roadworks on their street as they specifically wanted to explore and test this task.

Journeys were recorded and mapped using templates and led by a facilitator. The group's recording of their journeys have been digitised and are available in these appendices.

Groups recorded each action they took to complete their task. They also discussed and noted points on their thoughts around accessibility, usability and any associated feelings. Groups then worked together to come up with the suggestions for change they considered appropriate for each task.

Each comment was marked against the mapping scale between +5 (positive) and -5 (negative).

² <https://designnotes.blog.gov.uk/2016/04/21/how-to-make-a-user-journey-map/>

The group was also asked to think about how they currently use digital tools in their own lives. This was an opportunity to gain meaningful insight, which the groups then used as foundational knowledge in the sessions to follow.

Session Two

This session encouraged participants to think about what could be possible in the future using visioning exercises.

Participants were supported to review the digital services they currently use - what they liked about these, what they did not like, and what they would change.

At the end of session two, participants were asked to imagine it was 2025 and discuss in groups what the council's website might be like. Groups were given some questions to work through and help them think about how things could be different in 2025:

- How does the website work?
- What can you do on it?
- Who can use it and in what ways?
- What do you use the website for (in 2025) that you don't now?
- If you don't use the website already, what would help you use it in the future?
- Are there any council services you would still like to access via face to face or telephone contact with the council?

Using the list of key points from the future thinking exercise, participants were supported to develop a set of initial recommendations based on what they had experienced and thought about so far.

Session Three

Session three involved participants coming together with several subject-matter experts to discuss their initial recommendations made at the end of session two. It afforded an opportunity for participants to think about how their recommendations might be practicable in the real world and enable them to refine and focus on what was required. It also enabled the experts from Dudley Council to let participants know if any of their initial recommendations were already in progress, ensuring that participants could adjust the recommendations accordingly to suit.

The following experts were involved in the process:

- Sandra Taylor (Head of Digital and ICT Services)
- Andrew Tromans (Information Systems Manager)
- Stuart Orford (Web Manager)
- Mejanur Rohman (ICT Curriculum Leader)
- Dawn Keeley (Information Systems Team Manager)
- Jayne Catley (Head of Customer Services)
- Sarah Owens (Senior Health Improvement Practitioner)
- Barry Hutchinson (Senior Account Manager, Communications and Public Affairs).

Each group of participants worked in small groups to generate various questions for the experts. The questions which were deemed as a priority for participants are stated below and these were answered by the experts in the room at the time.

Thank you to those experts from Dudley Council who took the time to come along.

At the end of workshop three, participants had time to think about and discuss what they had heard.

Session Four

All three groups of participants were brought together for this session. In their three workgroups, they refined their recommendations by changing or removing some that they felt were no longer relevant – informed by what they had heard and discussed with the subject matter experts during session three.

After spending time refining their initial recommendations from session two by using insight gathered during session three, the smaller groups then worked on creating their final recommendations to the council. Groups presented their recommendations, enabling all three groups to hear what others had developed.

After finalising their recommendations, each workgroup spent time thinking about why the final recommendations were important to them and what difference they might make in their lives.

Finally, using training on 'presentation skills - using your voice' and vox pops, participants were able to reflect on their journey through the programme. Participants spent time preparing a 'pitch' which was either recorded or written down as evidence of their experiences which was recorded in their own words.

Appendix Three

Workshop outputs - personas

We asked participants to create personas of people like them, or people they could think of in their local community. By answering questions about what digital accessibility, usability and requirements these personas would have, this tested participants' initial insight through another lens in addition to their own.

Group A - 'digital natives'	
'John Adams' <ul style="list-style-type: none"> • 18, Dudley • Job seeker and part time student (B-tech, final year) • Care-leaver • Lives independently 	
Why do they use digital? <ul style="list-style-type: none"> • More convenient/accessible • Easier to do things • Easier to access things he might need • Easier to communicate • He might like using the internet and not face to face because of communication issues • Lack of time • Need life tutorials (to help with independence) • Easier to find lots of jobs rather than going into shops • No need to travel • No background story known of him 	What do they use digital for? <ul style="list-style-type: none"> • Revising for college • Revision online • Finding jobs • College • Looking for a job online • To look for jobs, banking and coursework • Shopping • Finding a job • Study • Job seeking • Social media • College coursework
When they use digital, what do they like about it? <ul style="list-style-type: none"> • How easy it is to use • Meet people who are going through similar situations • Safety – due to not being in care – alone to do whatever with no one knowing • Because it makes his life easier and gets things done quicker • Straight forward • He can access his work from anywhere • Ease of usage • Lots of online resources 	Do they find anything frustrating or difficult? <ul style="list-style-type: none"> • Poor internet connection • Difficult to find advice for his worries • Could get bullied because he was in the care system • It's annoying for him when he sees other people online that may be in a better situation • Doesn't have 100% access to the internet • Difficult to find exactly what he wants • Difficult to find a job

<ul style="list-style-type: none"> • He likes that he can do things quickly, easy and without hassle 	<ul style="list-style-type: none"> • Might not be able to access it all the time • He could be talking to nasty people
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Group A - 'digital natives'	
<p>'Tom'</p> <ul style="list-style-type: none"> • 16 • Into gaming • Goes to college but lives at home • Has autism 	
<p>Why do they use digital?</p> <ul style="list-style-type: none"> • For college work • Do things at home • Can compare things • Feels safer • So he doesn't have to leave the house • Straight forward • Sensory • Can stay inside • No exercise • Keeps him occupied • May find it easier to socialise with friends • Ease of access • Interactions • Easier 	<p>What do they use digital for?</p> <ul style="list-style-type: none"> • Find hard to socialise personally • Research for college work • Speak to other gamers • To play games • Watching gaming videos • College work • Gaming information • Searching games • Shopping • Autism makes it hard to speak to people face to face • Doing homework • College work
<p>When they use digital, what do they like about it?</p> <ul style="list-style-type: none"> • He can access information • Can play games • Easier to use • Can make friends online • Not face to face • Make new friends easier 	<p>Do they find anything frustrating or difficult?</p> <ul style="list-style-type: none"> • Lack of understanding • Spend all night on internet – no sleep • Frustration of losing games • Easy to end up on the wrong page • Might struggle to work internet • Might come across nasty people • Reliability • Cause cabin fever • Way websites are structured/worded

	<ul style="list-style-type: none"> • Doesn't always understand instructions • Anxious • Too much time spent in the house • He may not understand things as easy
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Group B – ‘digitally included’ adults	
<ul style="list-style-type: none"> • 25 year old • Good at the internet – grown up with it • Poor financial situation – requires help from the council • Bake Off, Love Island • Time poor • Working parent, single. 	
Why do they use digital? <ul style="list-style-type: none"> • Ease of access • Lack of time • Time poor • Can't get to services • Can't get to bank • Better himself – online course 	What do they use digital for? <ul style="list-style-type: none"> • Find credit providers • Finding recipes • Looking/apply benefits • Catch-up TV • Shopping • Banking • Universal Credit • Child benefit • Child maintenance
When they use digital, what do they like about it? <ul style="list-style-type: none"> • He can stay in to do what he needs • Variety of baking recipes • Speed and available when he wants it • Got to: no choice 	Do they find anything frustrating or difficult? <ul style="list-style-type: none"> • Not having help when it doesn't work • Computer crashes • Internet breaks • When internet goes down • Mobile/computer problems • Battery flat

Group B – ‘digitally included’ adults

<p>'Geoff'</p> <ul style="list-style-type: none"> • 91 year old man • Lives alone, technophobe • Hearing impaired • Likes sports, uses TV/Newspapers, no computer or internet, just has a landline, children are far away • No local family 	
<p>Why do they use digital?</p> <ul style="list-style-type: none"> • Needs a lot of support from library staff to access PC • Uses the ring and ride when they turn up • Unable to access digital at home • Tries to do telephone banking on landline • Has a speakerphone to support his hearing 	<p>What do they use digital for?</p> <ul style="list-style-type: none"> • Research • History • Email • How to write letter • Looking for help • Email sports results • Complaints
<p>When they use digital, what do they like about it?</p> <ul style="list-style-type: none"> • Clubs • Sports events • Speed • Social aspect at library • Catch-up TV – YouTube 	<p>Do they find anything frustrating or difficult?</p> <ul style="list-style-type: none"> • Technical difficulties • Power cut • Can't find what you're looking for • Volume too low at the library • Lack of support at the library • Not enough computers at the library/waiting time/limited time.

Group C - people facing barriers	
<p>'Tom'</p> <ul style="list-style-type: none"> • Male, 65 • Anxious, stressed, shy • Economically disadvantaged • Isolated • Alone, rural, uses public transport • Reads paper books/crosswords 	

<p>Why do they use digital?</p> <ul style="list-style-type: none"> • Easy to use when you know how • Facetime • Watch latest films • Up to date news and current affairs • Part of community • Keep in touch with family and friends and view photos and videos of family • Easily accessible • Easier life • So he can access a community • Need to keep in contact • Use to get news • Enhance his life – give him choice • Talk to others 	<p>What do they use digital for?</p> <ul style="list-style-type: none"> • Has to use local library to access internet • Ask Alexa • To get shopping delivered • Watching Netflix/Amazon • Need to access internet to apply for benefits/blue badges • Only uses phone • Basic mobile phone/no internet access
<p>When they use digital, what do they like about it?</p> <ul style="list-style-type: none"> • More to do • To keep in touch easily • Not having to go out to get company • Speed of answers • Instant info • Invest his money • Check his finances and bills • Learning to use it opens up a world of opportunity and choice 	<p>Do they find anything frustrating or difficult?</p> <ul style="list-style-type: none"> • [no responses – out of time]

Group C - people facing barriers	
<p>'Gladys'</p> <ul style="list-style-type: none"> • aged 80 • Hobbies: knitting, shopping, going to doctors, community clubs and going to the post office • Barriers: mobility (not able to be fully able) • memory loss 	
<p>Why do they use digital?</p> <ul style="list-style-type: none"> • She can get help when she needs it • She is an independent woman • Not able to go out • Doesn't have to leave home 	<p>What do they use digital for?</p> <ul style="list-style-type: none"> • Stay in contact with kids and grandkids • Get doctors appointments • Browsing • Get a taxi if can't get a lift • Text if needs help

	<ul style="list-style-type: none"> • Might not be able to walk so needs lifts • Push the pendant round her neck • To keep in touch with people • Phoning family/friends/doctor etc • Might fall over and not be able to get up • Might not be able to cook • To get help if she needs medical assistance • Connecting with people
<p>When they use digital, what do they like about it?</p> <ul style="list-style-type: none"> • Easy to look up items at any time of the day 	<p>Do they find anything frustrating or difficult?</p> <ul style="list-style-type: none"> • Remembering account details • Too complicated • Might get confused • Feeling out of touch • Not understanding fully how to access • Lack of knowledge • Fear – worried she may do something wrong • Not up to date with how to use digital phones etc. • Making the account

Workshop outputs – future thinking

Future thinking: ‘Digital natives’ (Group A)

Key points made:

- Paying and booking system will be easier and quicker than over the phone and for people who are not comfortable with telephone calls
- Live chat for quick and straightforward answers
- Forum where people can discuss more pictures means it will be more aesthetically pleasing as well – appeals to young people
- Housing reviews will give people a real insight into the area and housing

Future thinking: ‘Digitally included’ adults (Group B)

Key points made:

- Currently live chat available during office hours

- Dudley Council staff available 9-5 to Skype / discuss issues
- Step forward from live chat would be 'skype'
- Skype contact reduces potential for lying/misleading
- 'Report a problem' button on main screen with a drill down to specifics
- Compliments/complaints link should be more prominent
- Latest news (scrolling banner) with a tab for events behind, that you can click to bring to the front
- In my area – this box is far too large – it needs to be smaller (as it currently detracts from the council services red buttons) and it needs to move
- The 'search needs to be more accurate as it doesn't work for some things like 'emergency repair number'
- Primary contact number next to logo at top
- Pop-up asks "do you want residences to be the default page?" Need drop down for other options

Future thinking: Those who face barriers to accessing digital tools (Group C)

Key points made:

- A simple interface which is easy to use with no jargon
- Online chat for help – which starts automated switches to a real person if stuck/can't help
- Valid and up to date
- Description/summary of each tab
- Update Dudley Council socials
- Further education/careers advice
- More info about Dudley Council
- Add advice
- Less complicated forms
- Being able to find out about roadworks on Facebook
- On website info about closing schools etc. careers, forms etc.
- Less on Facebook about lights being turned on for Christmas, more about necessary things e.g. roadworks, accidents
- Events on Facebook
- Some schools are currently excluded from online application for free school meals

Workshop outputs - recommendation lists

The recommendations made by each group have been clustered into broad themes for ease of use and to help identify similarities and differences.

Recommendations: 'Digital natives' (Group A)

New features

- List of free child places in schools
- Easier access to term dates for schools
- Events/activities happening in Dudley – updated frequently
- Youth advice, guides and services
- Webchat and non-promoted social media about Dudley Council

Keep the same

- Dudley skyline logo and colour scheme

Changes to be made

- Image of website such as better layout
- Navigation such as prioritise searches and home button clearer
- Communication – a web chat / live chat and a forum
- Accessibility such as language option, large text, colour contrast, voice audio (read aloud)

Recommendations: 'Digitally included' adults (Group B)

Improved search function

- Search – needs to work, more filters, be able to see previous searches
- My area search is an extremely useful feature, but it needs shrinking and moving so you can see the red icons first

Physical changes

- A live chat function which is easily identifiable and available for all kinds of issues
- Report a problem / emergency icon / button
- Forms – need to be more specific, needs to be able to capture essential information to report a query
- Contact details – need to be more prominent: email, live chat, phone

Social media and links to other sites

- Cross site linking – no easy links to other council websites i.e. Discover Dudley and no link back to the main council website from it. So many different websites with no cross advertising

- A personalised landing page which is relevant to each user and the specific things they might be looking for with embedded social media feeds

Recommendations: Those who face barriers to accessing digital tools (Group C)

Keeping information and content up-to-date

- Out of date information should be archived as an automatic process
- New or current information should be available in real time

Improved functionality

- Description about what will be found inside the various heading pages for people who do not know already what's in the tab e.g. someone who is new to the area and not used the website before
- 7am-9pm online chat facilities (instant chat) with accessible pictures/icons to explain what is available on the council website
- Telephone alerts for people unable to access websites/a sign up service e.g. 'roadworks on Pedmore Road'
- Have a search bar that is intuitive and easily picks up information and or keywords
- Webchat is available if needed (blind community)
- Online forms should still have paper versions

Community links, social media and urgency

- Having links to legitimate places to give valid up to date information. E.g. legitimate Facebook page, other websites linked up to the main one
- Websites should sign-post people to Community Information Points to offer support
- There was also a request that changes should happen quickly.

Workshop outputs - reasons why the recommendations are important

The rationale for recommendations from 'digital natives' (Group A)

Accessibility

- To make the website better and accessible for all people
- Because for people with different abilities and with a range of languages it's important that it's equally accessible to all
- Improved accessibility would make the website easier to use for some people
- Improve quality of life as information is easily accessible
- "I want to be able to access the website easier and find things easier"

Quality of life

- "Because I want to be proud of my Borough!"
- Easier to look for services / opportunities in the local area
- Make it easier to select a school for my son
- Would give me a better idea of what areas to bit for houses in
- Not having to go into the council to ask things

Futureproofing

- "It will be a website and system that I will have to use in the future"
- Make the website's design more appealing and easier to navigate, so more people will want to use it

The rationale for recommendations from 'digitally included' adults (Group B)

Information relevant to the user

- See relevant information only!
- Personalised landing page – if you own your own house then most sections are irrelevant currently

Saving time

- Time saving
- Increase efficiency
- Live chat for quick answer to important issues
- It's quick and saves time

Ease of use

- It's going to be easy
- Simples! Easier to search
- More user-friendly and easier to use
- More convenient
- Easier to find the information that I need – relevant to me

Quality of life

- Available to use outside of working hours
- Reduce frustration
- Be able to explore Dudley and find leisure/events
- Discover events/activities
- Feel connected to Dudley

The rationale for recommendations from those who face barriers to accessing digital tools (Group C)

Simple and easy to access information needed that's up to date

- Access to information that's relevant, up to date and access to council areas is important for people unable to get out
- Important to me because if I need information, I want it quickly
- If these recommendations are carried out, I think it would be important as everything would be easily accessible, and residents would be able to get valid and relevant information
- To be able to access info quickly, easy to use. Also, to be up to date
- To be able to access accurate up-to-date information
- Simple access to important info
- Out of date information is confusing and frustrating and a waste of people's valuable time

Community and quality of life

- Important re. health and wellbeing – not being stressed! Links to wider community groups and not being frustrated!
- Make my life better and be more informed about services in my area
- To know more about what the council can offer to support me to enjoy life – activities, shows etc.
- Saves older people leaving the house (less risk to themselves)

Improved functionality and content

- Having a good quality search facility will enable people to get the info they need quickly
- Web chat searches and video calls are important because they are vital ways for people with hearing loss to communicate
- Greater info for older people and access to others (FaceTime, Skype etc)
- Passes to older people so will be encouraging them to use it... (if not they will give up)

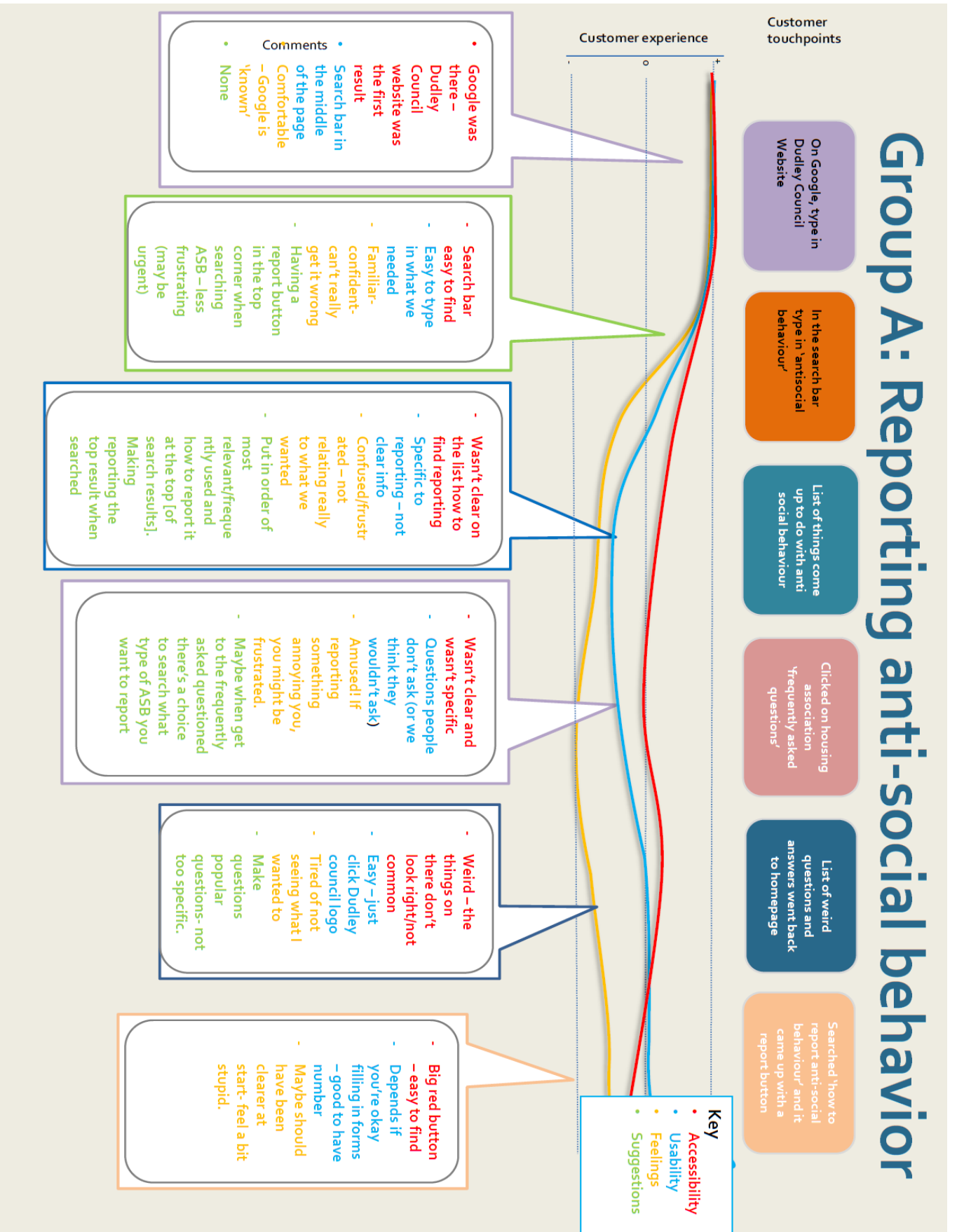
A council with a positive relationship with communities and individuals

- It's important to me because due to health issues I can contact help at a touch button
- Remove uncertainty
- If it is done less people will get angry at the council
- A good website is an indicator of a council that cares about its people

- A good website reduces telephone calls = cost saving

Appendix Four

Customer (User) Journey Maps



Group A: Finding out how to apply for a blue badge

Customer touchpoints

Start on Google

Search for Dudley Council

Click on Dudley Council website

Scroll down to services and click 'parking and roads'

Click 'parking for people with disabilities'

Press 'parking for blue badge holders'

Press 'blue badge scheme'

Scroll down to the bottom and click 'apply/renew'

Customer experience

Key

- Accessibility
- Usability
- Feelings
- Suggestions

Comments

- Easy – came up straight away – top of all searches. Doesn't matter if there are spelling errors.
- Easy
- Relieved, satisfied, slightly happy

- Bit fiffy – lots of boxes to choose from and had to scroll down. Writing was smaller – had to make a choice.
- Too many boxes – could be more spaced out. Restraining.
- Confused - lost more spaced out, more colourful, fewer options

- Bombarded with writing - too much reading - difficult to find. Options categorised.
- None
- Lost, confused, shocked at amount of writing.
- Less info so there is less reading, take out information, bolder writing/colour, only have six headings – not all the pages.

- Easy – first option there. Another option which is similar wording to the one we wanted.
- Too much going on – looked bland and colourless – just need to have the name of the category
- Relieved – know you're on the right track.
- Stand out hyperlink, make it clear and bold

- Applying/renew should be at the top – too much to read. Apply box was colourful – easy to notice.
- Bit much having to scroll all the way down to the bottom – have the link to apply at the top with information below
- Relieved, happy satisfied
- Put apply box at the top of the page, larger box.

- Click on it and it's already there – default browser
- Very useful because most people know how to use it – search bar is in front of you
- Indifferent

- Easy – was top of the page – clear writing
- Easy
- Indifferent

- Quite easy – hidden in text, hyperlink is not clear enough
- Information is hidden – add a sentence to each sub-heading as a small brief
- Same as last one
- Make hyperlink blue and bold – make clear

Group B – Report a pothole

Customer touchpoints

Dudley Council home page

Resident/parking and roads then street care and maintenance

Click to report a pothole

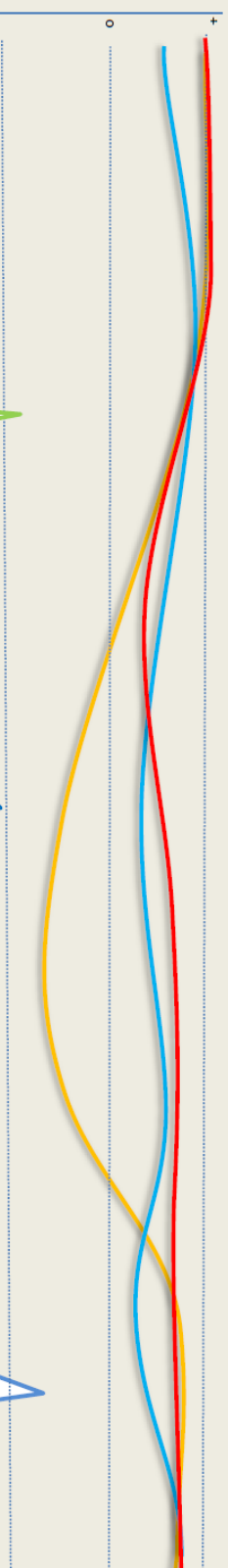
Create an account/option to be anon

Type of problem – 18 choices – potholes or holes in the road

Give description, location and upload photo

Text box to improve form after you submit

Customer experience



Key

- Accessibility
- Usability
- Feelings
- Suggestions

- Right as the top (searchable on phone)
- Easy
- Didn't have to go looking
- None

- Logical order – didn't have to go looking
- Very quick and easy
- Satisfying
- None

- Anonymous option was very small
- Made creating an account tempting
- "Oh no you have to create an account" – felt creating an account would be a stronger option as there was no way of getting an update through anonymous option.
- Option to be anonymous could be bigger.

- Clear if goes straight to potholes box
- Allows a great deal of writing
- Frustrating – too many steps
- None

- Workable – box allows a great deal of writing. Photos okay on phone but hard otherwise.
- Didn't see postcode option initially but then it was great. Map small on mobile but okay if you're using a laptop. Clear that photos are optional.
- Feels good that there's an option to phone
- Could say where for location – specific details. Specific questions rather than open text.

- Useful to have this option to submit ideas for improvement
- Easy
- Positive
- Could be a shorter overall process – short on the app?

Twitter

Group B: Reporting anti-social behavior

Customer touchpoints

Dudley Council website

Environmental services

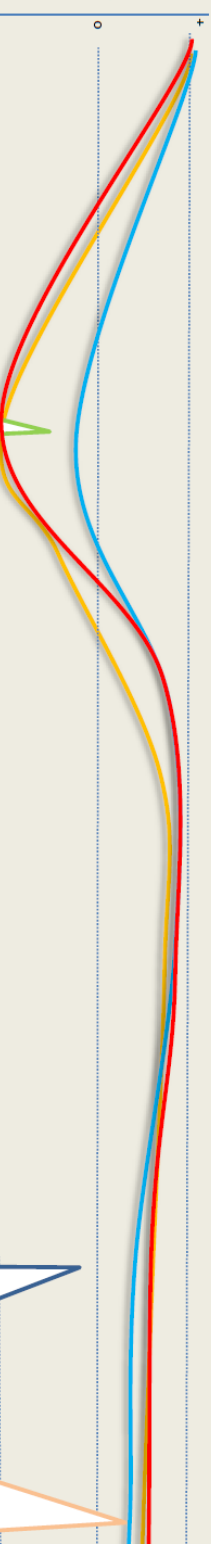
Anti-social behaviour

Report button

General inquiry form to fill

You have to register to make a complaint

Customer experience



Key

- Accessibility
- Usability
- Feelings
- Suggestions

- Very easy to find
We are here!

- None

- Did not think anti-social behaviour would be in environmental services
- It was at the bottom of a lengthy list
- Frustrated!
- Anti social behaviour needs to have its own tab or be located somewhere more intuitive.

- Lots of information in drop down boxes – lots to read – concise!
- All information and process description and help was laid out clearly
- Confident to be able to proceed to press 'report'
- None

- Big clear button
- It works!

- None

- Box large enough to go into detail.
- Could be more specific to antisocial behaviour rather than a generic box. What essential info needed to report a problem?
- A little confused as to exactly what and how much info to put in form
- More specific form for reporting anti-social behaviour. Or guidelines of what to include in the problem..

- Registration form should come before inquiry form
- Frustrated – 1 extra step to do but you don't have to (but then don't get any feedback)
- If you log in, can you save a draft for later or save your progress if you want to add details later?
- This stage should come before entering details of the problem. Option for 'online chat' if needed any help.

Group C – Reporting anti-social behavior

Customer touchpoints

Dudley Council on Google

'Anti-social behaviour' in search

Click on drop-down menu

Report anti-social behaviour

General enquiry - complete form

Press next

Register or send anonymously

Customer experience

Key

- Accessibility
- Usability
- Feelings
- Suggestions

- Comes up straight away – just click on Google.
- Google is well used
- Straightforward to use. If angry then the website worked! Simple, quick, easy...
- None

- East to notice the search bar – worked well. Accessible as it was there
- Search bar was instant – came up with stuff
- Straightforward to use
- None

- Had to make a decision about option to click on-chosen from list
- Easy to make decision-loaded fast
- Straightforward to use
- None

- Clear button – big red
- In the middle of the page- knew where to click
- Straightforward to use
- None

- Easy to complete
- Basic form – easy to type in
- Straightforward to use
- None

- Chose if you want to make an account or not
- Think most people would send anonymously. But did explain what an account is.
- Straightforward to use
- None

Group C: Search for roadworks on my street



Customer experience

Key

- Accessibility
- Usability
- Feelings
- Suggestions

Comments

- Knew how to use the search function - easy
- Easy to access
- Confident
- None

- Had to really think about what words to use
- Easy to get to search bar
- Confident
- None

- Broken down into areas
- Easy - tells us what it is
- Confident
- None

- Good - easy to know what to do
- Very straightforward to use
- Hopeful
- None

- Not easily accessible - manual process - searching through pages
- Lots of scrolling - no search - very basic
- Disappointed - frustrated
- Update site/records

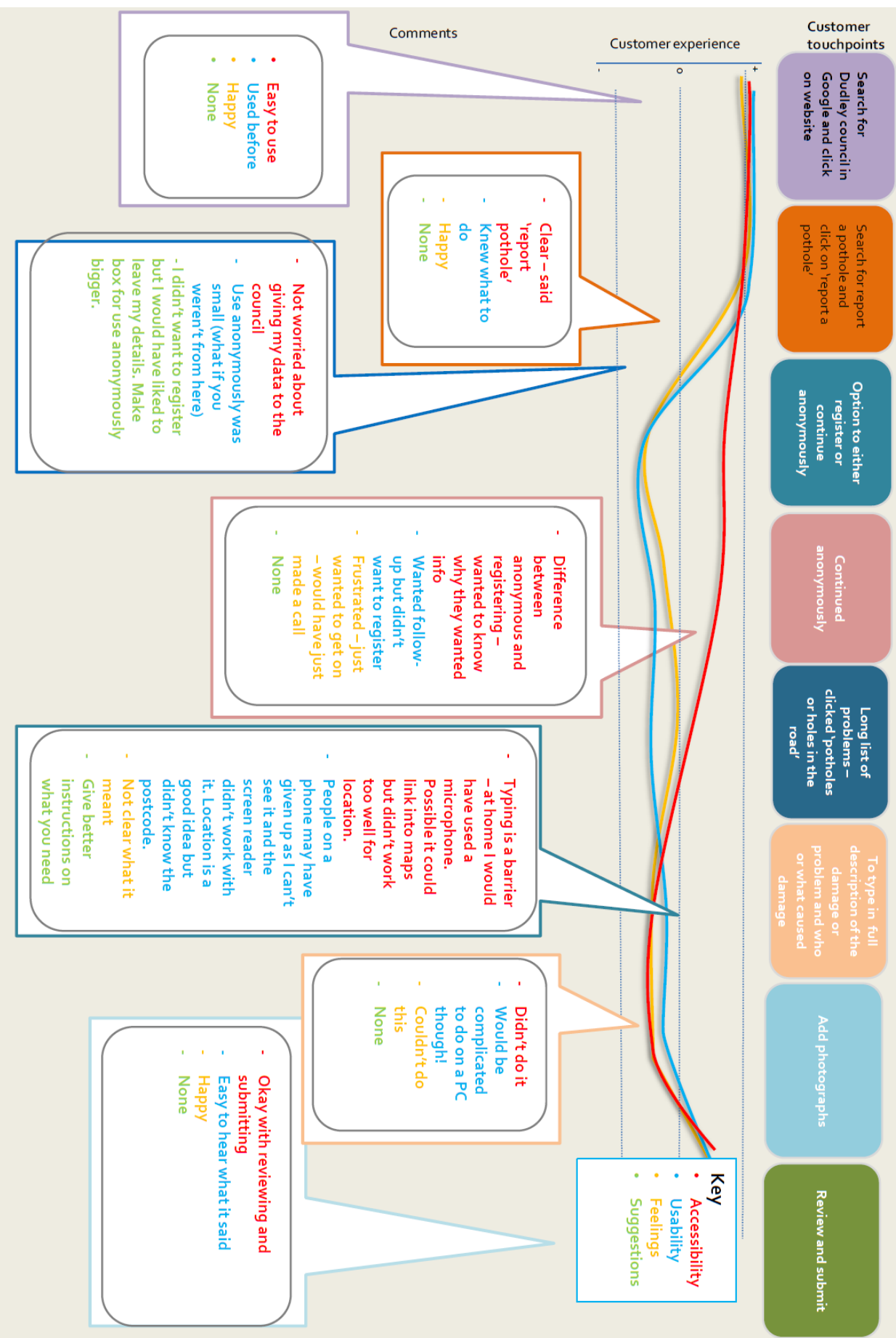
- Knew how to get back to start
- Quick and easy
- Fed up - shall I carry on or not??
- None

- No results but had to click button before it told us
- Deflated but willing to try again
- Make search engine on website more intuitive to bring up roadworks on a specific road

- Easy - comes up straight away
- Easy
- Confident
- None

- Wasn't clear to know how to open PDF for some people in the group
- Did not tell us where PDF is when downloaded - not clear - easy to miss
- Laborious but kept going - confident
- Clearer info required to advise that it's a PDF

Group C: Report a pothole (visually impaired user)



Group C: Report a pothole (using a mobile device)

Customer touchpoints

Asked Siri how I report potholes in Dudley

Go to Dudley Council website

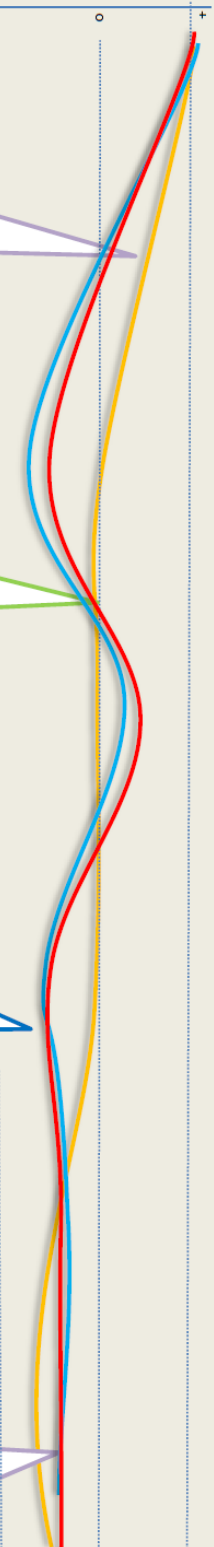
Found red 'report a pothole' button

'Forgotten password' button

Requested password reset but page wouldn't load

Requested password reset but page wouldn't load

Customer experience



Key

- Accessibility
- Usability
- Feelings
- Suggestions

Comments

- There on phone
- Easy to use
- Nice to use - happy
- None

- No instruction to scroll down screen after going to Dudley MBC website
- Sign isn't displayed so it's an extra barrier to get through
- Annoying
- Make it visible at the top of the page

- Not easy to remember password
- Why do I have to re-enter email address?
- Confused
- Make it easier to report without a password

- Needed to re-set password so not great
- Page didn't load – not easy
- Very frustrated
- Make sure all pages load on all devices properly

Appendix Five

Verbal evaluation comments

The following are answers to questions participants were asked at the end of the fourth workshop session. This section is direct quotes and in participants' own words.

Why did you sign up?

- Interested in the digital workshop as the future is becoming more and more based on ICT/digital platforms
- I signed up to get an insight into how Dudley uses the digital platform and be involved in the community
- To help make changes!
- I signed up so that I could be part of improving the website by giving my opinion on how it can change
- I felt there were changes that needed to be made and I signed up as I felt it was an opportunity to share my opinions
- Signed up to make changes to info on website and learn about DMBC website
- Interested in what changes could be implemented
- Because it seemed interesting and wanted to learn new things
- Got given leaflet at health watch, told by my sister as well

How was it?

- Found the weekend dates of workshops easier to attend due to work/childcare in the week
- The facilitators were very good – friendly and approachable
- Fun and great, learnt new things
- Great! Learnt new things, met some great folks too and good team talks
- Great opportunity to meet new people and share experiences
- Great to find out what the council plan to do with the ICT strategy
- Invite councillors to the last session to speak and listen to the group
- Wrong dates made it difficult
- Weekday events are inconvenient
- Being given an opportunity to share views, especially as young people, in the area
- Interesting due to hearing from people in the council themselves
- Variety of activities/methods

What do you hope happens?

- I hope the recommendations are put in place and the council sees the need for change
- That the council takes on board what people want and can act on it if appropriate
- That something gets changed and not just lip service
- Improvements are taken into consideration
- Don't let people get left behind – not everyone is digitally able!
- Simple access to digital services

- Make the changes we have all recommended to help Dudley people

Appendix Six

Workshop Evaluation

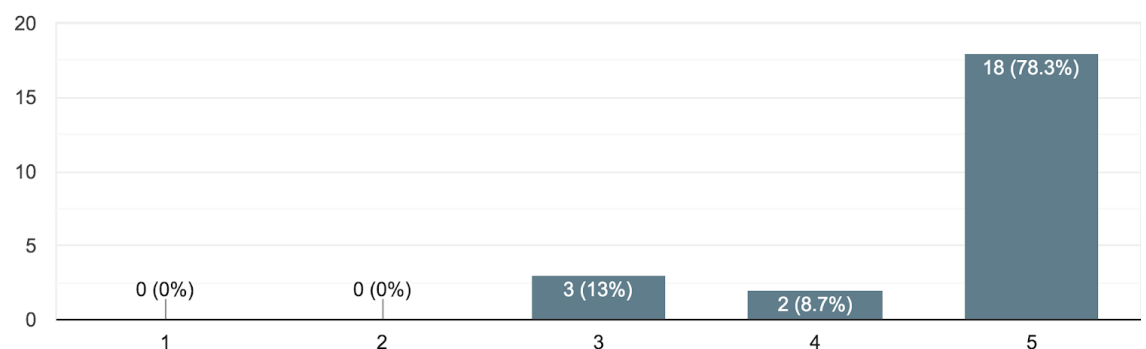
An online form was used to ask people what they thought about the workshops. 23 responses, out of 33 participants who took part in the workshops, were received.

All but three people said they enjoyed the workshop, and no-one said they did not enjoy it. All but one said they felt their opinions were valued and listened to, though people were less confident about this than the other statements. Everyone said the workshops were facilitated in a safe and effective way.

For the following three questions, people were asked how much they agreed or disagreed with each statement, from 1 (Strongly Disagree) to 5 (Strongly Agree).

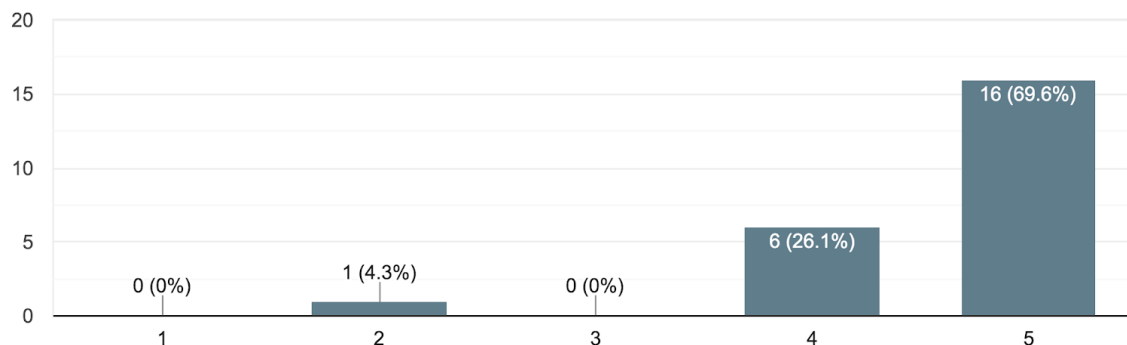
I enjoyed the Let's Get Digital programme of workshops with The Democratic Society

23 responses



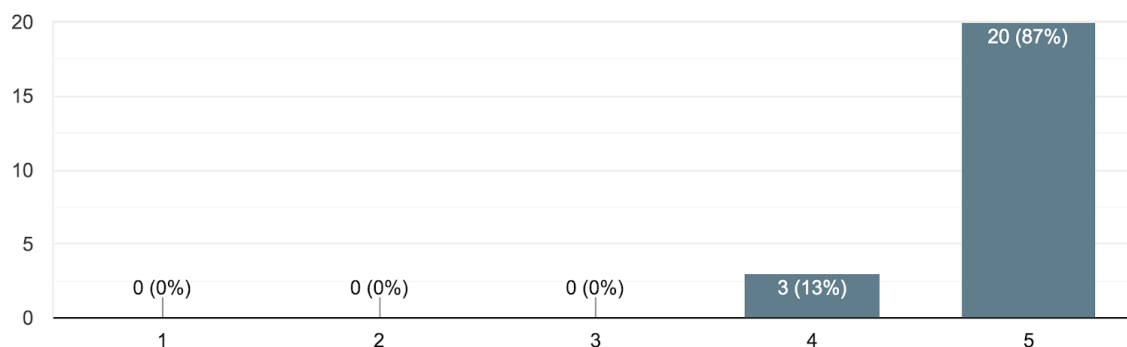
I feel that my thoughts and opinions were valued and listened to

23 responses



Our staff facilitated the workshops in a safe and respectful way?

23 responses



The thing I enjoyed most was...?

Thirteen of these comments (56.5%) talked about meeting new people and sharing ideas with each other. There were also a handful of comments about 'coming up with new ideas', 'having an input into improving the website...' and 'the enlightening discussions'. One person said that hearing from speakers from the council was the thing they enjoyed most. A couple of people said 'everything'.

Other comments included:

- The easy going pace and facilitation
- Working with people of different ages
- Testing out processes like applying for a blue badge and monitoring what the process was like
- The making an ideal website for 2025 exercise

The thing I enjoyed least was...?

Just under half (43.5%) of comments were people saying there was nothing they wanted to say in response to this.

There were a couple of comments about meeting the speakers from the council. One person said they were 'justifying everything asked'. Other comments were about:

- The size of the group
- The customer journey mapping exercise in workshop 1
- A lack biscuits on the first day
- Not socialising with everyone at the workshop
- Workshop 4, as it felt like 'a repeat of the other workshops'
- 'Probably the 'creative ' session on day 1, although at the end quite enjoyed'
- 'It was like being back in school'
- Video vox pops
- Travel
- 'Having to speak in front of people'

Is there anything you would change?

Just over half (56.5%) said there was nothing they would change, one of whom said, 'no it was outstanding'. There were also two blanks, and one 'don't know'. Other comments were about:

- A couple of comments about using less post-its
- The timings of the evening session being difficult after finishing work at 5.30
- Less group work, especially towards the end of the process
- The Sharpie pens making someone feel sick
- An objection to adults having to make rules about how to speak with each other
- Councillors should have been present at the last session instead of making comments by video
- Bringing help with public speaking to that start of the workshop to help people share their ideas with the group and practice these skills

Any other final thoughts?

Not everyone completed this section. Of those who did, there were three comments about hoping that everyone's input is taken on board:

"I just hope that all our recommendations will be taken into consideration by the Dudley Council and hopefully there will be some changes made very soon."

One person said they enjoyed working with younger people and felt that different groups could have been mixed up to learn from each other.

There were seven comments about how much people had enjoyed the process and liked working with the team:

"It's the first time I have attended a workshop but would recommend anyone to give it a try, I really enjoyed it all not only for the reason we were all there but meeting people and enjoying it all."

"Staff were really nice and friendly."

"Outstanding."

"I would like to say thank you and I would like to do it again."

Appendix Seven

Thank you!

Let's Get Digital and this report wouldn't have been possible if it was not for the hard work and commitment shown by all those who took part. Thank you for all the insight you so willingly gave us and for all the happy moments created along the way.

- Sean
- Bryn
- Lukeman
- Tracy
- Julie
- Maggie
- Kim
- Ken
- Lesley
- Steve
- Sandra
- Keith
- Liam
- Lee-Anne
- Denice
- Deepak
- Alan
- Nigel
- Steve J W
- Holly
- Freya
- Lewis
- Rati
- Maia
- Ellie
- Cleo
- Claire
- Laora
- Amman
- Benjamin
- Muskan
- Libby
- Brad

