Programme Report & Evaluation of the University Hospitals Birmingham NHS Foundation Trust’s ‘INSPIRED’ Project

October 2011 – March 2012

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Information about the project

Lead organisation:
University Hospitals Birmingham NHS Foundation Trust (UHB)

Project name and ID number:
INSPIRED  8495

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Summary of project:
INSPIRED aims to provide a co-ordinated, professional and unique Information, Advice and Guidance (IAG) service together with a comprehensive training and mentoring service that is responsive to the specialised needs of hospital patients who are undergoing treatment for acute and chronic illness. The service will identify the gaps and potential barriers to accessing the wider learning continuum including skills-focused learning and employment, and provide training needs analyses, training programmes, mentoring support and action plans.

Intended outcomes
● Engage target audience who have multiple disadvantages and have not previously had access to the wider learning continuum;
● Reduce worklessness by improving information, advice and guidance on education and employment opportunities;
● Help reduce health inequalities in the short term by reducing anxiety and enhance self-esteem for those long-stay patients who are considering starting work;
● Help partner organisations achieve their strategic aim of better working with their local communities and becoming a community asset.
1 Executive Summary

1.2 What went well

The INSPIRED service was:

- Successful in engaging with a user group who had multiple disadvantages and who had not previously had access to the wider learning continuum - 117 individual clients used the service;
- Offering a wide range of practical and supportive activities, and mentoring to enable users to access and optimise opportunities for education and employment - 13 activities were offered;
- Reducing worklessness by offering information, advice and guidance on education and employment opportunities. Of those receiving Information, Advice and Guidance (IAG), 7 clients were given a conditional job offer;
- Helping reduce health inequalities in the short term by reducing anxiety and enhancing self-esteem for those patients with chronic health conditions who were considering starting work;
- Working with Birmingham Adult Education Services to achieve their strategic aim of better working with their local communities and becoming a community asset;
- All service users surveyed were more than satisfied with the Training Needs Analysis information received;
- All service users were very satisfied with the support provided by tutors, with 80% rating the tutor support received as excellent;
- 70% of service users said that there had been an improvement in their self confidence, self esteem, motivation and had a more positive outlook.

1.3 What didn’t work as well

- As a pilot project, with short timescales, there was insufficient time and resource to engage with and impact positively on the wider community;
- The nature of users’ health conditions and treatment needs made it difficult to foster relationships with other organisations more widely.

1.4 Lessons learned/do differently

Four areas of learning have been highlighted:

- As in-patient length of stay is much shorter than it ever has been and patients are not in hospital for very long, it is better to target patients within outpatient settings;
- There is more of a demand for soft skill courses for particular client groups e.g. Meditation and Relaxation;
- Projects can be more aspirational at pilot stage - a number of clients (7) were supported to bridge the employment gap. This was not envisaged at the project planning stage;
• There is mileage in developing advocate relationships within the various areas being serviced to possibly enable more efficient referrals.

1.5 Hints and tips for other organisations

• Establish links with clinical leads at an early stage of the project.
• If possible, the lead tutor should have some clinical expertise to aid credibility with clinical engagement.
• Establish partnerships that can add value re soft courses/vocational training.
• Allow time for the project to establish itself.
• Utilise existing resources where available.
• A comprehensive marketing strategy at the beginning of the project can ensure effective and timely uptake.
• Evaluation throughout the lifetime of the project rather than at the end may result in more effective reporting.
2 Contribution to the key ACLF themes

In the section below, we briefly describe the contribution this project made to ACLF key themes.

**Building stronger families:** INSPIRED was consciously made available to existing patients of UHB as well as their friends and families. This helped strengthen and stabilize family units at a potentially difficult time.

**Connecting non-formal learning opportunities to formal learning:** By providing short non accredited taster learning sessions for patients, INSPIRED succeeded in making appropriate connections between non formal and formal learning opportunities.

**Providing opportunities for individuals and communities to develop social and economic independence:** INSPIRED empowered individuals to build upon their own personal skills and enabled them to widen their social network. INSPIRED worked hard to offer opportunities to develop both social and economic independence and facilitated 7 job outcomes during the pilot period.

**Supporting better mental or physical health:** INSPIRED helped reduce health inequalities. It enhanced the self-esteem and mental well being of individual clients making the transition from ill health back into a normal everyday routine by:

- Offering a confidence building course;
- Offering a first steps provision (EMBRACE);
- Constructing a Personal Development Plan which gave a structure to any future provision;
- Offering mentoring as and when required;

**Using adult learning as a tool to contribute to the achievement of government’s wider social policy goals:** The successful bringing together of a number of key partners from a variety of disciplines to work collaboratively helped develop a pro-active provision that was in keeping with the Governments Big Society agenda.

**Widening access to digital and other important skills:** The ‘UK Online’ facility together with the ‘Introduction to Computers 5 week course’ widened access to using digital technology to all prospective INSPIRED clients.
### 3 Project partners

<table>
<thead>
<tr>
<th>Name of organisation</th>
<th>Type of organisation (e.g. Further Education College, Local Authority, Third sector, trade union etc.)</th>
<th>Contribution made (What role did this organisation play in the project?)</th>
<th>Match funding (Please state any financial contribution made, the amount involved and what it was for)</th>
<th>In kind support (E.g. free premises, learning resources, staff contribution. Please state the value of this and what it was for)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Hospitals Birmingham NHS Foundation Trust</td>
<td>Secondary healthcare provider</td>
<td>UHB was the lead and host organisation for this project. UHB established the service and different activities, made links with partners and courses, and provided mentoring and support to individuals.</td>
<td>£18,000</td>
<td>Angie, Joe, David, Rachel and Admin time</td>
</tr>
</tbody>
</table>
| Birmingham Adult Education Service | Birmingham City Council | Design and delivery of three courses:  
  ▪ Introduction to IT  
  ▪ Relaxation and Meditation  
  ▪ Confidence Building | None |  |
4 Evaluation Methodology

4.2 Approach
Our approach incorporates the following characteristics:

- Is context-sensitive;
- Uses triangulation, which allows for the synthesis of evidence of different types and from different sources, and representing different stakeholder positions, in order to arrive at conclusions;
- Has a learning focus, aimed at applying the learning from the evaluation to support improvements in the ongoing service, and applying learning to future decisions.

4.3 Evaluation questions
There are four main evaluation questions:

a) How many people used the INSPIRED services and what is their demographic profile?

b) What were the range of activities and services offered and how often were these taken up;

c) Did the project achieve its objectives?

d) What was the impact on individuals, communities and other stakeholders

Embedded in all four questions is a focus on learning and how this may be sustained and made available to others.

4.4 Methods
There are three core elements to the evaluation:

4.4.1 Quantitative data collection and analysis
This work package seeks to answer the first two evaluation questions:

a) How many people used the INSPIRED services and what is their demographic profile?

b) What were the range of activities and services offered and how often were these taken up;

The methodology employed for this is known as secondary analyses. Heaton (2004)\(^1\) states that secondary analysis is best known as a methodology for doing research using pre-existing data. The purpose of using secondary analyses is investigation of verification, refutation and refinement of existing research, and synthesis of research.

Monitoring data gathered by the project on service users and services taken up was used for this purpose.

4.4.2 Qualitative data collection and analysis
This work package seeks to answer the last two evaluation questions:

a) Did the project achieve its objectives?
b) What was the impact to individuals, communities and other stakeholders

The methods employed for data collection were use of user questionnaires (secondary data); 10 questionnaires were made available and analysed.

Semi-structured interviews (Gillham, 2005) were conducted with staff about their experience of delivering the service and their views of the activities. The project Lead, plus three other members of the INSPIRED team were interviewed.

In addition, a documentary analysis (Bryman, 2001) was undertaken drawing on reports to funders and internal project briefs. The objectives for the project were used as the criteria for analysis.

4.4.3 Data synthesis and reporting
Synthesis of the quantitative and qualitative data was undertaken to ensure there was an iterative analytical process across the four questions.

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5 Evaluation findings

5.2 How many people used the INSPIRED services and what is their demographic profile?

Overall, there were 120 users of the INSPIRED service between October 2011 and March 2012, with 88 registered in 2011, and 32 registered in 2012. In this section an analysis of the gender, age, ethnicity, and employment status is presented.

Figure 1: Gender

65% (78) of INSPIRED users were female and 32% (39) were male.

Figure 2: Age

65% (78) of INSPIRED users were female and 32% (39) were male.
The age range was between 15 – 63, with a mean age of nearly 34 years, while more 17 year olds used the service than users of other ages.

**Figure 3: Ethnicity**

![Ethnicity N=117](image)

Nearly 62% of users identified as white British, with 13% identifying as Black African, 4.2% identifying as Black Caribbean and 4.2% identifying as Asian Indian.

**Figure 4: Education and employment status**

![Education & Employment Status N=117](image)
The great majority of users (66%) were unemployed, while 19% were in fulltime employment and a further 9.4% were in full time education.

**Figure 5: Ethnicity of employed users**

When employment was correlated with ethnicity, 77% of employed users identified as White British, while users identifying as either Asian, Black African or Black Caribbean accounted for 4.5% each of all employed users.

**Figure 6: Ethnicity of unemployed users**

For those unemployed, while those identifying as White British (65%) were still the majority, 27% of all unemployed users were either Asian or Black.
When employment was correlated with age, 77% of employed users were aged 30 years or under. This compares with those unemployed, where 65% of users were aged 30 or over.
5.3 What were the range of activities and services offered and how often were these taken up

There were 14 different types of activities/services offered in this project. Each of these is briefly described below:

**INFORMATION, ADVICE & GUIDANCE (IAG):** This is the initial meeting with the client where fundamental information is gathered from them and an overview of what is on offer to them is briefly outlined. Some clients will take the process no further but are aware that they can contact UHB at any time should the need for support arise. The client will be given an INSPIRED leaflet which details contact information.

**TRAINING NEEDS ANALYSIS (TNA):** This is a 1:1 meeting whereby more detailed information is exchanged between client and mentor, including employment and educational history, declaration of health and rehabilitation of offenders. The client can then be supported to choose the right option for them and signposted accordingly. The IAG and TNA may or may not occur on the same day, according to referral pathway.

**BASIC SKILLS:** If clients attend for TNA, they will undergo a Basic Skills Initial Assessment (Literacy and Numeracy). Some courses are dependent upon clients meeting a specific level. If a client falls under this level, they have an option to be supported by Bournville College.

**EMBRACE:** (Engaging Members By Raising Awareness of Careers and Education), is a first steps provision which caters for clients who may have been out of work for some time who need to re-establish their skills and regain confidence before pursuing their chosen employment route. Duration of course: 2 week provision – 3 days per week, 5 hours per day.

**EMBRACE PART 2 (EP2):** offers clients the opportunity to review their current employability skills and to begin to research roles not only within the NHS but also the wider public/private sector. Duration of course: 2 week provision – 3 days per week, 5 hours per day.

**ACTIVATE:** (Assisting Communities To Identify Vocational Areas of Training and Employment) offers clients the chance to build their employability skills within the classroom and gain first-hand experience and knowledge of working within the NHS via an organised work placement. Duration of course: 6 week provision – 3 weeks classroom based – 3 days per week, 5 hours per day; 3 week work placement – 15 hours per week

**BUILDING HEALTH:** is a customised pre-employment training (PET) programme which focuses on the role of a nursing auxiliary within UHB. Clients who complete the course are guaranteed a job interview at the end of the programme. The course comprises 8 days over two weeks.
AQA COURSES: The Learning Hub has compiled a portfolio of short 1 day courses which will complement a client’s existing skills. Courses that are currently available include:

- Assertiveness and Confidence Building
- First Aid Awareness
- Customer Service
- Fundamental Infection Control in a Hospital Setting
- Interview Techniques

BIRMINGHAM ADULT EDUCATION SERVICE (BAES): put on 3 courses as taster courses for INSPIRED clients:

- Confidence Building and Positive Living – 5 weeks, 2 hours per session
- Introduction to Computers – 6 weeks, 2 hours per session
- Relaxation and Meditation – 4 weeks, 1.5 hours per session

INTERVIEW TECHNIQUE: for clients who have landed that important interview, the session(s) focus on bringing them in to have a 1:1 or small group session about Interview etiquette. Following this, clients are encouraged to come for mock interviews for any job they have been short listed for, and comprehensive feedback is given

CITIZENSHIP (ESOL/BS): Supported by Bournville College and/or Birmingham Adult Education Service, this provision has enabled clients where English is not a first language to work on barriers to employment.

UK ONLINE: This one day course aided clients who are new to using a PC and unfamiliar with IT applications. It is a basic introduction and aims to get people started with the basics of digital technology.

NUMERACY AND LITERACY DEVELOPMENT: Working in line with Bournville College, this course is for clients who need to improve their basic literacy and numeracy scores before joining one of the existing programmes.

5.3.1 Referrals to activities

Referrals to these activities could be made from any department in the hospital, but tended to be received from those departments where patients were undergoing treatment for acute or chronic illnesses. These included General GI (General Gastrointestinal); GUCH (Grown Up Congenital Heart Clinic); HIV (Human Immunodeficiency Virus Clinic); Renal (Renal Young Adult Clinic); Rheum (Rheumatology Adult Clinic); YAC (Rheumatology Young Adult Clinic); YPU (Young Persons Unit -Cancer) as well as General referrals. The number of referrals from each of these sources is shown below in figure 9.
Both General and GUCH accounted for 35% of referrals, with 16% of referrals coming from HIV and 8% of referrals from YAC.

### 5.3.2 Activity uptake

While all INPIRED users accessed the Information, Advice and Guidance (IAG) service, only half (59) received a Training Needs Analysis (TNA). These users were either unemployed (52), in casual work (2) or working part-time (3) with 2 people employed. Of the 50% who didn’t receive a training needs analysis, 35 users were in full time employment or full/part time education. However, 25 users who didn’t receive a training needs analysis were unemployed; the reasons for this have not been established.
As with the TNA findings, those taking up the Basic Skills course were also mainly unemployed or in casual or part-time employment. However for those that didn’t take up this course, 16 were unemployed. Apart from Information, Advice and Guidance, Training Needs Analysis and Basic Skills, four of the remaining 10 activities attracted between 8-10% of users. As a result of this programme of activities, 7 users (6%) - were given a conditional job offer.

5.4 Did the project achieve its objectives

There were 6 key objectives established at the beginning of the project:

1) To initially engage with patients identified as potential recipients of the service.
2) To identify key educational or vocational needs of patients.
3) Establishment of agreed realistic and achievable goals.
4) Referral to appropriate training.
5) Evaluation of support provided
6) Delivery of a Marketing Strategy

Table 1: Objectives and activities

<table>
<thead>
<tr>
<th>Objective</th>
<th>Main activities</th>
<th>Main activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. To initially engage with patients identified as potential recipients of the service.</strong></td>
<td>Initial contact was made with key personnel to identify potential clients who would benefit from the service. Steering Group was established with appropriate terms of reference. Key personnel invited to attend. Steering group met every 2 months. INSPIRED database created</td>
<td>Visit of wards and clinics. Continuation of engagement with key personnel.</td>
</tr>
<tr>
<td><strong>2. To identify key educational or vocational needs of patients.</strong></td>
<td>Training Needs Analysis produced for 12 clients.</td>
<td>Training Needs Analysis produced for 47 clients.</td>
</tr>
<tr>
<td><strong>3. Establishment of agreed realistic and achievable goals.</strong></td>
<td>Personal Development plan produced for 12 clients.</td>
<td>Personal Development plan produced for 47 clients.</td>
</tr>
<tr>
<td><strong>4. Referral to appropriate training.</strong></td>
<td>Support programmes have been identified with 4 clients starting pre 31st December 2011.</td>
<td>Support programmes continue to be identified with 31 clients starting post 31st December 2011.</td>
</tr>
<tr>
<td><strong>5. Evaluation of support provided</strong></td>
<td>Evaluation format recently finalized.</td>
<td>There are 11 individual INSPIRED evaluations undertaken. There are also programme evaluations completed for all courses referred to.</td>
</tr>
<tr>
<td><strong>6. Delivery of a Marketing Strategy</strong></td>
<td>Marketing strategy included identifying key personnel; meeting with Senior HR Manager to share ideas; Publication of INSPIRED leaflet. Leaflet left in ward areas/public areas.</td>
<td>Marketing strategy continues to identify key personnel; meeting with Senior HR Manager to share ideas; Further publication/updating of INSPIRED leaflet. Leaflet left in ward areas/public areas.</td>
</tr>
</tbody>
</table>
We can infer from the monitoring data collected, that the INSPIRED service was successful in:

- Engaging with an audience who had multiple disadvantages and who had not previously had access to the wider learning continuum; 120 individual clients used the service.
- Reducing worklessness by offering information, advice and guidance on education and employment opportunities. Of those receiving Information, Advice and Guidance (IAG), 7 clients were given a conditional job offer.
- Helping reduce health inequalities in the short term by reducing anxiety and enhancing self-esteem for those patients with chronic health conditions who were considering starting work; There were 10 referrals to soft skill courses e.g. Relaxation and Meditation, Confidence Building and Positive Thinking, Introduction to Computers.
- Helping partner organisations achieve their strategic aim of better working with their local communities and becoming a community asset, there was effective collaboration with Birmingham Adult Education Services.

In the section below, more detail is given of the support provided.

### 5.4.1 User questionnaire

A 10-item questionnaire was distributed to service users in February and March 2012, covering issues such as hearing about the service, registering with the service, length of time taken for 1-2-1 appointment booking, location of meeting with tutor, rating of information provided in Training Needs Analysis (TNA), rating of level of support provided by tutor, courses attended, evaluating outcomes in relation to self confidence, self-esteem, positive outlook, motivation and self-belief, opportunity for free text feedback.

The following findings are noteworthy, as they provide triangulation of some of the data collected by the service, and offer direct quotes from service users:

#### Table 2: Where did you hear about INSPIRED?

<table>
<thead>
<tr>
<th>Q1: Where did you hear about INSPIRED?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment agency</td>
<td>3</td>
</tr>
<tr>
<td>Course and activities at QE Hospital</td>
<td>3</td>
</tr>
<tr>
<td>Family and friends</td>
<td>2</td>
</tr>
<tr>
<td>NHS and social care staff</td>
<td>4</td>
</tr>
<tr>
<td>Leaflet</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
</tr>
</tbody>
</table>

*Three respondents found out about INSPIRED from more than one source.*
Of the 10 responses to the user questionnaires gathered, responses show that 80% of service users registered with INSPIRED to improve their employment prospects, while half sought to obtain new skills. Of the 40% indicating ‘other’, reasons included:

- Could offer a more intimate service not on offer elsewhere
- Confidentiality awareness, communication skills and assertiveness
- To return to the NHS
- Sounded interesting

Table 3: How long did you have to wait for your 1-2-1 appointment?

<table>
<thead>
<tr>
<th>Q3: How long did you have to wait for your 1-2-1 appointment?</th>
<th>No of weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td>3</td>
</tr>
<tr>
<td>2 weeks</td>
<td>3</td>
</tr>
<tr>
<td>3 or more weeks</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
</tr>
</tbody>
</table>

The service was reasonably accessible, with users not having to wait excessively for a one-to-one appointments. 60% of users waited between 1-2 weeks for their first appointment, while 40% of users had to wait 3 – 4 weeks.
### Table 4: How would you rate information received on the Training Needs Analysis?

<table>
<thead>
<tr>
<th>Q4: How would you rate information received on the Training Needs Analysis (TNA)?</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>3</td>
</tr>
<tr>
<td>Good</td>
<td>7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
</tr>
<tr>
<td>Very poor</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
</tr>
</tbody>
</table>

All service users surveyed were more than satisfied with the information received at the Training Needs Analysis, with 30% rating the information excellent and 70% rating the information as good.

### Table 5: How would you rate the level of tutor support received?

<table>
<thead>
<tr>
<th>Q6: How would you rate the level of tutor support received?</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>8</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
</tr>
<tr>
<td>Very poor</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
</tr>
</tbody>
</table>

It seems clear from the responses that users were very satisfied with the support provided by tutors, with 80% rating the tutor support received as excellent and 20% as good. A number added free text comments praising the tutors, including:

“[she has] been there 100% ... been absolutely fantastic ... [another staff member] has also been supportive throughout.”

Good communication ... sent email etc and kept in touch ...”

“Really supportive”
Table 6: Changes in sense of self and mental well-being?

Q8: How would you rate outcomes other than vocational and educational?

<table>
<thead>
<tr>
<th></th>
<th>Improved</th>
<th>Stayed the same</th>
<th>Got worse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self confidence</td>
<td>7</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Self Esteem</td>
<td>7</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Positive outlook</td>
<td>7</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Motivation</td>
<td>7</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Self belief</td>
<td>5</td>
<td>5</td>
<td>-</td>
</tr>
</tbody>
</table>

70% of service users surveyed, said that there had been an improvement in their self confidence, self esteem, motivation and a positive outlook, while 30% of service users said that there had been no change. Rating of self-believe was distributed evenly between those who sensed an improvement and those who stayed the same.

Figure 12: comments by users of INSPIRED

The questionnaire encourage users to provide feedback in order to improve the INSPIRED service. It was encouraging to see users do this:

- More advanced training rather than just basics, e.g. word, excel etc.. to help with job applications
- Make sure that students get told the same things e.g. guaranteed placements
- At first a lot to take in, but got to like it after a while, particularly enjoyed my placement
- More time outside of classroom hours for using the computers as not everyone has the internet at home
- Keep up the good work!
- I’d like more help to identify alternative job roles (also outside NHS)
5.2 What was the impact to individuals, communities and other stakeholders

5.2.1 Impact

**Individuals:** the impact on those individuals that were directly referred to INSPIRED has been material, especially those that have been successful in obtaining employment. It is recognised that this will have a very positive effect on their future both financially as well as to their health outcomes.

**Communities:** It is recognised that INSPIRED was a pilot project and as such has not had a major impact on communities.

**Partnerships:** The Trust’s Learning Hub has from the beginning been partnership based, linking in with the City Council, Job centre Plus, FE Colleges, the community and voluntary sectors and the private sector (the last most recently through a well-developed relationship with PPDG), as well as with other NHS Trusts. The high level of partnership gives real understanding of the different organisational perspectives and objectives (and is one of the key factors behind the success of the Hub) and has often been reflected through secondments of staff.

The success of INSPIRED will inform future provision within UHB as well as potentially contribute to any plans of external organisations to develop similar provisions. There are plans to openly share ideas for any future provisions with external organisations including meetings involving similar ACLF projects e.g. BOLD (Better Off Learning Directly) delivered by LASS (Leicestershire Aids Support Service).

5.2.2 Factors that influenced success

There were some key challenges to the pilot project, not least of which was the short timescale involved. This required concentration and focus on project engagement in order to sell the project to key stakeholders. The ability of the project lead to engage with clinicians in a clinical environment enabled the project to “hit the ground running” and resulted in outcomes that exceeded initial plans.

Another key challenge was that the project was innovative in its design. This required comprehensive marketing materials that outlined the key details of INSPIRED in a user friendly way.

A further challenge involved the way that existing resources could be used effectively within a short timescale. One of the strengths of INSPIRED was the constant evaluation of the effective utilisation of resources.

Other strengths of INSPIRED were:

- Dedicated facility – The Learning Hub
- Staff understanding the needs of the client group who also understand the NHS
- Use of existing resources – tapped into ACTIVATE, EMBRACE etc
- Having a qualified nurse to lead – clients related well/trusted (made aware of nursing background), medical terminology known or able to find out. Ability for lead to work across disciplines e.g. consultants, social workers, qualified, unqualified and specialist nurses.
• Linking in with the PICS (Prescribing Information and Communication System) in order to have referrals from professionals for in patients.
• Existing relationships and a history of working together with partnerships (such as Birmingham Adult Education Service) has enabled us to have good results over a very short period of time which would not have been possible otherwise.

Whilst it is recognised that there has been no major impact on the wider learning community as The Learning Hub has experience in delivering Training and Development for the last 8 years, small lessons have been learnt as follows:

• There is a demand for soft skill courses for particular client groups e.g. Meditation and Relaxation;
• INSPIRED enabled a number of clients (7) to bridge the employment gap. This was not envisaged at the project planning stage;
• There is mileage in developing advocate relationships within the various areas being serviced to possibly enable a more efficient referral mechanism.

5.2.3 Case studies

One of the most powerful ways to understand impact is through the personal stories of people who have used the INSPIRED services. Below, we offer four case studies to demonstrate impact:

**Client A:** was referred to INSPIRED from her hospital social worker. She is a 32 year old lady who due to persecution, had to flee her native country. She arrived as an asylum seeker, successfully securing refugee status in 2010. Three years ago she was diagnosed with a long term health condition which she is striving to come to terms with. Through positive mentoring via INSPIRED, Client A has been able to face her fears and work through the numerous barriers that she has faced. Building on existing skills and her qualities, INSPIRED has supported Client A to turn her life around from the horrors she left behind in her native country. Client A completed the ACTIVATE programme and followed this with Building Health. From fleeing a war torn country, Client A is unable to fulfil the NHS criteria concerning references, however she is currently working with UHB through INSPIRED to look at a further barrier that stands in her way of employment.

**Client B:** is a 24 year old man who had previous experience working as a lifeguard and fitness instructor until he was diagnosed with cancer. He was on the Young Person’s Unit whilst having his treatment and worked with the qualified teacher on YPU who referred him to INSPIRED for careers advice because through his experience as a patient, he wanted to become a Nursing Auxiliary. Client B had a number of mentoring sessions with the lead tutor and the YPU teacher which lead him onto the Building Health Course in March 2012. Client B successfully completed the course and is awaiting an interview for a position as Nursing Auxiliary at QEHB.
Client C: is a 34 year old lady who’s sporadic ill health (congenital cardiac problem) has impacted upon her employment history. Client C was referred to INSPIRED from her cardiac consultant team during 2011. Since then Client C has attended the ACTIVATE programme and worked intensively with careers support and mentoring. Client C wasn’t sure what she wanted to do, whether it was an administration or caring role, however following on from her ACTIVATE placement she chose the caring route. Client C completed the Building Health course in January 2012 successfully securing a permanent Nursing Auxiliary position at QEHB.

Client D: is a 21 year old lady who has a history of mental health problems. She has attended EMBRACE and EMBRACE part 2 and had mentoring support throughout. Client D then enrolled for the Birmingham Adult Education Service (BAES) courses and really benefited particularly from the Relaxation and Meditation course and the Confidence Building and Positive Living course. INSPIRED continues to work with Client D as her long term goal is transition into sustainable employment.

5.2.4 Areas for improvement
The initial project was aimed at in-patients and a lot of time was spent with the initial marketing of these clients. However, the in-patient length of stay is much shorter than it ever has been (due to better technology, community care support etc) and patients are not in hospital for very long so the uptake has been more profound within the outpatient setting.

6 Sustainability and Legacy

6.1 Sustainability
The evidence from the evaluation shows that this type of service does work and can be replicated easily in acute hospital Trusts up and down the country. Indeed there are already similar projects in existence e.g. LASS –Leicestershire Aids Support Services, and this provides a positive platform on which to build.

While future mainstreaming of this service in the current economic climate cannot be guaranteed, it is clear that the positive benefits for such a disadvantaged group can significantly enhance the chances of mainstream NHS funding and it is planned that such funding will be sought to progress the project at UHB.

To this end, there are a number of funding sources which will be pursued: First, the QEHB Charity. However, any funding would normally be limited to a year. Second, Birmingham City Council through their proposed Community Learning Trusts. This is a Government initiative to free up Adult and Community Learning provision; the City Council has to extend what it does with Adult Supported Learning Funding past its traditional delivery structure into working with partners via the use of Trusts. The Government are asking for ASL providers to run pilots for 2012/13. A key driver of Community Learning Trusts is the "Health and Wellbeing" agenda. The fact that INSPIRED has been successful would make it a natural partner. UHB will still look for Skills Funding Agency support. Finally, and in the long term, there is the potential for mainstream NHS support.
6.2 Legacy
The main legacy of this project is in the increased psychological well-being, skills and employability of hospital patients who are undergoing treatment for acute and chronic illness, and as a result have had a disrupted education and employment record. This project plays a small but significant role, in enabling people to access skills training, and personal education and employment support to offer them a better future. Beyond the outcomes for the individual users, although small in number, it nevertheless is a positive contribution to their families, local communities, and economy.

7 Project in a box and other resources

It is an important principle of the INSPIRED project that the details of the programme are made available to a wider audience in order for others to benefit from its success. To this end, it is intended to publicise the project as follows:

- Birmingham Adult Education Services press release;
- UHB magazine “In the Loop”;
- Possibly a dedicated website for the project (depending on cost).

Details of how others can replicate INSPIRED project and access the resources will be made available on the University Hospitals Birmingham NHS Trust (UHB) Internet site.