



Using physical activity open data in referral settings

February 2021 Update

SUPPORTED BY
MAYOR OF LONDON



Overview of project

London Sport are conducting a research project to understand [how open data on local physical activity opportunities could be best used to make it easier and more efficient for referral services](#) to link their service users to an appropriate activity opportunity.

Our hypothesis is that utilising [open data](#) to provide a live feed of relevant physical activity opportunities, which can be easily filtered by a link worker or service user, will increase the quality and quantity of physical activity referrals.

This follows on from our work delivering [social prescription link-worker training](#), from which we know that those who engage with service users, require up-to-date information on local, relevant activity opportunities.

The project will also look to identify and develop potential solutions with system providers, in response to the referral service's needs.

This is an interim update on the project as of February 2021.

Project Phases

- **Phase 1 (Sept 2020 - Feb 2021)**

Conduct research with link workers to understand the experience of supporting service users into activity sessions

- **Phase 2 (Feb - March 2021)**

Identifying how open data may enable services to address areas of unmet need

- **Phase 3 (March - June 2021)**

Development and testing of tech solutions and sharing project findings

A group of people, including several older adults, are participating in a physical activity session in a community center. They are standing and clapping their hands. The image has a red overlay.

Phase 1

Conduct research with link workers to understand the experience of supporting service users into activity sessions

**LONDON
SPORT**

Working with 9 local referral services

London Sport advertised for expressions of interest from referral services to take part in the research project.

We selected 9 local services.

Services provided information about their current methods for signposting into local activities.

They also provided 2-3 link workers to take part in the research.



Referral services

The make-up of the 9 referral services that took part in phase 1 were:

- 3 NHS referral services
- 2 social prescribing services
- 1 independent charity linked with PCN's
- 1 healthcare group
- 1 not-for-profit organisation
- 1 council led service

The number of link workers involved in delivery ranged from 2 - 10 per referral service.

Referral services

The number of clients was measured in different ways, including

- 800 – 1,000 clients per year
- 2,500 referrals per year
- 25 live cases per link worker at a time

Types of tech systems used:

- EMIS – used by 3 referral services
- Elemental – used by 2 referral services
- NHS Connect – used by 1 referral service

Other systems used include: Salesforce, Charitylog, PASS, Rio & Granicus

Referral services

Current methods of compiling information on physical activity opportunities includes:

- Social media, websites, database of activities, partnerships, networking, GPs, outreach to organisations, links to local directories and local knowledge.

Examples of the types of activities that were currently being referred to includes:

- Exercise on referral programmes
- Healthy walks
- Seated exercises
- Older peoples exercise programme
- Boxing sessions
- Dance classes
- With COVID, there were more referrals to virtual activities

Link worker engagement

We conducted 3 x Online workshops with 25 link workers and 6 activity providers

Workshop Series

Personas and User journeys
Thursday 17th December

People and Information
Thursday 14th January

Tools and Rules
Thursday 28th January



User Journey

Link workers created an archetype persona and user journey to represent a service user's experience of being supported to join a local activity.



AWARE

How does the user become aware of an opportunity for physical activity?

Joyce sees her GP as she is on waiting list for hip operation due to arthritis, but there is long waiting list, preventing her from getting out. The doctor asks to fill in questionnaire (mentioning referral to service provider) and signposts to Local Authority (LA) page for extra help. The Link Worker (LW) follows-up on the questionnaire and works through a plan and talks to her about the options available for referral over the phone (also recommends looking at the LA website for ideas).



JOIN

How does the user join up to a physical activity?

LW has a home visit with Joyce to better understand her situation and to help make referral effective (Joyce struggles with the computer/phone). She is nervous about first session and doesn't want to take public transport (Covid & hip concerns). The LW organises specialist transport and offers to come along to her first session to intro Joyce to the session instructor. They talk through what she needs to do and bring with her.



USE

What is the experience of the first use of the physical activity?

The LW reminds Joyce before sessions to make sure she has the date in her diary and has the things she needs to take. The LW calls before the first week too. They go to the first session together, this helps support Joyce and helps build her confidence when she has met the instructor and discuss her needs. The LW has regular weekly calls for first month to see how it's going. The LW suggests buddying with someone on the arthritis support programme to buddy with who has been involved for a while.

User Journey (continued)



GROW

How does the user grow into repeated use of the physical activities?

Joyce is given pamphlets on other activities now her mobility is improving slightly and she is keen to socialise more. The LW has check-in calls to review goals and set new ones every three months which helps her to build her confidence and take next steps in her care plan. Joyce's buddy suggests she might want to connect with a local charity to help others, Joyce mentions this to the LW who helps make the connection. In addition to this Joyce is pleased as she is getting vouchers for tea and cake for every block of sessions she attends, and there is a small group of regular attendee peers she likes to meet after class.



LEGACY

How does the user benefit from sustained use of the physical activity?

Joyce is working now as a volunteer at a local arthritis charity. Her hip pain is better managed and she has more confidence to leave house and do things. She now spends time helping others going through a similar journey. She has also made new friends in the tea group and they have set up a peer support group. Joyce has also joined two other groups and is doing other things she has always wanted to, like singing in a local choir.

Blueprint

We compiled the findings into a Service Blueprint document capturing examples from across all 9 referral services.

| | AWARE | JOIN | USE | GROW | LEGACY |
|--|--|--|--|---|--|
| USER JOURNEY | How does the user become aware of an opportunity for physical activity? | How does a the user join up to a physical activity? | What is the experience of first use of the physical activity? | How does the user grow into repeated use of physical activities? | How does the user benefit from sustained physical activity? |
| FRONTSTAGE - What are the touch points? | | | | | |
| | AWARE | JOIN | USE | GROW | LEGACY |
| PEOPLE | Who makes the user aware of an opportunity for physical activity? | Who helps the user sign up to a physical activity? | Who is instrumental in the user's first experience of the physical activity? | Who builds user loyalty or encourages experimentation? | Who measures the user's benefit? |
| INFO | What information sources make the user aware of potential physical activities? | What information sources help the user sign up for a physical activity? | What information sources help the user use the physical activity? | What information encourages the user to repeat or try new activities? | What information is generated on the impact for users? |
| PHYSICAL | What physical objects aid the user's awareness of physical activity? | What physical objects help the user sign up for a physical activity? | What physical objects help the user perform the physical activity? | What objects help the user grow into repeated use of physical activities? | What physical artefacts result from the physical activities? |
| BACKSTAGE - What happens behind the scenes? | | | | | |
| | AWARE | JOIN | USE | GROW | LEGACY |
| ROLES | How do referral agencies/ physical activity providers make users aware? | How do referral agencies/ physical activity providers help sign-up? | Which referral agencies/ physical activity providers help first use? | How do stakeholders help users grow into repeated use of physical activities? | How do stakeholders amplify the use of physical activities? |
| RULES | What are the comms rules and constraints for agencies and providers? | What are the recruitment rules and constraints for agencies and providers? | What are the constraints and best practice for using a physical activity? | What rules or conventions help the user grow into more or different activities? | What rules or constraints exist for a lasting legacy? |
| TOOLS | What tools are used to make users aware of physical activities? | What tools are used to help users sign up to physical activities? | What tools help first use? | What tools help the user repeat or try new activities? | What tools are needed to ensure a lasting legacy of the service? |

Blueprint

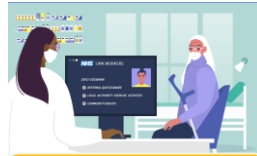
You can view the [completed Blueprint online](#)

| Activating London - Service Design Blueprint | | | | | |
|--|--|--|---|--|--------|
| <p>This is the summary of research into 9 different social prescribing services in London, UK. The findings in this Blueprint represent an amalgamation of processes that can happen within the referrals process but not a representation of how all services work.</p> <p>Central London HealthCare Social Prescribing Service, Wandsworth Social Prescribing Service, East London NHS, Staveley Services, Social, Elderly Nursing and Social Care Ltd, Community Connections, Mobility, Healthy Lifestyle Team (H4).</p> | | | | | |
| | | | | | |
| User Journey | | | | | |
| What happens | Aware | Join | Use | Grow | Legacy |
| <p>How does the user become aware of an opportunity for physical activity?</p> <p>Joyce sees her GP as she is on the waiting list for a hip operation due to arthritis, but there is a long waiting list, preventing her from getting out. The doctor asks Joyce to fill in a questionnaire (sentencing referral to service provided) and suggests her to the Local Authority (LA) page for extra help. The Link worker (LW) follows up on the questionnaire, works through a plan and talks to her about the options available for referral over the phone (also recommends looking at the LA website for ideas).</p> | <p>How does the user join up to a physical activity?</p> <p>LW has a home visit with Joyce to better understand her situation and to help make the referral effective (Joyce struggles with the computer/phone). She is nervous about attending the first session and doesn't want to take public transport (Covid & hip concerns). The LW organises specialist transport and offers to come along to her first session to introduce Joyce to the session instructor. They talk through what she needs to do and what she needs to bring with her.</p> | <p>What is the experience of the first use of the physical activity?</p> <p>The LW reminds Joyce before each session to make sure she has the date in her diary and has the things she needs to take. The LW calls before the first session too. They go for the first session together, this helps support Joyce and helps build her confidence as she meets the instructor and discusses her needs. The LW has regular weekly calls with Joyce for the first month to see how it's going. The LW suggests buddying with someone who has been involved with the arthritis support programme for a while.</p> | <p>How does the user grow into repeated use of the physical activity?</p> <p>Joyce is given pamphlets on other activities now her mobility is improving slightly and she is keen for something more. The LW and Joyce have check-in calls every three months to review goals and set new ones which helps her to build her confidence and take next steps in her care plan. Joyce's buddy suggests she might want to connect with a local charity to help others. Joyce mentions this to the LW who helps make the connection. In addition to this Joyce is placed on a waiting list for the and care for a variety of other classes she attends, and there is a small group of regular attendees she likes to meet after class.</p> | <p>How does the user benefit from sustained use of the physical activity?</p> <p>Joyce is now working as a volunteer at a local arthritis charity. Her hip pain is better managed and she has more confidence to leave her house and do things. She now spends time helping others going through a similar journey. She has also made new friends in the hip group and they have set up a peer support group. Joyce has also joined other groups and is doing other things she has always wanted to, like singing in a local choir.</p> | |
| Front Stage | | | | | |
| People | Aware | Join | Use | Grow | Legacy |
| <p>Who makes the user aware of an opportunity for physical activity?</p> <p>There is a large variety of people who make service users aware of their service users including General Practitioners (GPs), Nurses, Community Nurses, Occupational Therapists (OTs), Physio, Youth workers, Social Workers, GPs, District Nurses, Friends (eg from church), Pharmacists (eg within the Primary Care Network (PCN)), the referrals officer physical activity and individual goals and may identify a problem, recognising that Link workers (LWs) read a route in with each individual that is personal and.</p> | <p>Who helps the user sign up to a physical activity?</p> <p>The LW, Community Connector or OT goes with the service user for the first session and family/friends can provide support as informal carers.</p> <p>LWs and Peer Support workers can provide buddying support. Individuals will also sign themselves up, e.g. in day centres.</p> <p>Lifestyle coaches can also be allocated to clients.</p> <p>Up to 2 befriending calls are made to the service user to encourage them to use the services.</p> | <p>Who is instrumental in the user's first experience of the activity?</p> <p>The coach managing the delivery of a class should have knowledge of the user's condition and their needs. It is their job to appropriately manage their expectations and to provide support.</p> <p>The wider staff (reception team etc) also have an important role to play. It is important they are briefed, aware of the programme, and ready to offer a friendly welcome when users arrive to attend a class.</p> <p>The user will often access additional personal support and there is often a buddy to accompany the first session (eg, LW, PA or Care).</p> <p>Where needed LWs will also organise someone to provide transport to and from the session for the user.</p> | <p>Who builds user loyalty or encourages experimentation?</p> <p>It is the responsibility of the coach, leisure centre staff, LW, OTs, Nurses, facilitators, and the wider support network to support/encourage service users user to continue to attend the classes (or to join new ones). They do this by using the right language and making suggestions for new opportunities when the service users are ready. The support of buddies who shared their journey also encourages loyalty, meaning service users are more likely to continue to attend classes. It provides them with an additional personal motivation to attend (they are developing friendships).</p> <p>Service users also have follow-up appointments with LW every three months to track progress over time. LWs do less once a person is referred - the regular contact about classes and attendance is left to activity providers.</p> | <p>Who measures the users benefit?</p> <p>The service users also have follow-up appointments with LW every three months to track progress over time. LWs do less once a person is referred - the regular contact about classes and attendance is left to activity providers.</p> <p>There are standard tools and questionnaires used by LWs but the approach can fluctuate around the client.</p> | |
| Info | Aware | Join | Use | Grow | Legacy |
| <p>What information sources make the user aware of potential physical activities?</p> <p>Apps and online resources can be useful (eg the NHS Coach to Fit podcast) and video links (online/digital) can be used. Other sources include a directory of services, search engines, Local Authority (LA) websites, local providers (eg, GPs), public health centres (at the surgery, in a website). LWs have local knowledge and keep folders on groups, community/local social media streams, libraries and children's centres. There are online databases of activity to which LWs have access to (eg, Eventlist).</p> <p>Referrals are made using systems such as DMIS for GPs. Some LWs have attended a London Sport course, helping them to feel more confident and skilled about using sport and physical activity in their practice.</p> <p>There are currently no in-person physical activities available due to the pandemic although there are virtual opportunities to participate.</p> | <p>What information sources enable the user to sign up for a physical activity?</p> <p>Service users need a range of options in order to ensure they get the right info to lead to the right outcome. Information sources include: social media, websites, health/wellness TV (eg all GP surgeries), popular apps such as Age UK, campaigns such as Clean, green, and other lifestyle programmes, all of which can prompt sign-up.</p> <p>There are various forms and resources that help joining e.g. activity forms, referral forms, Eventlist, referral websites, online gym forms.</p> <p>LWs and OTs help service users register for different courses and make connections to the relevant social media groups (eg, Facebook). LWs may need to complete a referral form which enables award referral, using platforms such as Eventlist.</p> <p>Specific additional details on access support and requirements are needed for those with Disabilities.</p> | <p>What information sources enable the user to use the physical activity?</p> <p>The LW and the activity provider share information on a service user in an email. The LW will also review additional requirements and adjust referral to consider extra support needs or to ensure the user can engage with the physical activity. Needs include organising an interpreter or making a targeted referral to a bespoke class for a person with a specific condition/interest e.g. walking football.</p> <p>The user is given the contact details of the person/organisation delivering the session and what to expect, directions and pictures of the venue by the LW.</p> <p>Before joining the class the user receives a personal welcome from the instructor or receptionist at the centre which includes an explanation of what to expect and what will happen in this consultation. This briefing also covers how bookings are made/photos of staff (where available) and answers any FAQs. This information is all designed to reduce anxiety in the user.</p> | <p>What information encourages the user to repeat or try new activities?</p> <p>The LW will call the user to get their first session feedback i.e. what they didn't feel was right, what could be improved on or addressed, was the participation met personal goals? Adjustments (where needed) to the opportunity are made based on this feedback where possible.</p> <p>The coaches/instructors make the effort to go to know the participants and encourage chat about between classmates. The courses are designed to make it easy for users to sign-up/come back next after work.</p> <p>Service users are offered incentives to continue (such as vouchers, free gifts, suggestions of other classes) - "Something else you might like to keep personal."</p> <p>The LW also provides data feedback to service users on their personal achievements to date to motivate them e.g. a 12 week review, positive feedback from GPs or other health changes.</p> <p>The LW speaks to the service user every 2 months to review progress.</p> | <p>What information is generated on the impact for users?</p> <p>It is key that service users actually use and feel the benefits of the activities they are involved with, rather than being told what they should do. This shifts their mindset into a different place i.e. "making physical health commitments in real life" (eg, groups (Diabetes type 2, cardiovascular conditions, anxiety etc) or "making health inequalities").</p> <p>The training by LW enables people to recognise that they can make a difference to their own lives and have agency in managing their own health and wellbeing. Sometimes they don't recognise they have this control at the stage of being prescribed. Service users can feel helpless and overwhelmed - this training is an evidence-based way to show that real change has been made.</p> | |
| Physical | Aware | Join | Use | Grow | Legacy |
| <p>What physical objects aid the user's awareness of physical activity?</p> <p>Local community notice boards, churches, temples, post offices, libraries, children's centres and advertising billboards.</p> <p>Some service users are reluctant to use digital means and struggle to access or use. The phone is used for befriending.</p> <p>Some want ongoing support from the LW.</p> <p>Many want information in a physical form rather than referrals to online resources. Much of the information that is online is not easily accessible nor easy to print off.</p> | <p>What physical objects help the user sign up for a physical activity?</p> <p>Browse Tables (like an iPad but targeted at seniors) for which older people can apply to be digitally included.</p> <p>Physical provision includes activity taster sessions, activity diaries and activity welcome packs with a variety of contents including timetables, group profiles and numbers, photos, videos, free taster session vouchers, free taster sessions or paddlers.</p> <p>Website search activities can discover a site that passes service users on to an activity provider and that provides resources e.g. activity goal documents, healthy lifestyle programmes.</p> <p>Many want information in a format for those who don't have access to the internet.</p> | <p>What physical objects help a user perform a physical activity?</p> <p>A call from the LW the day before allowing questions e.g. do you need support to attend, what are the class objectives, what are the location, directions, instructions for the day and phone and internet support to register.</p> <p>The LW will also review well-being questions through motivational interviewing - is the person at the right stage to attend?</p> <p>Access information (which room classes are taking place etc) as well as updates on venue or class changes will be provided by LW via social media, WhatsApp, and printed links to activity classes/apps are also offered as well as a checklist.</p> <p>In some cases clothing or equipment will be required. Membership loyalty card is provided by the provider to encourage repeat attendance.</p> | <p>What physical objects help a user grow into repeated use of a physical activity?</p> <p>Calls are made by LWs to make personalised advice programmes and offer emotional support to service users. The calls enable them to track progress with personal goals - including measurements e.g. weight loss, before/after pics, diaries of participants.</p> <p>The sharing of case studies are used by LWs, showcasing services and the impact they have on individuals as benefits of being part of the programme.</p> <p>The social dimension of the classes is also important - users build new networks of peers and have opportunities to socialise e.g. in the cafe, interacting with coaches/instructors, receiving newsletters and joining WhatsApp/Facebook groups to have access to an online community of peers in between classes.</p> <p>Incentives like free cups of tea are important to encourage repeat use of classes. Service users value rewards for going each week and it gives them something to motivate their return such as biscuits, loyalty stamps, prizes, certificates or even Brazee tablets offered where appropriate to improve their digital access.</p> | <p>What physical artefacts result from the activity?</p> <p>People realise the importance of physical activity to their mental health. Social groups arise as part of being involved in physical activity sessions and this helps with adherence to classes but also sets up new friendship groups, meaning better participation in the community in addition to being involved in physical activity.</p> <p>The engagement with physical activity helps reduce isolation and builds confidence, physical and mental. It enables individuals to become active participants in their communities.</p> | |

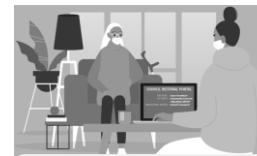
Unmet Needs

- Each workshop surfaced a number of key insights that evidenced particular unmet needs
- London Sport and 100%Open grouped key insights into 11 unmet need areas
- Insights are recorded verbatim in order to communicate the context of each comment and suggestion

Unmet Needs



AWARE



JOIN



USE



GROW



LEGACY

1. Latest local information

Descriptor:

Services have to spend a significant amount of time searching for information about the activities that are happening locally.

They compile this into their own systems in various formats.

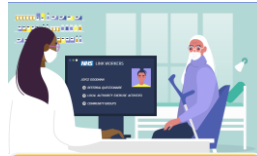
When it comes to signposting to an opportunity, they have to check whether it is still happening or not.

Example Insights:

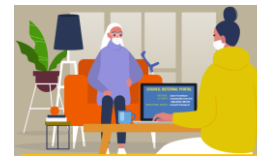
“Our development worker keeps a database of local activity opportunities / service opportunities”

*“Sometimes the group has changed time or day.
When it comes to referring I’ll double check”*

Unmet Needs



AWARE



JOIN



USE



GROW



LEGACY

2. Matching options to needs

Descriptor:

There are a number of key elements that inform whether a local activity class is suitable for a service user. These can include practical considerations:

- time of day,
- if the venue is accessible,
- how far away from their house the venue is,
- if there is a cost, or concessions available,
- if the first class can be tried for free.

Or related to a users health condition or ability/confidence level:

- suitable for beginners
- suitable for older adults with limited mobility
- specialist class for a health condition

Example Insights:

“Some of our users don’t want to go out when it is dark, some are working so can’t do during the day”

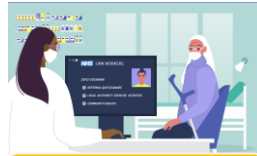
“it has to be very convenient to the individual”

“How can I get there, what bus routes? What is the exact meeting point?”

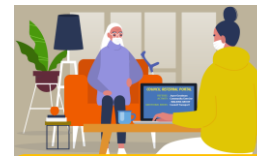
“difficulty is identifying appropriate/specialist classes for older people/LTC/disability. Made more complicated by the pandemic.”

“Referrals to general exercise not always allowed e.g. for severe arthritis, back ops etc.”

Unmet Needs



AWARE



JOIN



USE



GROW



LEGACY

3. Virtual taster

Descriptor:

Link Workers and Services Users want to know more about what the actual experience of attending the class would be (who is in the group, what they do, level of activity).

Posters or documents about local activity opportunities (e.g. Join Yoga, Tues 11am at Community Centre) do not do a good job of conveying this.

Example Insights:

"We have folders in a shared drive with details of local groups"

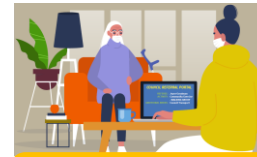
"A Word document doesn't give you a sense of what the activity would really be like to attend"

"I prefer to refer to activities that I've actually been to myself"

Unmet Needs



AWARE



JOIN



USE



GROW



LEGACY

4. Access and Accessibility

Descriptor:

Link Workers work with many Service Users who have specific needs that need to be met in order that they can engage and access physical activity opportunities.

These Service Users need good support and matching to services that are suitable for them to access a venue and to actively participate in the classes.

Access can range from help to navigate to a venue, through to specific accessibility requirements such as wheelchair access or changing rooms.

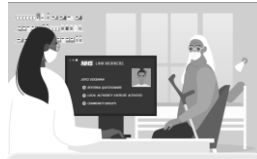
Example Insights:

“Lots of barriers to over come - access to toilets, changing rooms, if it is difficult to register for classes or venues are changed (that are not accessible) e.g. often need keys to access disabled toilets meaning exiting and re-entering buildings.”

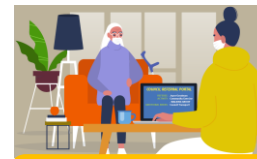
“Some with disabilities may be put off going to a sports centre - it doesn't feel worth the amount of effort to make the first session. If first day hard/cancelled it may knock it on the head for them.”

“I help them find a route to an activity session (bus route, landmarks etc)”

Unmet Needs



AWARE



JOIN



USE



GROW



LEGACY

5. Referral confirmation

Descriptor:

Giving a Service User an official referral letter or a voucher or welcome pack is useful in securing their commitment to attend a class.

Service Users can feel more confident that they have an “invite” to attend rather than the onus being on them to turn up to an existing group.

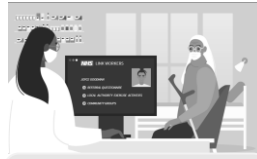
Example Insights:

“Welcome pack from the instructor”

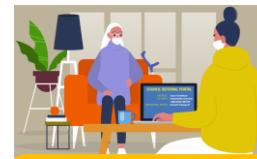
“ill print off a referral letter for the user to take with them”

“vouchers for a free tea and coffee at the session.”

Unmet Needs



AWARE



JOIN



USE



GROW



LEGACY

6. Warm handover

Descriptor:

Ideally Link Workers would like to accompany the user along to their first class, to introduce them to the instructor and get them settled in the group. But this isn't always possible.

Service Users can be nervous about attending and having contact with the instructor beforehand can be really helpful.

Instructors would also benefit from knowing more about the person joining the class (their health, fitness, any concerns) as there isn't a lot of time right before a class starts.

Example Insights:

"I introduce the service user to the receptionist at the community centre"

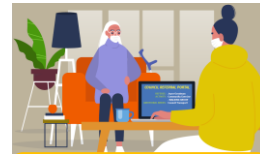
"Usually they get to meet Colin (sports therapist) in person for a chat before the class. But that hasn't been possible due to COVID"

"I'll show the person around the sports centre and introduce them to the Instructor"

Unmet Needs



AWARE



JOIN



USE



GROW



LEGACY

7. Physical activity readiness assessments

Descriptor:

Link Workers are constantly assessing whether the service user is ready for the next step towards being active.

Are they ready to talk about physical activity?
Ready to discuss joining a class? Ready to commit to attend?

This information is also needed by a class instructor to make sure they welcome and pitch the class correctly.

Example Insights:

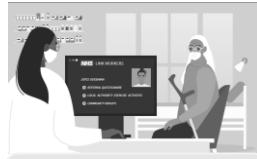
“An instructor will want to assess the individuals fitness level, know of any health issues in order to offer suitable exercise options”

“I do a readiness assessment to guide which class is suitable to join – from both a health and motivational readiness point of view”

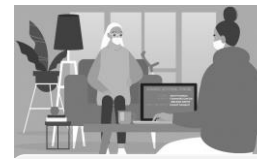
“When looking for a class I assess the users health requirements to find a suitable level session”

“I check with them if its still the right option – and being open to changing the plan”

Unmet Needs



AWARE



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USE



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8. Feedback and positive reinforcement

Descriptor:

The ability to track and receive feedback on Service User's progress and health changes – attended an activity session, increase in activity, response to wellbeing questions (such as ONS4) or change in health marker (cholesterol etc).

This could then potentially be passed back to the initial referrer or coded into GP record.

Where they can Link Workers try to use this kind of feedback as positive reinforcement to empower Service Users to see the benefit being active is having.

Example Insights:

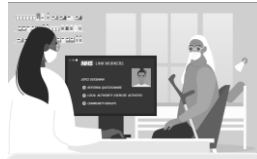
“Pivotal point is that they actually see and feel the benefit of it”

“Helping people recognise that they can make a difference in their own lives, they have agency in managing their own health and wellbeing, sometimes they don't recognise that at the stage of being prescribed. They feel helpless and overwhelmed.”

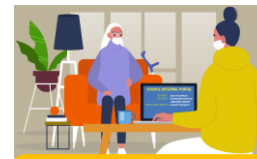
“Whole process of getting a regular activity can take 6 months to a year.”

“Not necessarily feedback coming back from the activity provider (not necessarily enough time to check in with clients)”

Unmet Needs



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9. Social referrals

Descriptor:

A major reported benefit of being referred into, and sticking with, physical activity is the social experience of getting out of the house, joining classes and getting to know the instructor.

Suggesting that activity opportunities which prioritise social engagement among participants within and after the class are likely to be favoured.

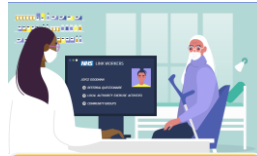
Example Insights:

"One of our most successful sessions was a female only session online, but we can't take away from the need for socialising."

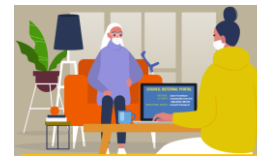
"A friend from church mentions they have been to a class."

"Could physical activity be added to a befriending service?"

Unmet Needs



AWARE



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10. Digital exclusion

Descriptor:

Many Service Users, especially older and more disadvantaged groups, do not have the capability for, or access to, digital communications channels, manifesting itself as a marked preference for paper and a suspicion of digital.

Example Insights:

"Many service users are reluctant to use digital. A lot of the people don't have time/have access to IT."

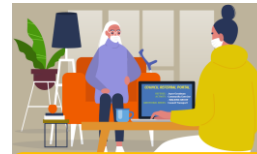
"Many want physical info - most resources online are not easily printable/in user friendly format."

"Because of COVID people don't feel comfortable having someone visit them in person. But it's really difficult to train people up on how to use devices over the phone."

Unmet Needs



AWARE



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USE



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LEGACY

11. Pandemic disruption

Descriptor:

Before COVID-19 Link Workers might accompany people to sessions, meet them for 1:1 chat, sometimes visit at home. However since COVID-19 this has had to switch to phone and online.

Whilst this work in some cases, there are many examples where it feels the amount or quality of individual support has been reduced.

Example Insights:

“How do you help people meet Colin or Alison (sports therapists) before the session if you can't do it in person”

“Skype is better than zoom as people can join like a phone call if they can't use a device”

“Longer term effects of COVID. How people access their physical activities, opportunities...how this process will change how things are done.”

“Elephant in the room is COVID.”



Phase 2

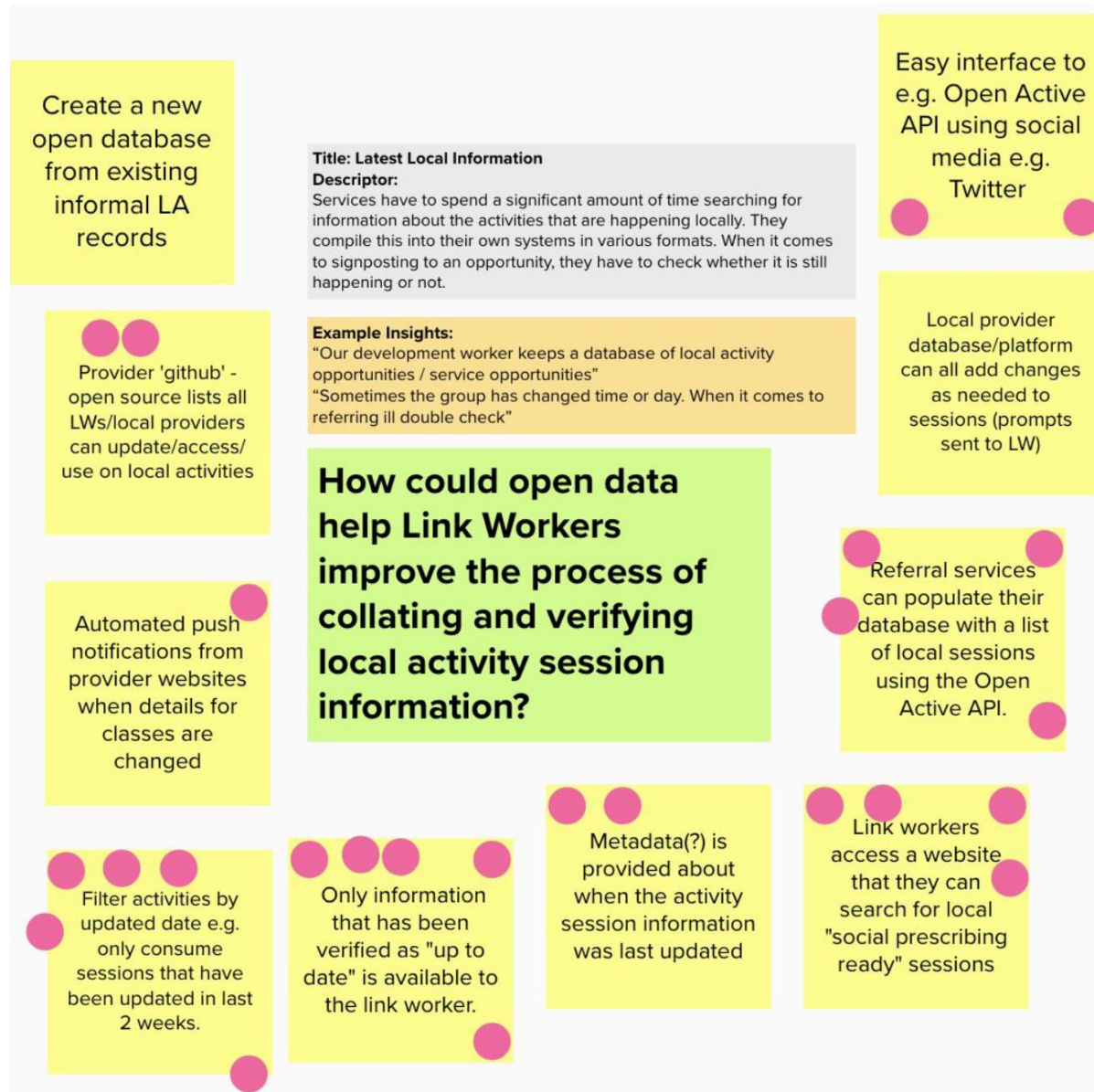
Identifying how open data may enable services to address areas of unmet need

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Phase 2 - How can open data help address unmet needs?

- We ran a [workshop with 10+ companies](#) who deliver systems or platforms for referral services on 18/02/21
- We presented the following problem statements and example ideas for discussion.
- Next steps are for the systems to propose their own solutions to problem statements.

1. How could open data help Link Workers improve the process of collating and verifying local activity session information?

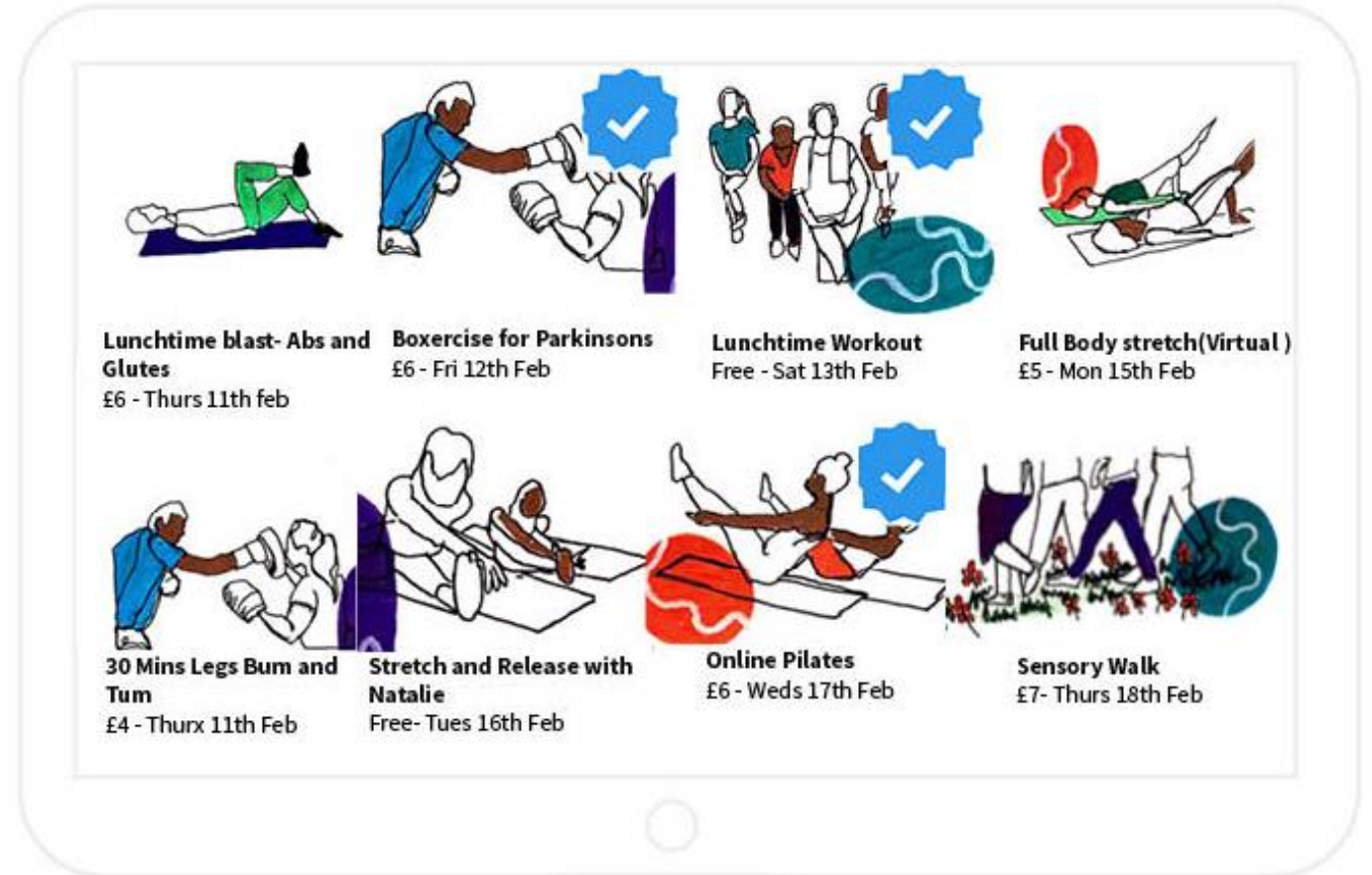


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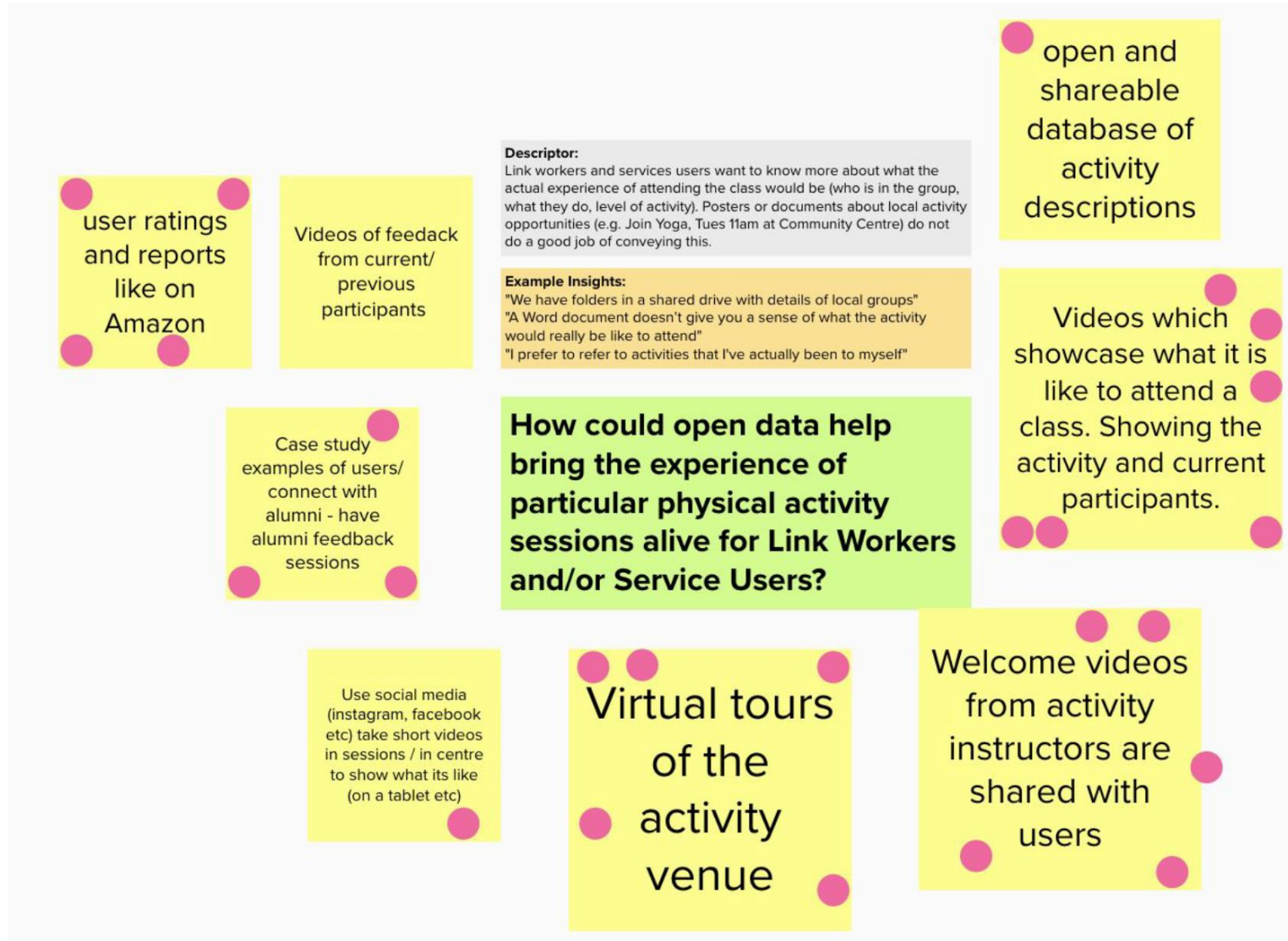
Example Idea:

'Blue Tick' verified sessions

- Open data API(s) used to provide a list of local activities
- Specific sessions could be tagged as “verified” if they meet certain criteria. E.g.
 - Updated within the last 2 weeks
 - Delivered by a trusted organisation
 - Other relevant criteria?



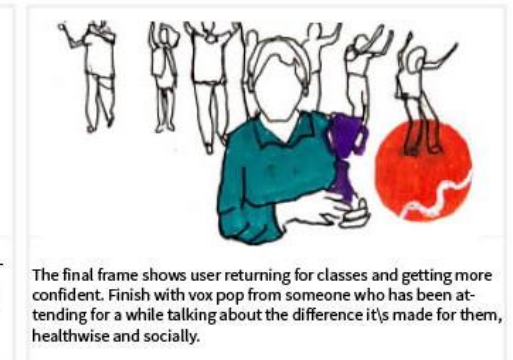
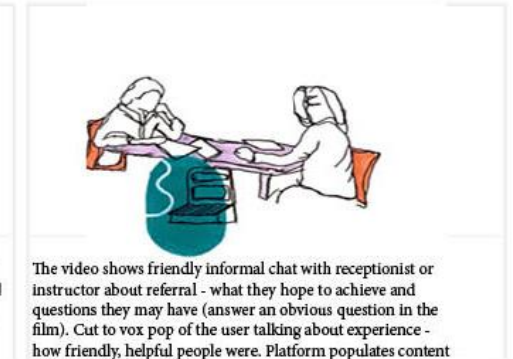
2. How could open data help bring the experience of particular physical activity sessions alive for Link Workers and/or Service Users?



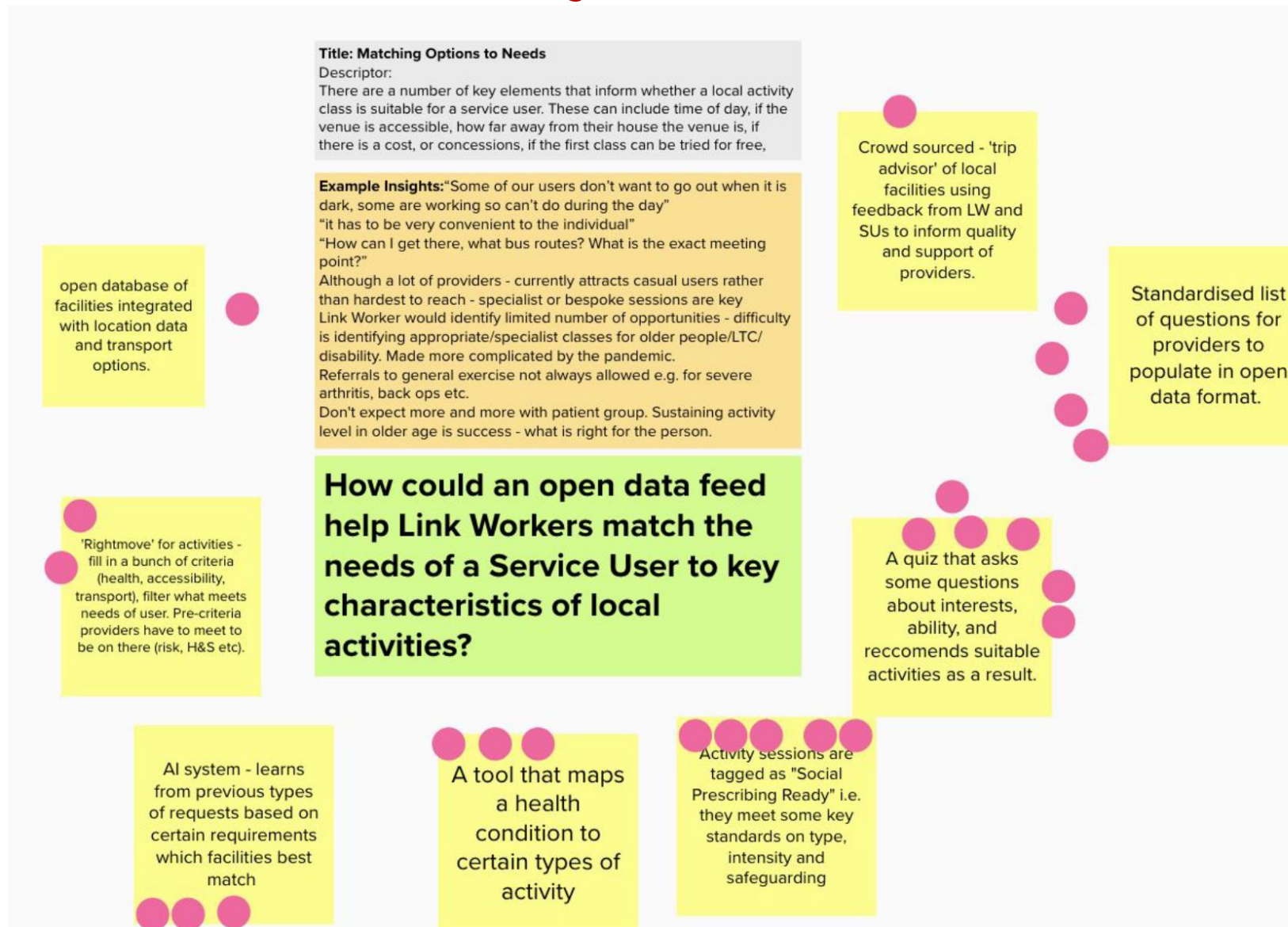
2. How could open data help bring the experience of particular physical activity sessions alive for Link Workers and/or Service Users?

Example Idea: Virtual taster videos

- Activity providers publish a session video using the Open Active property for video
- A friendly video that introduces the venue (as if the user were visiting for the first time), introducing key people and the class that a user will attend. It would include a couple of short vox pops from previous attendees.



3. How could an open data feed help Link Workers match the needs of a Service User to key characteristics of local activities?

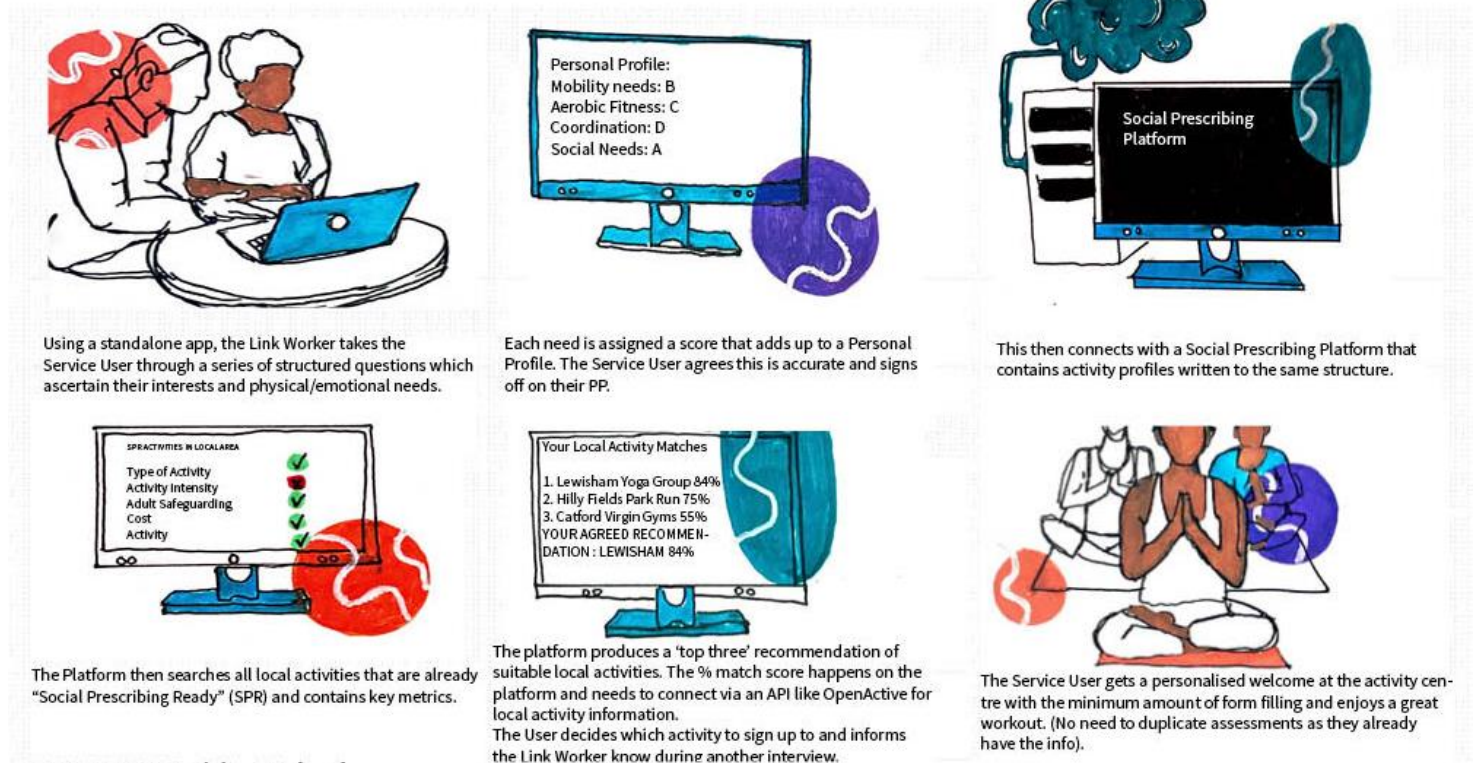


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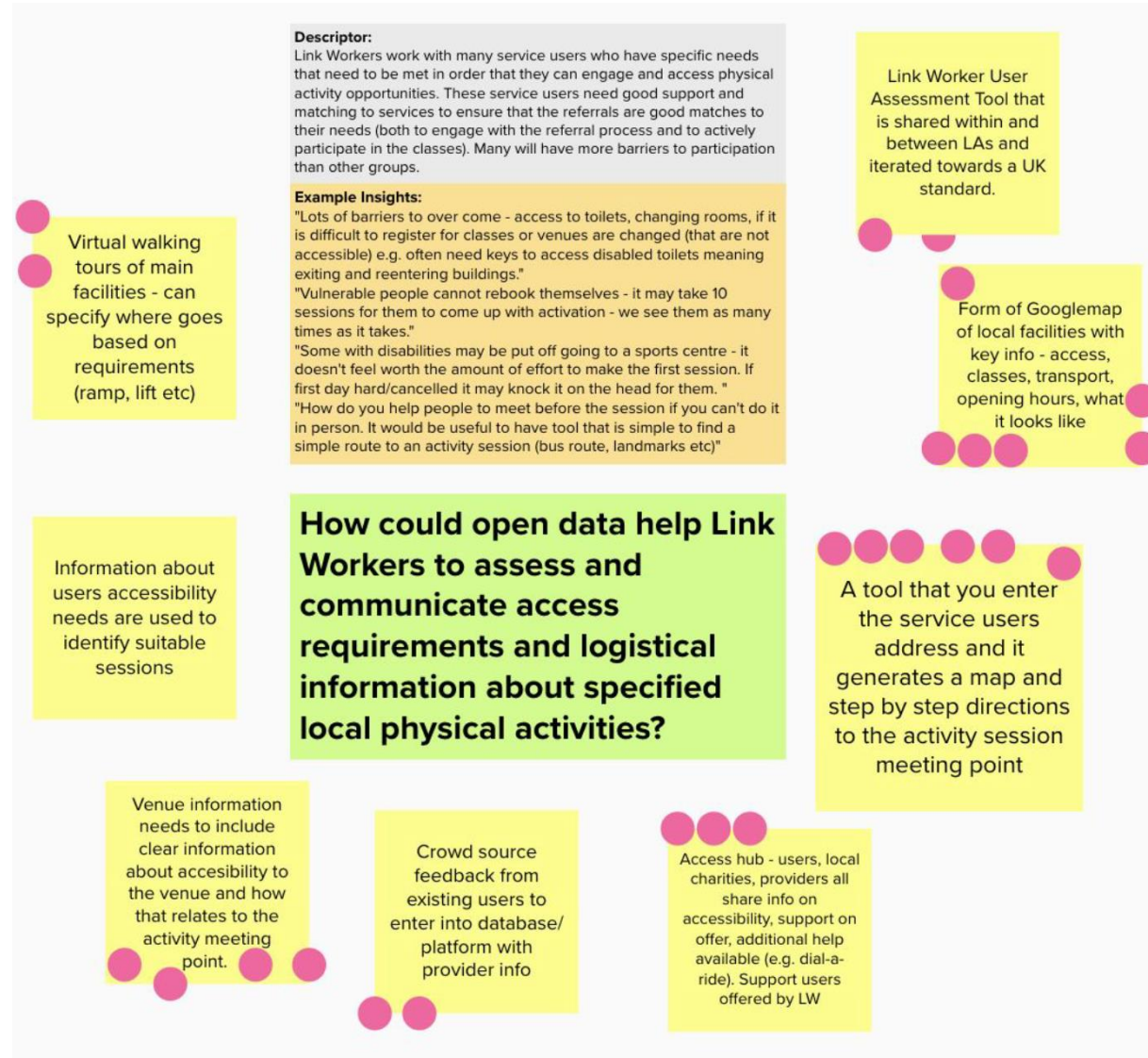
Example Idea:

Activity matchmaker quiz

- The Link Worker takes the Service User through a series of structured questions that ascertain their interests and physical/emotional needs.
- This is used to produce a 'top three' recommendation of suitable local activities that are have a % match score meeting key metrics on type, intensity, safeguarding, cost and availability.



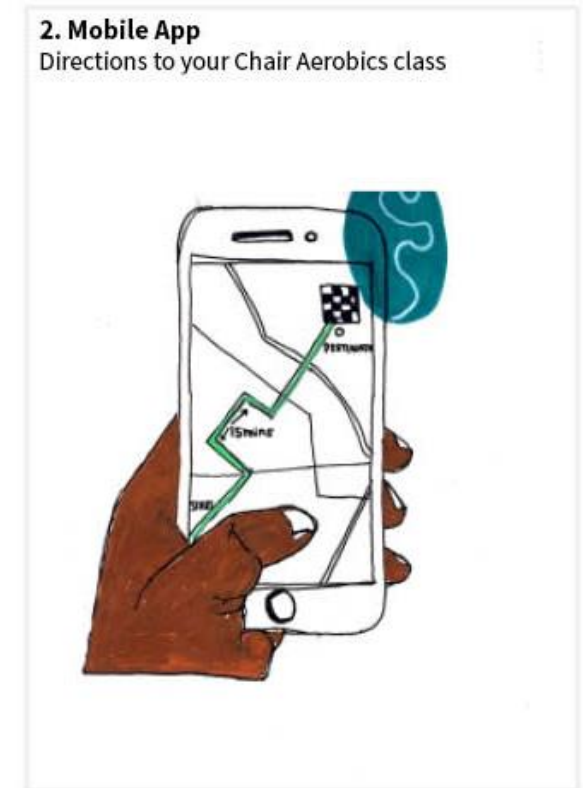
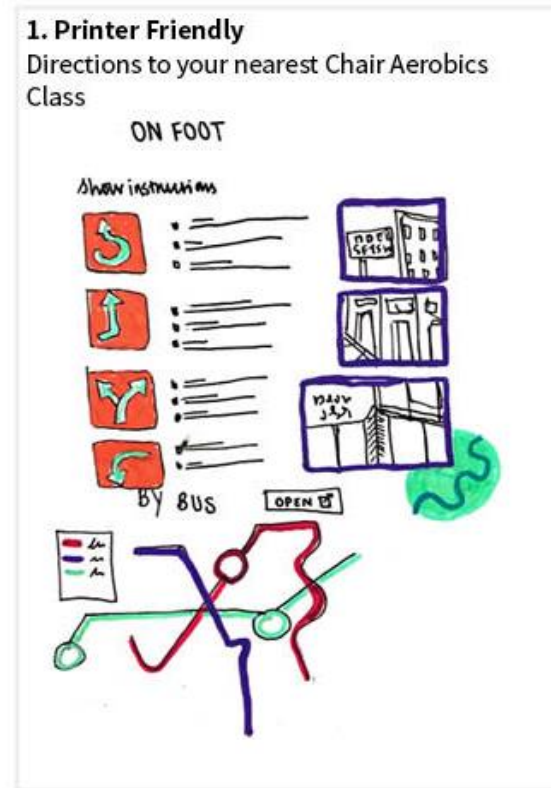
4. How could open data help Link Workers to assess and communicate access requirements and logistical information about specified local physical activities?



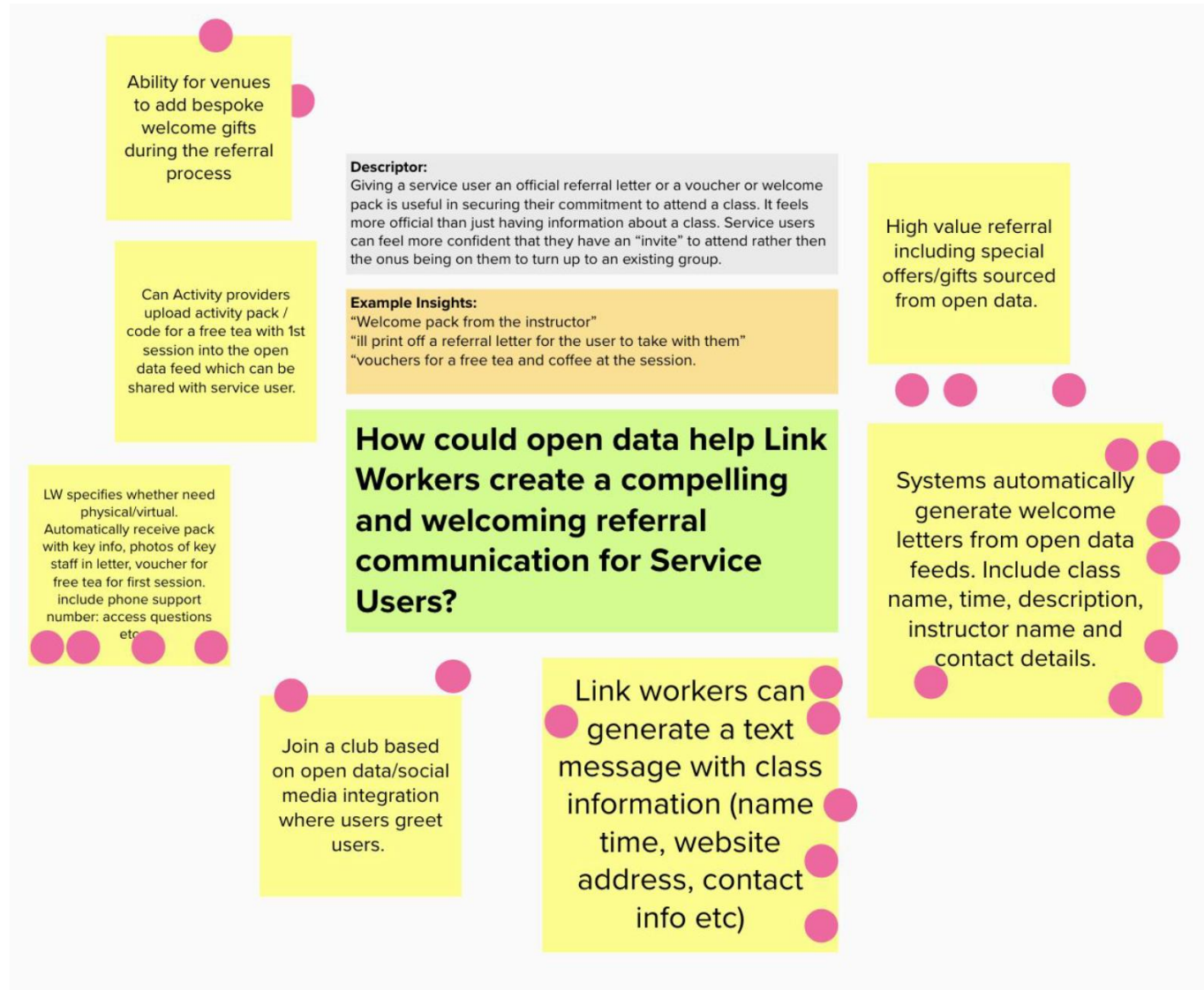
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Example Idea: Venue finder

- Using session location field and Service User home postcode to generate turn by turn navigation (that can be filtered by mode of transport/foot) to the venue, with descriptions of local landmarks etc.
- Links to street view on Google when needed.
- Could also be printed off and provided in hard copy to users without phones/computers.



5. How could open data help Link Workers create a compelling and welcoming referral communication for Service Users?



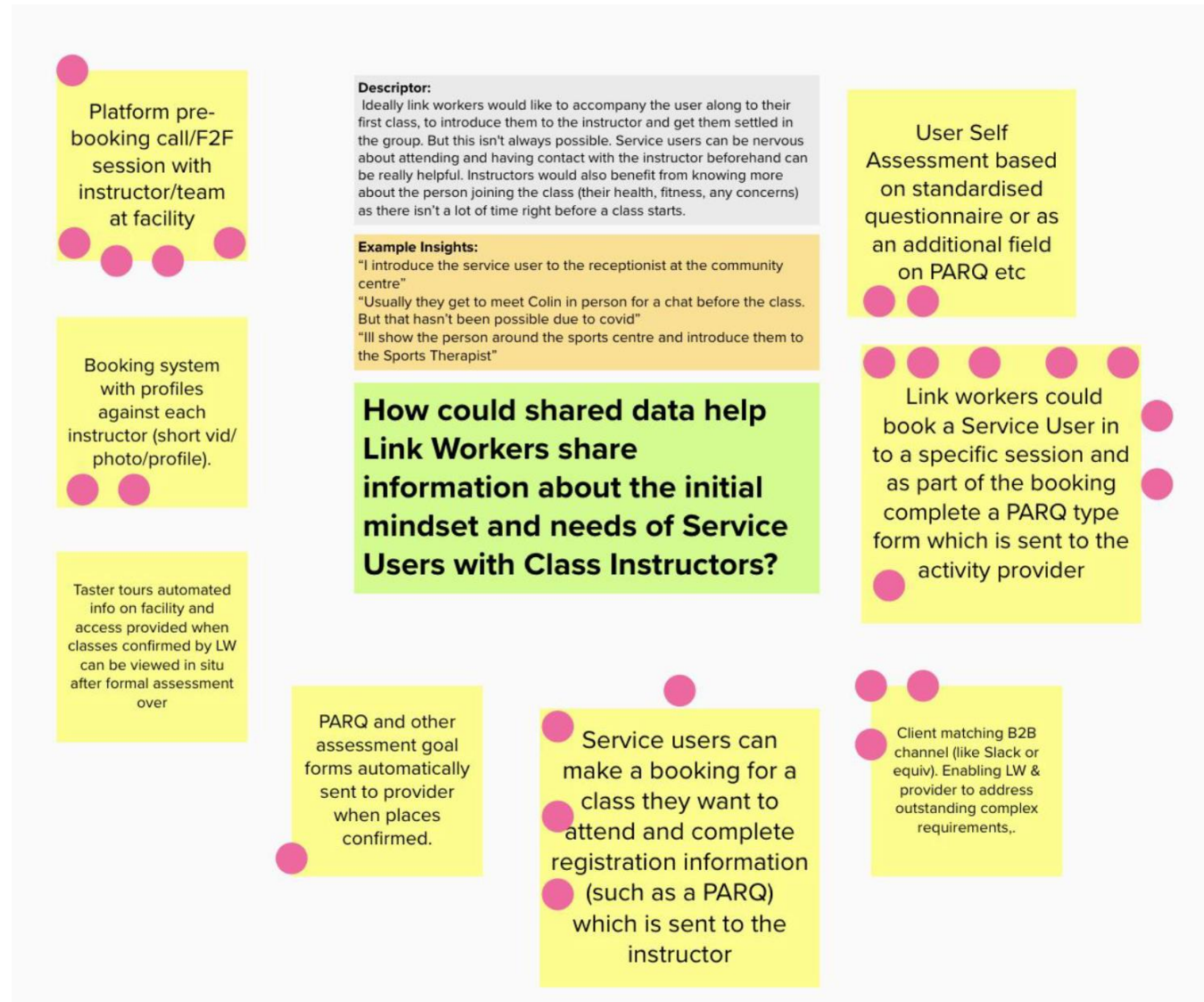
5. How could open data help Link Workers create a compelling and welcoming referral communication for Service Users?

Example Idea: Print Session Info

- Link Worker selects a session from their system and can click "print" and a letter (or text message) is generated that has the session details (time day location etc) and the instructors contact details.



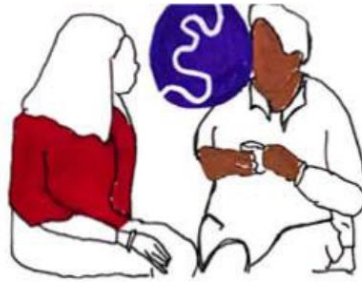
6. How could shared data help Link Workers share information about the initial mindset and needs of Service Users with Class Instructors?



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Example Idea: Smooth Assessments

- Service Users do an assessment with their Link Worker, which can then be sent to the activity provider so that this assessment doesn't need to be duplicated
- Note: Personal data is not open data. Would require the assessment recorded as information that is passed to activity provider as part of the Open Booking API.



The Link Worker assesses the needs of a Service User in an interview.



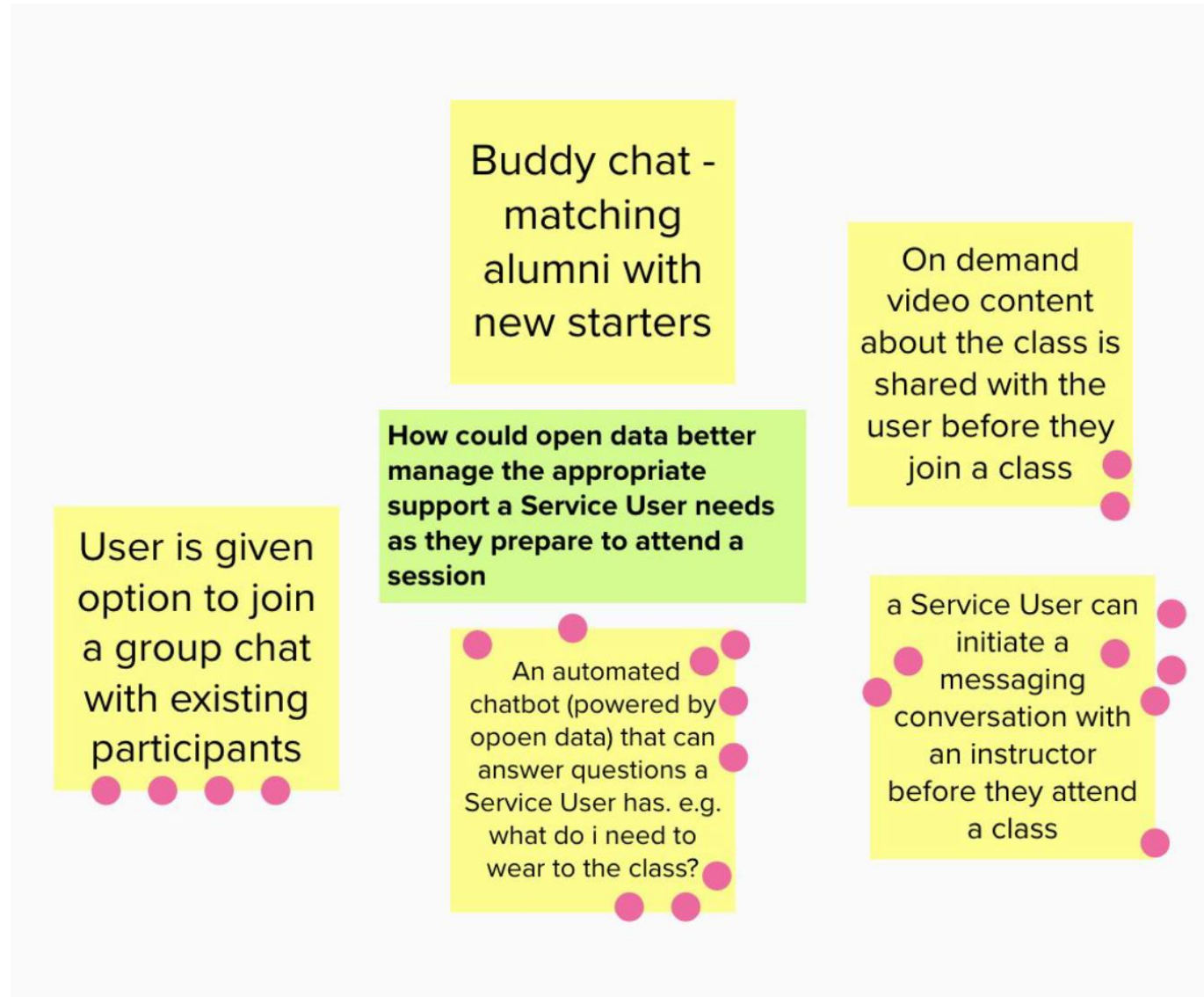
The Link Worker uploads their assessment of the Service User to the PAR-Q platform.



The Link Worker finds a suitable physical activity for the Service Users needs and makes a booking on the Service Users behalf.



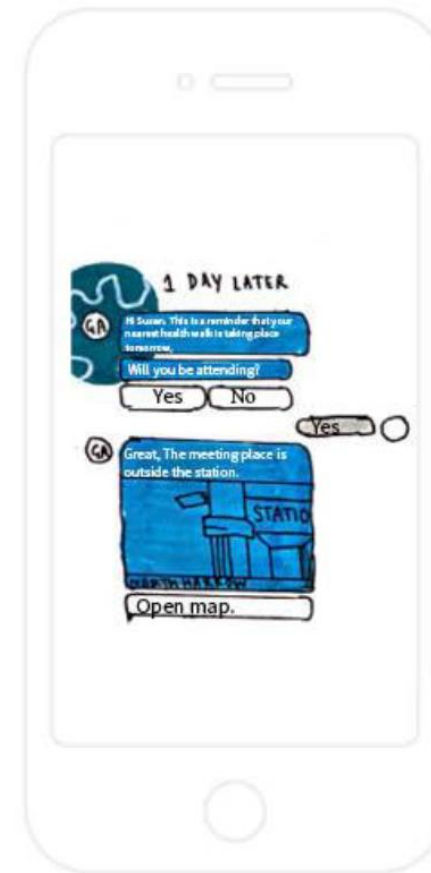
7. How could open data better manage the appropriate support a Service User needs as they prepare to attend a session



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Example Idea: Link Worker Bot

- An automated chatbot that has details of the class and can answer basic questions (such as where do I meet, what do I need to bring) and can give reminders and prompts (e.g. "your class is tomorrow at 3pm").
- Would also likely need the facility to "talk to a human" where the bot cannot help.





Phase 3

Development and testing of tech solutions and sharing project findings

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Next steps

Funding portal for tech systems to propose their solution

- Open Fri 19th Feb – Sun 7th Mar
- Tech systems need to submit fully costed proposals based on selected problem statement(s)
- There is a £30k total funding pot (with a maximum award of £10k per applicant) - we are expecting to fund 3-5 systems
- Successful applicants will be selected + funding will be awarded w/c 8th March

Timelines for development

- Successful tech systems development period runs from w/c 15th March until end of May
- Their final evaluation reports will be submitted in early June

London Sport project outputs

By the end of June 2021, London Sport will publish the following:

- Final report bringing together phase 1 research, evaluations from developments, other research findings (e.g., Digital Gaps/ODI tender) & other relevant information
- Supplementary report including original learning outcomes, reflections on the project & how to build on this project going forwards

By the end of Dec 2021, London Sport will also look to share the following:

- Further findings from the developments, feedback from stakeholder activities that have occurred due to the project & own experience of promoting and sharing learnings

Contact

For more information contact oliver.sisman@londonsport.org

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