

Patient Learning 12 Monthly Update Report

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1. Core Purpose of Service

This report provides an update on patient learning services within the State Hospital. It details service activity levels and key achievements for the period January – December 2020. Quality improvements and future priorities are also included.

1.1 Service overview

Education and learning are widely recognised as important elements in promoting individual health and well-being. Key benefits associated with education and learning include improvements in self-confidence and self-esteem, personal development and self-fulfilment, enhanced life and social skills, social inclusion and behavioural change. The contribution of education in helping to address health inequalities is also well documented.

The following activities fall within the scope of patient learning within the State Hospital:

- Core skills development (i.e. literacy, language and numeracy)
- Open and distance learning (including further and higher education)
- Vocational training (e.g. horticulture, animal care, library and sports)
- ICT skill development
- Arts and crafts
- Personal and social development skills.

Although often encompassing an educational component, therapeutic interventions such as psychological or occupational therapies are regarded as outwith the scope of patient learning.

1.2 Service objectives

Patient learning services within the State Hospital are aimed at:

- Widening access and participation in learning and education
- Raising basic standards of literacy and numeracy
- Increasing skill levels and qualification attainment rates
- Improving the quality and range of learning opportunities available
- Reducing barriers to engagement in education and learning
- Enhancing integration of patient learning and the care and treatment planning process

For patients within the State Hospital, participation in education and learning can be an empowering and socialising process and can make a significant contribution to care, treatment and longer-term recovery and rehabilitation.

1.3 Service delivery

Patient learning programmes are mainly delivered within a range of Skye activity centres. This includes: Patient Learning Centre (PLC); Patient Library; Gardens & Animal Assisted Therapy Centre; Sports & Fitness Centre and the Craft Centre. Outreach learning is also available as required.

Learning provision includes both accredited and non-certificated programmes and the hospital has 'approved centre' status with a number of qualification awarding bodies. This includes the Scottish Qualification Authority (SQA), the British Computer Society (BCS), the Royal Environmental Health Institute of Scotland (REHIS), and Sports Leaders UK.

1.4 Governance arrangements

Patient learning updates are presented to the Clinical Governance Committee on an annual basis. Key performance indicators associated with patient learning are monitored on an ongoing basis by the Skye Centre Leadership Group.

2. Current Resources Commitment

The staffing resource within the Patient Learning Centre (PLC) is detailed in Table A.

Table A – Patient Learning Centre Staffing 2020

Post	wte	Comments
Patient Learning Manager (Band 7)	1	Supports activity across the hospital and wider Forensic Network
Charge Nurse (Band 6)	1	Supports Atrium and wider Skye Centre as part of role
Education & Learning Officer (Band 5)	2	
Senior Rehabilitation Instructor (Band 5)	1	
Total	5 wte	

Service delivery within the Patient Learning Centre is supported through the use of volunteers. Prior to the Covid lockdown there were 3 volunteers who provided input to the PLC on a sessional basis (totalling 3 sessions per week). Due to the national Covid restrictions volunteers are unable to support the service at the current time.

The Senior Rehabilitation Instructors within each Skye activity centre (which includes the Education & Learning Officers in the PLC) are responsible for operational delivery of patient learning programmes. Service planning and development of the education programmes is co-ordinated and managed by the Patient Learning Manager, and professional leadership and quality management is provided by the Training and Professional Development Manager.

Although learning programmes are primarily delivered 'in-house', partnership arrangements are in place with several colleges and external training providers, and specialist services and support are bought in when required to address gaps in internal expertise (e.g. programme verification for vocational qualifications within gardens; development support for new qualifications).

There is a budget allocation of £6000 to support delivery of patient learning programmes and activities (including all costs associated with qualification approval, candidate registrations, external provider inputs, learning resources, equipment and materials, and staff development).

3. Summary of Core Activity for the last 12 months

The opportunity for patients to undertake learning within 2020 has been severely impacted by the COVID pandemic and the resulting restrictions on activities that can be undertaken.

Prior to the Covid pandemic (Jan to mid-March) patients were able to attend learning sessions on a weekly basis within the Skye Centre, with the option to attend several sessions each week. The sessions included group-based learning programmes and subject-specific sessions that provided opportunities for learners to undertake learning with peers of similar ability levels.

During the main lockdown period (Mid-March to Sept) the Skye Centre was closed and staff were re-deployed to other duties. During August - September there was an opportunity to offer outreach learning, one session per week, and 8 patients were prioritised for basic literacy/numeracy 1:1 intervention during this time (this equated to 56 outreach sessions). Core skills screening was also completed within the wards during this period.

The patient learning centre re-opened at the end of September 2020, however, learning sessions have been restricted to one session per ward each week, with each learning session being approximately 1 hour in length. The learning undertaken in this period was limited due to the reduced learning time available for patients and group-based learning activities were not able to be facilitated. Learning programmes that were previously delivered within the other activity centre/areas were not able to re-start during this time.

3.1 Key achievements during 2020

Details of key achievements and patient learning activities undertaken during 2020 are provided below.

3.1.1 Core skills screening

The aim of the core skills screening process is to obtain baseline data on educational ability levels and identify individuals with literacy, numeracy or language development needs. The assessment tool used is the Core Skills Initial Screening Tool developed by SQA. The tool incorporates two assessments (Communication and Numeracy) and maps the individual's literacy and numeracy abilities against levels 2 - 5 of the Scottish Credit and Qualification Framework (SCQF).

During 2020 a total of 38 patients were invited to take part in the core skills screening process. Of this group, 22 patients (58%) completed the screening, 9 patients (24%) declined to take part at that time, 6 patients (16%) were unable to participate due to health reasons and 1 patient (2%) was unable to participate due to English not being their first language.

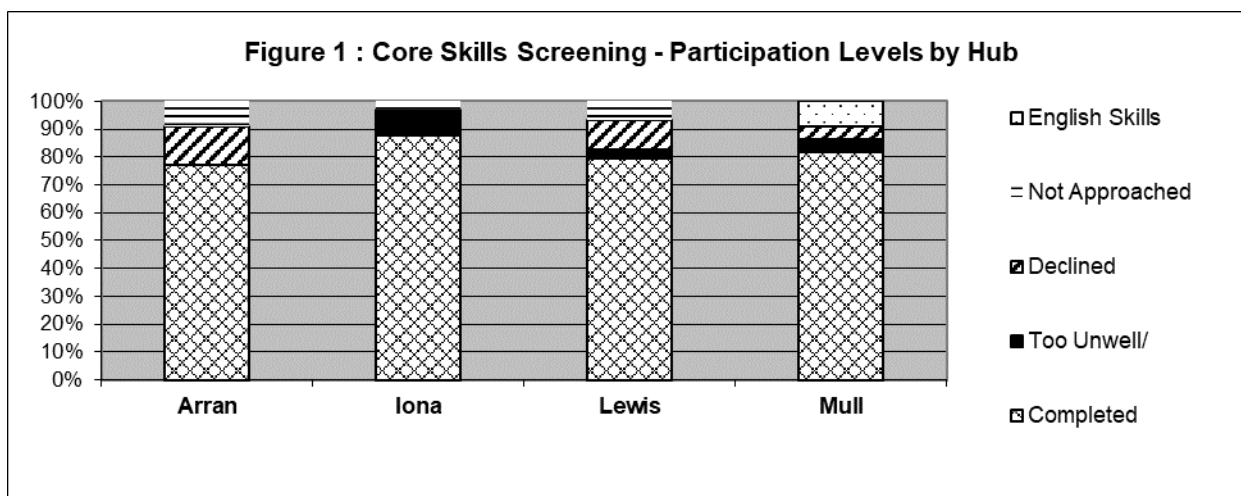
Of the 22 patients screened:

- 5 (23%) were existing patients who had been re-approached after previously being too unwell to take part or having previously declined to participate.
- 17 (77%) were new admissions to the hospital in 2020.

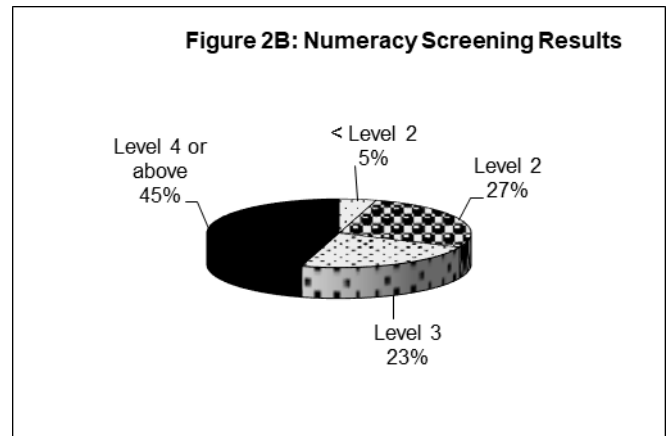
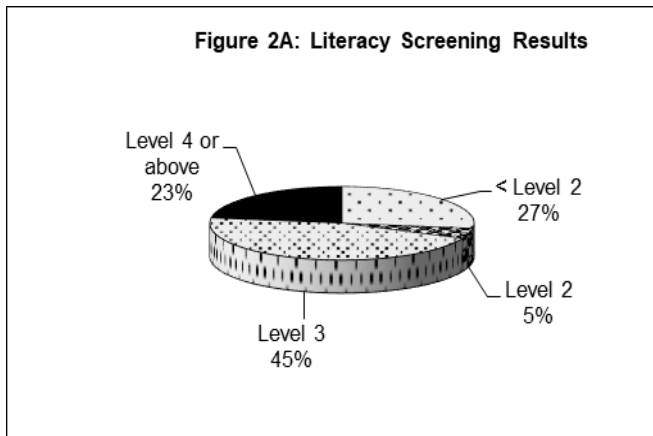
Prior to the COVID restrictions the screening process was incorporated within the Skye Centre induction programme. Given the closure of the Skye Centre, and the re-prioritisation of activities since re-opening, core skills screening has been completed mainly at ward level since March 2020 through direct input from Patient Learning Centre staff.

At 31 December 2020, a total of 99 patients (94% of the patient population) had been invited to complete the screening process. Of the 7 patients not yet approached, 2 patients are unable to take part due to English not being his first language and 5 are new admissions that were only admitted to the hospital in the last 6 weeks in 2020. These patients will be approached to undertake the screening in early 2021.

Of the 99 patients invited to participate in screening, 87 patients (88%) had completed the screening process at 31 December 2020. Of the remaining patients, 7 declined to take part (7%) and 5 were unable to participate due to poor mental health (5%). A breakdown of participation levels by Hub is provided in Figure 1.



The literacy and numeracy screening results for the 22 patients who completed the screening process in 2020 are provided in Figure 2a and 2b.



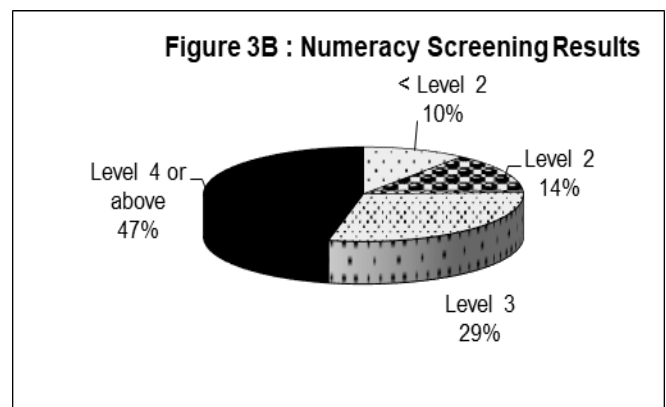
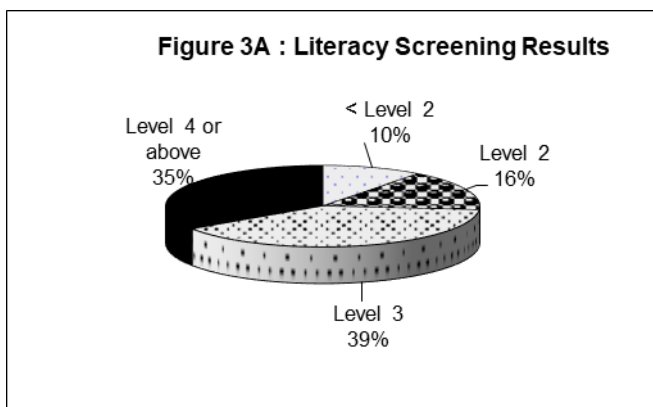
As indicated in Figure 2a and 2b above, of the 22 patients screened in 2020:

- 68% have literacy skills at the functional level of Level 3 or above
- 5% have literacy skills at Level 2 (indicating skill deficits)
- 27% have literacy skill at below Level 2 (indicating significant skill deficits)

- 68% have numeracy skills at the functional level of Level 3 or above
- 27% have numeracy skills at Level 2 (indicating skill deficits)
- 5% have numeracy skills below Level 2 (indicating significant skill deficits)

All patients who were identified with a skills deficit in 2020 were offered a placement within the Patient Learning Centre or an outreach session within the ward. Of the 12 patients involved, 7 are currently engaged in learning, 1 patient is due to commence learning in early 2021, and 4 patients declined to participate at this time.

Details of the literacy and numeracy assessment results for the total current patient population who have completed the screening process are provided in Figure 3a and Figure 3b below.



In summary, of the total patient group screened:

- 78% have literacy skills at the functional level of Level 3 or above
- 73% have numeracy skills at the functional level of Level 3 or above

When compared to screening results from 2019, the number of patients with literacy skills below Level 3 has increased by 4% to 26%, and the number of patients with numeracy skills below Level 3 has decreased by 3% to 24%.

It is worth noting that 14% of patients completing the screening process are patients with a diagnosed Intellectual and Development Disability (IDD). When assessment results for patients with IDD are removed from the overall total, the number of patients with literacy skills below the functional level of Level 3 is reduced to 20%, and the number of patients with numeracy skills below Level 3 is reduced to 20%. As with previous years, this indicates that the number of patients with identified literacy and numeracy deficits is broadly comparable with the levels reported amongst the general population (where literacy deficits are estimated at 16.4% and numeracy deficits at 24%).

3.1.2 Core skill national qualifications

Core skills are a key component of the national education and lifelong learning strategy. They represent the broad, transferable skills that help to develop the main capabilities that people need to participate as full and active members of society. Individuals can gain credit for achieving core skill national units at different levels, and core skills can be assessed at levels 2-5 of the Scottish Credit and Qualification Framework. They underpin the adult literacy and numeracy strategy and the core skill framework aims to develop key skills in the areas of:

- Communication
- Numeracy
- Information technology
- Problem solving
- Working with others

During 2020, there were 6 completions which is an 85% reduction to the previous year 2019.

A breakdown of completions, by subject and level, are:

- ICT Level 2 – 2 completions
- ICT Level 3 – 3 completions
- Numeracy Level 3 (outcome 1) – 1 completion

For the above ICT qualifications, 3 were completed prior to lockdown with the remaining 2 qualifications being progressed and completed since the PLC re-opened at the end of September. The numeracy qualification was started during the outreach sessions in August and continued when the PLC re-opened.

Prior to lockdown, a new timetable was introduced in the Patient Learning Centre which included subject/level specific sessions to maximise learning opportunities for our patient group. These sessions were created to enable learners with similar ability levels and interests to learn together in a group setting, rather than the learning being delivered on an individual basis within mixed subject and ability level session. Unfortunately, the new timetable was disrupted by the COVID pandemic and the planned group learning sessions on ICT, Communication, Numeracy and ECDL were all put on hold.

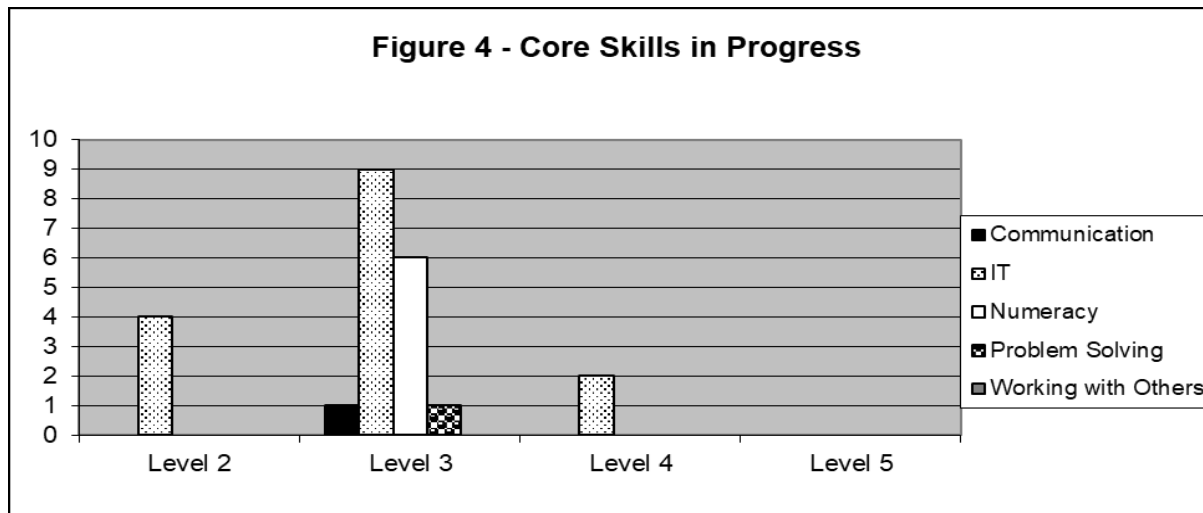
In addition, three 'themed learning' groups that were planned for delivery within the Patient Learning Centre during 2020 were unable to go ahead, further reducing the number of core skills delivered throughout the year. The 'Robert Burns' group had commenced in January 2020, with patients undertaking the 'Working with Others' qualification. This was put on hold in mid-March and has not yet been able to re-commence.

During the lockdown period, outreach services were prioritised and offered to patients with identified literacy and numeracy needs. A total of 4 patients engaged in numeracy core skills learning. A further 5 patients were supported with basic literacy learning –i.e. below core skill level (this is described in more detail in section 3.1.3). No ICT core skills learning was able to be delivered during this period due to the restricted patient access to computers/laptops and limited availability of education staff (who were assigned to support other activities).

'Work-based' core skill qualifications were unable to be progressed within 2020 due closure of the patient library and the resultant impact on the Patient Library Voluntary roles.

As indicated earlier in this report, learning re-commenced within the PLC in October 2020, however, has been limited to 1 hour of learning per week for each patient who wanted to re-engage. Re-engagement was high when the PLC re-opened and patients were keen to attend and continue their learning. The shorter learning sessions, combined with the gap in learning from March to October, has however delayed completion of core skill qualifications during 2020.

As at 31 December 2021, 23 core skill units are currently in progress (i.e. patients are working towards completion). A breakdown of these units, by level and subject, is provided in Figure 4.



A total of 458 core skill units have now been completed since the qualifications were introduced in October 2007.

3.1.3 Literacy programme

Literacy programmes are designed primarily to target individuals with literacy skills below Level 2. The current programme is delivered by PLC staff via one-to-one tuition (and pre-COVID was supported by volunteers), and aims to improve basic literacy and communication skills. From mid-March volunteers have been unable to provide support in this area of learning.

Literacy skills learning is delivered within the Patient Learning Centre and through outreach provision within the wards. The patients taking part often experience lack of confidence, memory problems, lack of concentration and low motivation. In addition, their attendance can be sporadic due to behavioural and mental health issues. The staff delivering this programme adopt a flexible approach to help address these issues and maximise learning for the patients involved.

During 2020, a total of 8 patients engaged in the literacy programme and 5 of these patients are making good progress with their reading and writing skills, with 3 patients progress being slow due to mental health issues, concentration and lack of motivation.

Within the main lockdown period (March-Sept) the learning inputs were focused and prioritised for patients with literacy and numeracy needs, with 5 patients engaging in 1:1 learning outreach sessions for literacy, 2 of these patients were new referrals identified by the clinical team. Additional resources were provided by the Librarian and AHP support workers during the restrictions to increase access, with multiple sessions being offered for the patients where a greater support need was identified.

When the PLC re-opened in October 2 patients wanted to engage in different learning within the PLC (putting their literacy learning on hold) and due to the current restrictions to the timetable (1 session per ward) the patients choose to engage in different learning that was more important to them at the point of time in returning to the PLC. As Covid restrictions change these patients will be able to engage in more than one learning activity at a time.

In addition to the basic literacy programme, an 'English for Speakers of Other Languages' (ESOL) programme is also available within the PLC to support learners for whom English is not a first language. It aims to assist learners to develop their basic spoken and written English for everyday life. During 2020, 1 patient participated in ESOL learning and this is currently ongoing. This patient did not want to engage in outreach sessions and only wanted to do this learning within the PLC once it re-opened. The number of sessions delivered during 2020 was therefore limited.

3.1.4 Open/distance learning programmes

During 2020, 1 patient participated in open/distance learning programmes. This patient was continuing their studies from the previous year. A total of 3 modules were started, including 1 module that was ongoing from 2019, and 2 new module enrolments. However, subsequently the patient withdrew from 2 of the modules during the Covid pandemic.

Details of the modules that were undertaken by this learner in 2020 are shown below:

Course	Provider	Enrolments in 2020	Status
Essential Mathematics 2	Open University		1 Withdrawn
Advancing Social Psychology	Open University	1	1 Withdrawn
Analysing Data	Open University	1	1 Ongoing

Due to the timing of the lockdown situation (March to September) the PLC staff were not able to offer this learning to a wider group of patients due to staff being re-deployed and no access to computers in the PLC. In normal circumstances, patients who undertake qualifications via open/distanced learning attend the Patient Learning Centre for at least 4 sessions per week due to the study demands of these courses. This was not possible during 2020. The uncertainty of when the restrictions/situation would change was also a contributory factor.

At 31 December 2020, no modules were completed, 1 is ongoing and 2 were withdrawn. The modules withdrawn have been deferred by the patient due to the various challenges imposed by the national restrictions and being unable to attend the PLC. The patient found it difficult to try and undertake the modules in his bedroom and in isolation even though staff support was available from the PLC. In addition, there were difficulties receiving learning materials from the Open University distribution centre which were out with our control. The patient also indicated that his mental health was a contributory factor in his decision to defer the modules. These modules will be completed in the future when the patient feels ready to recommence and the restrictions are lifted. The open/distance learning courses will be available to other patients once we are able to provide patients with additional learning sessions within the PLC to help facilitate and support the learning.

3.1.5 Vocational qualifications

A total of 6 vocational programmes were delivered during 2020 (a decrease of 2 programmes from 2019) and 24 vocational qualifications were successfully achieved (a decrease of 19 achievements from the previous year).

The programmes were delivered across a range of activity centres and details of the programmes offered, qualifications achieved, and projected activity for 2021 are summarised in Table B.

During 2020, the Gardens department updated the 'Feeding and Watering of Small Animals' qualification to offer a low-tooled option to increase access to learning for patients. This adapted course commenced in 2020 for 3 patients who had low-tooled access. These were individuals with Intellectual and Development Disability (IDD). The course had to be put on hold due to the COVID pandemic and the learning was not able to re-commence during 2020.

The Craft & Design department successfully delivered the newly developed National 2 Creative Arts qualification with 7 patients and completed the practical patient learning components just prior to lockdown. The Senior Rehabilitation Instructor and Patient Learning Manager worked together during lockdown to ensure that all assessment and internal verification processes were completed to allow the patients to be certificated by SQA. Due to COVID, the pilot of the National 3 programme that was planned for delivery in 2020 was unable to be progressed.

The Introductory Food Hygiene programme was delivered in 2020 with 9 qualifications achieved. A second Introductory course and an Elementary level course were planned for later in 2020, however, these programmes had to be cancelled as the training is delivered in a group setting within the PLC. These programmes will be re-scheduled for 2021 once restrictions are eased.

The ECDL programme was delivered in early 2020 and following the re-opening of the PLC, however, there were no module achievements in this time. This was due to two main factors including: limited access to computers and problems with the automated testing facility which, due to other eHealth commitments, did not get rectified until November 2020. One patient who was ready to complete 3 modules left the hospital within days of the testing component being operational and was therefore unable to undertake the module exams.

The Sports activity centre completed a level 4 and a Level 5 Sport Leader course at the beginning of 2020 (5 achievements for level 4 and 3 achievements for level 5). A further level 4 course commenced in 2020 with 4 patients engaging in this learning. Due to the pandemic this learning was put on hold and did not re-commence in 2020. In addition, the Sports Volunteers who completed their level 5 programme prior to lockdown were not able to continue with their volunteering role in 2020.

Several additional qualifications/programmes were not delivered in 2020. Reasons for this are noted below.

- Practical tasks for Information & Library Work qualification – No library qualifications were delivered during 2020 as all the current patient library volunteers had achieved the award in 2018. This group were working towards core skills qualifications, however, as indicated in section 3.1.2 these qualification were put on hold.
- Horticulture qualifications - No horticulture qualifications were delivered during 2020. This was for several reasons. The development work that needed to be completed was not able to commence until November 2020 and learning within the gardens department did not re-start until the end of 2020. The 'Use of Hand Tools in Horticulture' unit is scheduled for delivery in 2021 and a cohort of patients have been identified that could benefit from this practical learning.

Table B – Vocational Programmes & Qualification Achievements

Qualification /Awarding Body	Activity centre/ area delivering award	Date Award Approved	Achievements in 2020	Total no of completions since approval of award	No of patients currently working towards award	New enrolments planned for 2020 with expected start dates
Practical Tasks for Information & Library Work – Intermediate level 1 (SQA)	Library (Atrium)	2011	0	18	0	Available as required for new Library Assistants
Small Animal Care Unit – Intermediate level 1 (SQA)	Gardens & AAT Centre	2009	0	52	3 (on hold)	Planning to re-commence course
Soft Landscaping Unit – Intermediate level 1 (SQA)	Gardens & AAT Centre	2011	0	8	0	The use of hand tools module is being developed to be delivered in 2021.
Laying Slabs and Paving unit – intermediate level 1 (SQA)	Gardens & AAT Centre	2013	0	13	0	
Horticultural Fence Construction – intermediate level 1 (SQA)	Gardens & AAT Centre	2013	0	9	0	
Use of hand tools in horticulture – intermediate 1 (SQA)	Gardens & AAT Centre	2014	0	7	0	
Creative Arts - National 2 Award (SQA)	Crafts	2016	7 (21 units)	25 (75 units)	0	No courses planned
Practical Crafts – National 2 Award (SQA) (NEW)	Crafts	2018	0	8 (24 units)	0	No courses planned
Introductory Food Hygiene Certificate (Royal Environmental Health Institute for Scotland)	Patient Learning Centre/ L&D	2010	9	112	0	Courses to be agreed if able to be delivered
Elementary Food Hygiene Certificate (Royal Environmental Health Institute for Scotland)	Patient Learning Centre/ L&D	2012	0	58	0	
European Computer Driving licence (ECDL) - accredited modules (British Computer Society)	Patient Learning Centre	2011	0	60	4	Available on demand
ECDL - full award (comprises 7 accredited modules) (British Computer Society)	Patient Learning Centre	2012	0	4	0	
Advanced ECDL – accredited modules (British Computer Society)	Patient Learning Centre	2013	0	0	0	
Sports Leadership Level 4 Award (Sports Leaders UK)	Sports	2012	5	36	4 (on hold)	Planning to re-commence course
Sports Leadership Level 5 Award (Sports Leaders UK) (NEW)	Sports	2019	3	3	0	No courses planned

3.1.6 Other initiatives

Other programmes and learning initiatives that were delivered in 2020 include:

- 'Bikeability' cycling proficiency programme – The Sports and Fitness Centre successfully delivered the national 'Bikeability' programme during 2020. This is a national training scheme and aims to increase skills and confidence in cycling safely and carrying out simple bike safety checks. Due to the nature of the programme, and because this activity could be completed outside, it was an activity that could be offered to patients during the COVID pandemic. The programme is delivered over a 4-6 week period and a total of 18 patients participated and achieved the certificate in 2020.
- Patient Reading Group - This group is delivered on a weekly basis within the Skye Centre and has capacity to support 8 patients per session. A total of 6 patients regularly took part throughout the first 10 weeks of 2020. Information is read aloud within the group and then a discussion takes place about what has been read. Topics that were covered during 2020 included: Blackpool, Ayrshire holidays and Robert Burns. Short stories were also read within sessions and writing activities, using imagery to create short stories, were also undertaken within the group. This group will re-commence once group learning can start again.
- City Phonics course – City Phonics is a level 1 programme that has been developed by City of Glasgow College to help learners who have very limited knowledge or exposure to learning to read. This was piloted during 2020 (as part of the literacy programme described in section 3.1.3) with 2 patients on a 1:1 basis with great success. During 2020, the Patient Learning Manager and Education & Learning Officer (who had undertaken the training with City of Glasgow College) have provided mentoring to 2 AHP support staff so that they can be involved in providing sessions for patients. When learning to read it is important that learners can practise several times a week if possible. This course is in its infancy but early indications are showing that both patients involved in the pilot are enjoying the learning and have made good progress.

3.2 Key performance indicators

Key performance data relating to patient learning services and activities for the period January – December 2020 is provided below.

3.2.1 Participation levels

a) Engagement in learning

During 2020, a total of 71 patients within the hospital engaged in formal or accredited learning. This equates to 67% of the total patient population (a decrease of 2% from 2019) and 83% of the patient population who attend Skye Centre placements (a decrease of 1% from last year).

Of the 71 patients who participated in formal or accredited learning:

- 62 patients (87%) attended the Patient Learning Centre or took part in PLC 1:1 sessions within the ward over the course of the year.
- 2 patients (3%) achieved more than one qualification.
- 20 patients (28%) were engaged in multiple programmes prior to lockdown

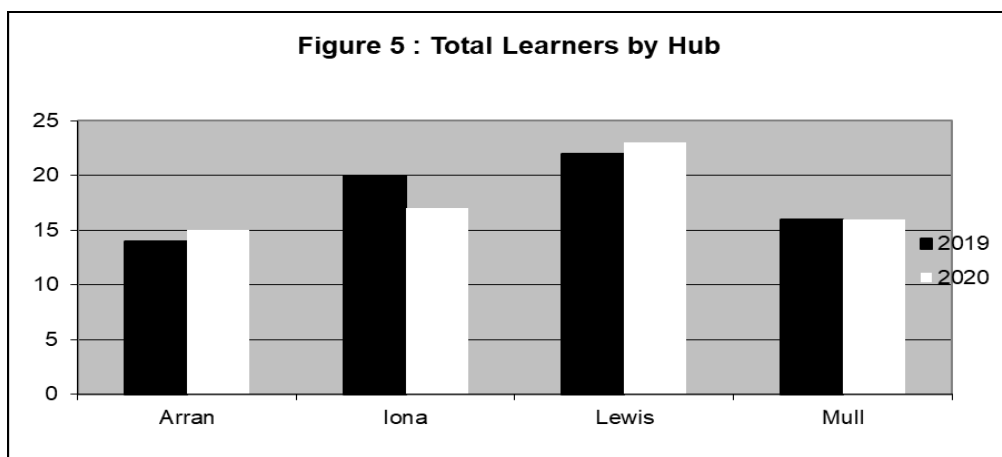
As previously indicated, the restrictions on patient learning during 2020 have impacted significantly on participation and attainment levels. On a positive note, however, 90% of patients who were attending the PLC prior to lockdown re-engaged in learning once the opportunity was provided to return to the PLC. This shows a clear indication that patients see value in the learning opportunities provided.

Six patients who were previously undertaking multiple qualifications within the PLC have been unable to recommence all of the programmes due to the timetabling restrictions and have had to

put some of the qualifications on hold. This learning will re-commence once additional sessions in the PLC can be facilitated.

The learning programmes within Gardens, Sports and the Library that commenced in early 2020 have not yet been able to re-commence in 2020 due to the ongoing restrictions. This has affected 8 patients and these patients will be given priority once these programmes can re-commence.

A breakdown by Hub of patients who engaged in formal or accredited learning during 2020 is provided in Figure 7. Comparative data from 2019 has also been provided.



b) Referrals and leavers

There were 21 new referrals to the Patient Learning Centre during 2020. Of this total:

- 18 commenced a session in PLC
- 1 patients were offered a session but became ill and could not attend. Will start in 2021.
- 2 patients were referred just before lockdown and left prior to the PLC re-opening.

A total of 15 patients ceased attendance at the Patient Learning Centre in 2020. The reasons for leaving are noted below.

- 9 transferred to other hospital/prison
- 1 deceased
- 4 did not re-engage post COVID when the PLC re-opened
- 1 withdrew from accredited learning programme

It is worth highlighting that for patients who transfer to other facilities the PLC staff work in partnership with staff in the receiving facility to ensure that, where possible, patients are supported to continue their learning following transfer.

c) Capacity uptake

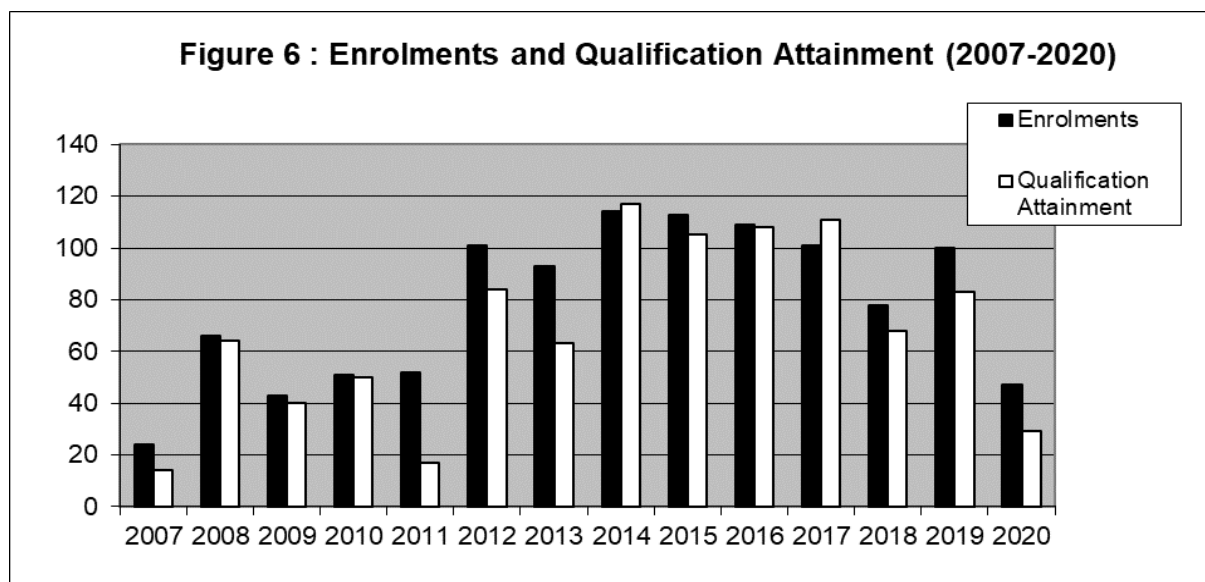
Prior to the COVID pandemic the PLC was scheduled to open 8 sessions per week (plus 1 tailored session to accommodate patients who require 1:1 support and are unable to be integrated into sessions with other patients). This timetable changed when the PLC re-opened (October 2020) and sessions are currently offered by ward – with patients able to attend one session per week.

During 2020 for the periods that the PLC was open there were 17 unscheduled closures. The reasons for closures included: 2 closures linked to other planned activities, 3 closures linked to no patient movement and the remaining 12 closures were due to staffing resources. It is difficult to make comparisons to 2019 due the circumstances resulting from the COVID pandemic.

Planned attendance and capacity figures are not available for 2020 as, due to COVID, the recording of planned sessions ceased and changed to record drop in activity only so that this could be monitored during the pandemic. It is anticipated that planned sessions will start to be recorded again in 2021 when the timetabling and activity is fully operational and stabilised.

3.2.2 Course enrolments & qualification attainments

Figures for course enrolments and qualification attainment levels (e.g. accredited core skill units, vocational qualifications, and open/distance learning module completions) for 2020 are provided in Figure 9. Comparative data from previous years has also been provided.



As is evident in Figure 6, course enrolments and attainments for 2020 have both decreased from the previous year (with a 53% decrease in enrolments and a 65% decrease in attainments).

This overall decrease in enrolments and attainments is due to the impact of the COVID pandemic. It has impacted for a number of reasons including: staff who offer patient learning being re-deployed; the Skye Centre being closed for a significant period; limited resources being available during the lockdown period to carry out learning sessions; no patient access to IT equipment during the lockdown period; and the restricted timetable (1 hour session per ward) when Skye Centre placements re-commenced. However, despite the impact of the pandemic, good learning opportunities/sessions were offered to patients even though this was at a reduced level to the previous year.

The attrition levels for learning programmes delivered in 2020 include the withdrawal of 19 qualifications during the year (for 14 patients). This is an increase of 6 qualifications from 2019. Of the total qualifications withdrawn:

- 11 - patients transferred prior to completion
- 1 – patient deceased
- 2 – patients did not want to continue the learning
- 5 – patients did not want to re-engage post-COVID (6-month gap in learning)

All the patients who have withdrawn from learning who are still at the hospital can re-engage in this learning at a future date.

3.2.3 Core skill progressions

In relation to the objective of enhancing basic literacy and numeracy skills by increasing the number of patients with core skills in communication and numeracy at Level 3 or above, no progressions were achieved in 2020.

The total number of progressions remain at 92 (with 66 progressions in numeracy and 26 in literacy). It is worth noting, however, that there are 3 patients who are currently working towards a higher level but have not yet completed their qualification.

In addition to the above, a total of 2 patients achieved progressions in IT core skills in 2020.

4. Comparisons with Last Year's Planned QA/QI Activity

Maintaining, revising and expanding patient learning programmes and opportunities were the key priorities planned for 2020. Table C shows the progress made with the planned priorities.

Table C – Planned Priorities for 2020

Priority	Progress/Status
Ongoing liaison with eHealth to progress the technological solution for the ECDL programme, secure future provision of routine eHealth support for patient learning-related IT systems and new developments, and to develop a plan for implementation of the roll out of the patient learning network (PLN) across other Skye activity centres.	<p>Partially Completed</p> <ul style="list-style-type: none"> ▪ The ECDL technological solution was completed by eHealth in November 2020. Provisional testing was undertaken and testing with live candidates is still to be completed. ▪ Limited eHealth support was provided for routine maintenance of the learning-related IT systems during the year. ▪ The roll out of the PLN across the Skye activities was not possible due to other priorities within eHealth. <p>During 2020 the Digital Inclusion Group was established and the Patient Learning Network developments and support will be planned and managed through this group in 2021.</p>
Development of a low-tooled option for the Feeding and Watering Small Animals programme to increase access to learning.	<p>Completed</p> <p>This programme was developed in early 2020 and the first cohort of 3 patients commenced this group. This programme was put on hold in mid-March and will be prioritised to re-commence in 2021.</p>
Redesign and delivery of the horticulture-related qualifications.	<p>Delayed/Partially Completed</p> <p>The development and redesign of these qualifications was delayed during 2020 due to re-deployment of staff. Work commenced on this project in November 2020 and will continue to be progressed in 2021 to enable delivery of these qualifications to patients.</p>
Development of the Volunteering Skills SQA Award at Level 3 and Level 4 for patients undertaking Patient Volunteer roles. The Level 3 will target patients undertaking tailored and supported placements and the Level 4 will target patients who are undertaking the full Patient Volunteer role	<p>Completed</p> <p>The development was completed and full accreditation and approval was received from SQA for the Level 3/4/5 of the Volunteering Skills Award. This award will be piloted with Library Volunteer roles as soon as the volunteer roles are re-established within the Skye Centre.</p>
Exploring options for patients to undertake distance learning programmes in the following subjects – business administration, customer service and nutrition and health.	<p>No progress</p> <p>The learning materials were not available to be reviewed during 2020. This will be progressed in 2021.</p>
Explore options for developing an employability/essential skills group to be delivered in the Skye Centre co-facilitated by the Specialist Occupational Therapist and PLC staff, in line with the hospital's employability/vocational rehabilitation pathway.	<p>No progress</p> <p>No group work was possible during 2020.</p>

5. Performance against Key Performance Indicators

Based on the performance data presented in sections 3.1 and 3.2 of this report, key comparisons with performance in 2020 with the previous five years is summarised in the Table D.

Table D – Performance Data 2015-2020

PERFORMANCE DATA	2015	2016	2017	2018	2019	2020
▪Percentage of patients who participated in formal or accredited learning	54%	68%	62%	64%	68%	67%*
▪ Course enrolments (= individual unit enrolments)	113	109 (123)	107 (119)	78 (105)	100 (132)	47
▪Course completions / qualification attainments (= individual unit completions)	105	108 (122)	111 (129)	68 (104)	83 (128)	29 (22)
▪Core skill progressions (LDP target)	20	12	13	8	1	0
▪Percentage of patients invited to participate in core skills screening	84%	90%	86%	95%	95%	94%
▪Percentage of the above patients who have completed the screening process	87%	93%	93%	88%	87%	88%
▪Percentage of patients with identified literacy deficits (i.e. <Level 3)	18%	23%	21%	23%	22%	26%
▪Percentage of patients with identified numeracy deficits (i.e. <Level 3)	27%	37%	35%	29%	27%	24%
▪Number of new referrals to Patient Learning Centre	24	22	19	24	24	21
▪Number of leavers from Patient Learning Centre	13	25	16	29	23	15
▪Patient Learning Centre closures (unscheduled)	10	22	26	45	61	17**
▪Episodes of non-attendance within Patient Learning Centre	625	675	665	549	546	***
▪Capacity uptake within Patient Learning Centre	83%	75%	77%	80%	81%	***

* This figure relates to the 6 months of the year that patients were able to engage in learning.

** Due to the closure of the Skye Centre during this year a true comparison cannot be shown.

*** Due to national Covid restrictions and changes to recording systems this information is not available.

6. Quality Assurance Activity

This year has been a challenging year for patient learning activities due to the long periods of time where learning was not able to take place, learning being limited or unable to re-commence. The majority of learning undertaken within Patient Learning is fully governed for quality assurance by the external qualification awarding bodies and by our own internal quality procedures.

6.1 Learning awarding body quality assurance processes

The qualification awarding bodies have quality assurance procedures that our organisation needs to adhere to in order to maintain 'approval' status. This includes regular external audits of our systems and qualification delivery to ensure that qualifications are delivered to the required national standards. During 2020 an external audit was carried out by Sports Leaders UK for the Sports Leadership level 4/5 programmes. This audit was carried out remotely due to COVID restrictions and feedback given included "*great line of communication which has led to an excellent portfolio for remote Quality Assurance*". A satisfactory outcome was awarded for the audit. As a result of COVID, the Scottish Qualification Authority awarding body put in place alternative requirements regarding learning which our organisation has fully complied with.

During the year our internal quality systems were operational and included the following: induction processes for learning; learner reviews and feedback; internal verification processes for completed qualifications; obtaining evaluating feedback from learners (see section 6.3); and internal compliance audits. Quality meetings were postponed due to the restrictions and staff capacity and these will re-commence as soon as possible in 2021.

6.2 Approval of new qualifications

As part of quality assurance, approval is sought for new qualifications with the relevant awarding body. During 2020 approval was gained from the Scottish Qualification Authority for the Award in Volunteering Skills at level 3-5. The audit report showed that all standards were met and the auditor commented "*discussions with staff and evidence submitted by the centre show an extremely conscientious approach is being taken in relation to preparations for approval and delivery of these awards: one underpinned by adherence to quality assurance*".

6.3 Evaluation of accredited learning programmes

During 2020 a total of 20 patients completed a learning evaluation questionnaire (a decrease from the previous year due to the reduction in qualification completions). The aim of the questionnaire is to obtain patient feedback on learning programmes that they complete and identify what benefits they felt they had derived from their participation in learning and education.

Feedback was received on a range of programmes. This included: Core Skill Qualifications (including ICT and numeracy); Creative Arts qualification; and the Sports Leadership award. A summary of how the patients rated different aspects of programme delivery is provided in Appendix 1. As indicated in the table in Appendix 1, the majority of patients were either 'Very Satisfied' or 'Satisfied' with all areas of programme delivery (with only 1 patient reporting dissatisfaction with one aspect of the learning experience).

All areas showed an increase in being 'very satisfied' with reported satisfaction in relation to 'the learning methods and resources used' increasing by 21% from the previous year. This is encouraging as all the programmes where questionnaires were completed had updated their learning materials and learning delivery methods - resulting in patients being more satisfied. The number of patients reporting that they were overall very satisfied with the learning programme undertaken increased by 6% to 85% when compared to the previous year. It is worth noting that since the introduction of the evaluation process the patients have consistently reported high levels of satisfaction across the different programmes offered. This high level of overall satisfaction across the learning programmes is testament to the ongoing dedication and commitment of staff within the different activity centres who deliver the qualifications. It also confirms that patients are having a positive experience whilst undertaking learning.

As part of the evaluation questionnaire, patients were asked to identify what benefits they felt they had gained from their participation in the learning programme. The key reported benefits reflect the themes identified in last year's Patient Learning report and include: improved knowledge and skills (in the area of study); improved communication, confidence and self-esteem; and opportunities for team working. Attached in Appendix 1 are comments provided by patients about the benefits they felt they had gained from their learning experience. These comments give some insight in to 'why' patients are satisfied with the Patient Learning activities offered across the hospital.

7. Quality Improvement Activity

Areas of improvement that have been implemented for patient learning are outlined below:

- Approval of new Volunteering Award – Approval was gained for this new qualification that provides formal recognition of participation in volunteering activities. This award consists of 3 units and allow patients to prepare for volunteering, carry out volunteering and complete a project. Patients who volunteer in the patient library, sports and café roles will have the opportunity to gain this nationally recognised qualification. The award is available at 3 levels, offering increased access to patients with different levels of ability. The skills developed whilst undertaking this award will be practical and highly transferrable when the patients move on from the hospital and forms part of the employability/vocational rehabilitation pathway and expansion of the patient learning curriculum.
- Enhanced learner literacy support - During 2020 there was a renewed emphasis in providing access to learning opportunities for patients with literacy deficits. Despite the difficulties faced, priority was given to providing sessions for those with greatest need. The City Phonics programme, a level 1 programme, was added to the already established literacy programme and was delivered by the PLC and AHP support staff. Mentoring sessions were provided to support the AHP staff in the delivery of this new programme. The collaborative working across the learning and AHP disciplines helped maximise patient learning sessions during a time where resources were limited.
- Digital Inclusion: Patient access to educational interactive resources – During 2020 this digital inclusion project was approved through the Digital Inclusion group and IT Sub-group. The project is designed to provide increased access for patients to modern digital technology through the expansion of the patient learning network and the introduction of new portable devices. The aim is to reduce digital skills gaps to improve life chances for functional skills, education and employment. This will include establishing a baseline of digital awareness for the patient group which will shape the future learning and activities offered within the AHP and Patient Learning Services. A subgroup has been formed to take this forward and a project plan will be developed to manage the project.
- Development of staff – A number of Skye Centre staff were supported to undertake further training during 2020 to help sustain delivery of qualifications and ensure compliance with awarding body requirements for specific learning programmes. One staff member completed the SQA internal verifier qualification and a further 2 staff completed tutoring modules that are required to deliver national qualifications. Ongoing development of staff ensures that skills are relevant and up-to-date, allowing high standards to be maintained and supporting staff to feel valued and motivated.

8 Stakeholder Experience

Alongside the evaluation that was carried out for patients who completed a qualification during 2020 (see section 6.3), a second opportunity was provided for patients to give feedback about what patient learning means to them. The questionnaire was made available for all patients who engaged in learning (including those who were still working towards their learning) and it was completed by 34 patients. Three questions were asked:

- How has learning helped with your recovery?
- Detail the benefits you feel you have gained from undertaking learning?
- What have you found challenging during 2020?

The patients provided valuable feedback showing how learning has impacted on their recovery and the perceived benefits. The key themes/ideas provided by the patients included:

- Feeling better about self
- Improved confidence/motivation
- Sense of achievement
- Being challenged
- Focus (keeps mind off other things)
- Learning new skills
- Improved knowledge
- Gaining qualifications
- Enjoyment
- Positivity
- Keeping busy
- Happy/relaxed
- Seeing progress

One comment - "I can now read and write" - made by a patient about the benefits of learning is a powerful statement and highlights the true importance of access to learning for patients and how learning can positively impact and improve lives.

The questionnaire also highlighted the challenges the patients perceived during 2020. The main themes that were noted include: no access to technology during lockdown; missing sessions; limited placements and learning opportunities. The COVID restrictions have limited opportunities throughout 2020 and as restrictions ease more learning opportunities/sessions will be offered.

The challenges surrounding access to IT equipment was an ongoing issue during 2020 and prevented patients from continuing their learning in ICT/computers. The eHealth department did not have sufficient resources/capacity to provide support for patient learning during the pandemic. The Digital Inclusion project described in section 7 will help in future to improve access to portable IT devices and assist in reducing the digital deprivation experienced by our patient group.

Further details of the feedback received through the evaluation questionnaire is provided for information in Appendix 2. It is evident from the feedback that patients value learning and believe it supports their recovery and overall well-being.

9. Planned Quality Assurance/Quality Improvement for the next year

Recommencing, revising and expanding patient learning programmes and opportunities will be an ongoing priority in 2021. This will include:

- Recommencing the delivery of patient learning programmes within the Skye Centre that were unable to re-commence in 2020 – including learning programmes delivered within Crafts, Gardens, Patient Library and Sports.
- Redesign and delivery of the horticulture-related qualifications.
- Ongoing liaison with eHealth to implement and review the online testing solution for the ECDL programme, secure future provision of routine eHealth support for existing patient learning-related IT systems and to support the Digital Inclusion Group to progress the 'interactive education resources' project.
- Pilot of the Volunteering Skills SQA Award within the patient library service.
- Provide training opportunities for staff to deliver and expand patient learning provision. This includes SQA assessor/IV qualifications, ESOL training and tutor refresher training.
- Exploring options for patients to undertake distance learning programmes in the following subjects – business administration, customer service and nutrition and health.

Many of the above improvements will be dependent on the COVID restrictions being eased and the PLC timetable being fully re-established.

10. Next Review Date

The next review date for patient learning services is April 2022.

Part 1 – Learner Feedback

Feedback from 20 patients who have completed a qualification in 2020.

Areas covered	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Induction to learning programme	80%	20%	0%	0%
Information given about qualification	85%	10%	0%	5%
Information given about assessment process/outcomes of learning	75%	25%	0%	0%
Information given about your responsibilities	85%	15%	0%	0%
Access to support and guidance from tutor/instructor	85%	15%	0%	0%
The pace of learning	85%	15%	0%	0%
The learning methods and resources used	90%	10%	0%	0%
Opportunities to discuss and review learning	90%	10%	0%	0%
Assistance to address any problems experienced during learning	85%	15%	0%	0%
Overall satisfaction with the learning programme undertaken	85%	15%	0%	0%

Part 2 - Detail the benefits you feel you have gained from your learning experience?

1. Qualifications, new skills.
2. Improved my confidence and team work and being able to lead circuits and warm ups.
3. Good communication, confidence.
4. Boosted confidence and ability to speak to groups. Can follow up to the next level.
5. My confidence has grown and my knowledge has improved. I feel I have gained a skill for future environment.
6. My confidence has grown and my knowledge has improved. I feel I have gained a skill for future environment.
7. I have shown myself that I am capable of doing qualifications.
8. I am better by far.
9. Yes.
10. More skills on the computer.
11. Feel more confident on computers than previously, improved keyboard knowledge and programmes.
12. Improved self-esteem.
13. Learned new skills, became more confident and achieved a certificate. Enjoyed attending the PLC.
14. More confident around computers and spreadsheets, database and documents.

Part A - How has learning helped with your recovery?

1. Helped me get off ward and fill your day with something I enjoy.
2. Very much.
3. Very much so!
4. Keeps you focussed.
5. I've enjoyed learning new things.
6. Has improved my confidence a wee bit.
7. Yes, feel more positive about things.
8. Helped my mental health. I feel better about myself. More confident.
9. Has helped my mental health.
10. Gives me confidence, makes me feel good. Stops me feeling lonely.
11. I enjoy using computer. Every week I look forward for PLC class. I do 30 minutes numbers then I have time for my own use of the computer.
12. Good to go to PLC and learn.
13. I have now an education that I didn't have at the beginning of my sentence/section.
14. Help me progress.
15. Enjoyed learning.
16. Its been good because I get off ward for a few hours and it stimulated my mind/brain.
17. It's helped my concentration
18. More confident with Technology
19. Has given me confidence in my abilities
20. Keeps you busy
21. It has been pleasant making me happy and relaxed and enjoy.
22. It's actually took my mind off other things and I like to learn new things it's a challenge.
23. Am learning new things I've never learnt before education wise. That's obviously a good thing for my mental health.
24. It gives you something to do and good for the brain.
25. A lot as it takes my mind off things.
26. I think it has helped by getting out and about and learning something new.
27. It has shown me I can still acquire new skills which has helped my confidence.
28. Keeps me busy.
29. It has built my confidence, working in library and working with people.
30. Keeping me distracted.
31. Gaining confidence through learning gave me something to focus on and help recovery.
32. Have made me feel positive.
33. Very good.
34. I have learned more skills and gained confidence.

Part B - Detail the benefits you feel you have gained from undertaking learning?

1. Liked learning new skills.
2. Like learning new skills.
3. Yes.
4. Found out how many qualifications I had.
5. I've learned new skills. I've gained some qualifications.
6. My reading has improved with help from the tutors.
7. I can now read and write.
8. Working as part of a team – no matter your level, you can still participate. Staff are helpful and support you.
9. Learning stuff I forgotten. I forget stuff.
10. I have learned numbers and days of the week.
11. I can't say that I enjoy learning numbers, but it is a only way I can use PLC learning class. (I can listen music whilst I do numbers!)
12. I have many qualifications working at the PLC.
13. I now understand a computer a little better than what I was taught at secondary level.
14. Better motivation to learn.
15. Enjoyed learning to read and would like to progress in this area.
16. It has helped me learning more about maths. I've enjoyed PLC its been a fun place.
17. I've learned Excel
18. It's something different. The staff in PLC are very helpful indeed and this has made it more pleasant for me.
19. No comment given.
20. You feel like you have achieved something. I enjoy the PLC.
21. Forgot quite a lot but am happy to learn more and retain it.
22. No comment given.
23. Interacting with people, talking/communication, numbers, how to work computers, how to make CV's, how to use Word, need to sort my spelling ☺, keeps mind active.
24. Refreshed my mind of English.
25. Learned all the programmes. This is a great self-achievement.
26. I have learned about Microsoft Word and Excel.
27. Learning new skills. Couldn't ask for better tutors.
28. Better understanding of computers. It would be good to learn how to use the internet.
29. I have qualifications now.
30. Fresh mind, gets us off the wards.
31. Achieving nationally recognised qualifications and to try new things.
32. Confidence. Staff are really good they are patient and take their time with you.
33. Good to achieve what I have.
34. I have gained more confidence and met new people.

Part C - What have you found challenging during 2020?

1. Not getting to the Skye Centre/Learning centre because of Covid-19.
2. Not knowing about the computer but learning.
3. Not know enough but being taught.
4. Not getting up to the learning centre due to the lack of patients doing it in my ward.
5. Not getting enough time in the PLC. I used to attend twice a week, now it's a maximum of one session.
6. Things have been very different because of Covid. I have missed a lot of education. I enjoyed my routine of PLC followed by carpet bowls.
7. Not too much impact as I've had 1:1 in the ward from the tutor.
8. Not getting in to the PLC as often. I used to attend 3 times a week. Now it's just once, if at all.
9. Missed some sessions because of Covid restrictions.
10. I am shielding, so I have not been able to have as much education as I would like. I've not been out much. Can't wait until things go back to normal.
11. That I miss quite a lot sessions because of Covid restrictions. Looking forward when PLC will reopen.
12. Over the Covid 19 find hard too long.
13. Should have had my level 3 ICT finished in 2020. Instead it will take most of 2021 to complete my assessments. I feel that the present lockdown is wasting valuable time and therefore I may not achieve my level 3 certification in ICT.
14. Can't get up to the PLC. I miss the PLC.
15. Did not find anything challenging.
16. Sometimes dividing was really was really hard for me and sometime the plc has been changed days or even closed.
17. I've not been able to come every week because of closures because of Covid.
18. Sitting in front of computer screen.
19. No comment given.
20. Could have done with some more sessions.
21. Would love more sessions.
22. Only getting a half session at PLC, not seeing/talking to other people from other wards, not getting in a routine, staff have been vaccinated why can't we mix with patients, bring back the days you could paint, play football outside and work away to feel confident for getting out for the future.
23. It has been limited times to get to the PLC.
24. Remember all the programmes I have learned because there has been breaks.
25. Not getting up as much because of Covid.
26. Not getting to do the learning I had at the start of the year.
27. Covid 19, isolation mode it was more difficult. Hopefully get things back to normality the sooner the better.
28. Less placements, limited access to computers. More placements would benefit me.
29. Getting back into a routine.
30. Chance to access computer.