

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 2021. 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 out with 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 primarily delivered within the 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 Manager.

2. Current Resources Commitment

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

Table A – Patient Learning Centre Staffing 2021

| Post | wte | Comments |
|---|----------------|---|
| Patient Learning Manager (Band 7) | 1 | Supports activity across the hospital and wider Forensic Network. |
| Charge Nurse (Band 6) | 1 | |
| Education & Learning Officer (Band 5) | 1.8 | 1 staff member reduced from 5 to 4 days. |
| Senior Rehabilitation Instructor (Band 5) | 1 | |
| Total | 4.8 wte | |

Service delivery within the Patient Learning Centre is supported through the use of volunteers. Prior to the Covid restrictions there were 3 volunteers who provided input to the PLC on a sessional basis (totalling 3 sessions per week). No volunteers were able to support the service in 2021.

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 2021 was impacted by the COVID pandemic and the resulting restrictions on the type of activities that could be undertaken.

A restricted timetable was in place within the Skye Centre for the first 6 months (Jan-June), whereby patients attended sessions by ward group. During this time, patients who were not undertaking any formal learning were able to attend sessions within the Patient Learning Centre. This provided these patients with some structure and an opportunity to mix with their peer group in a non-ward environment. The formal learning that was undertaken during this period was limited given the reduced learning time available for individual patients (which was restricted to 1 hour of attendance per week). Group-based learning activities were also unable to be facilitated. In addition, during February 2021 Skye Centre staff were deployed to the wards and the Skye Centre was closed.

A new timetable was introduced within the Skye Centre in mid-June. Restrictions on patients from different wards mixing were gradually eased and group-based and subject-specific learning sessions were reintroduced in July-December. From July, patients were also able to attend the PLC for several sessions each week.

3.1 Key achievements during 2021

Details of key achievements and patient learning activities undertaken during 2021 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). The assessments provide a tangible benchmark that staff and patients can use to measure individual progress and to highlight improvements in literacy and numeracy skill levels. An overview of the Scottish Credit and Qualification Framework(SCQF) is included in Appendix 1.

During 2021 a total of 39 patients were invited to take part in the core skills screening process. Of this group, 23 patients (59%) completed the screening, 13 patients (33%) declined to take part at that time, 2 patients (5%) were unable to participate due to issues with English/Communication skills and 1 patient (3%) was unable to participate due to their poor mental health.

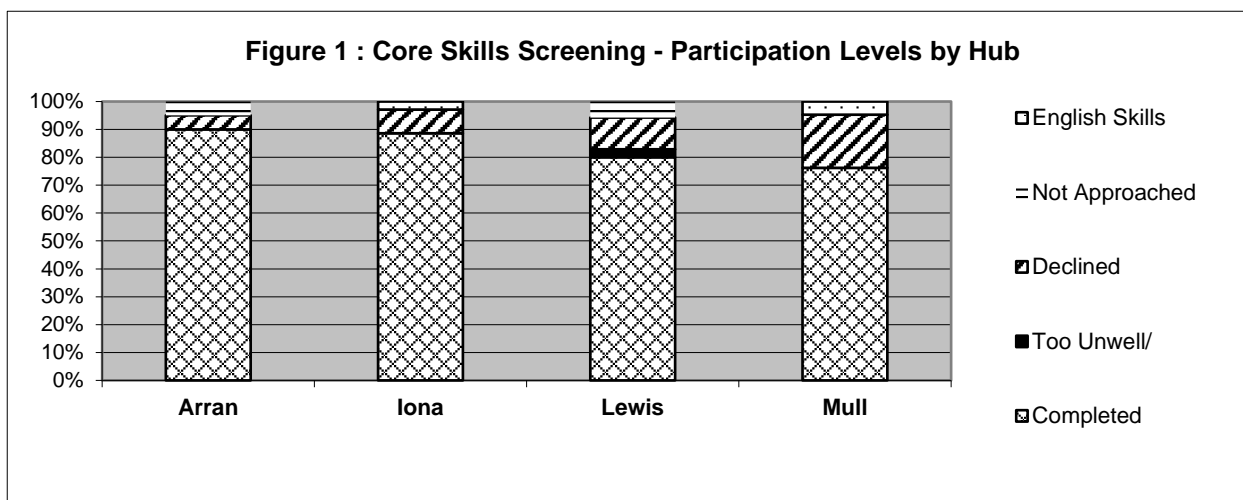
Of the 23 patients screened:

- 5 (22%) were existing patients who had been re-approached after previously being too unwell to take part or having previously declined to participate.
- 18 (78%) were new admissions to the hospital in 2021.

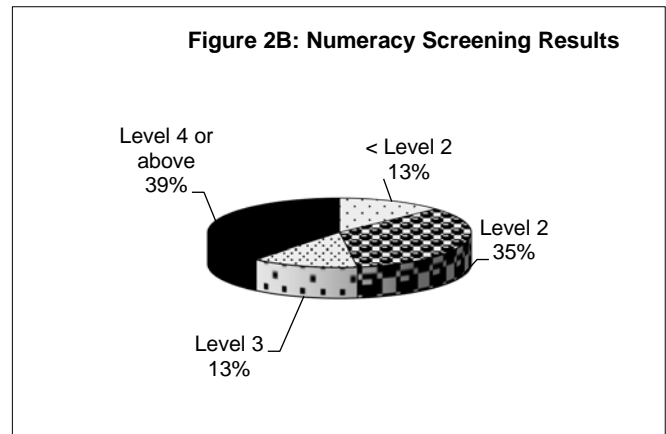
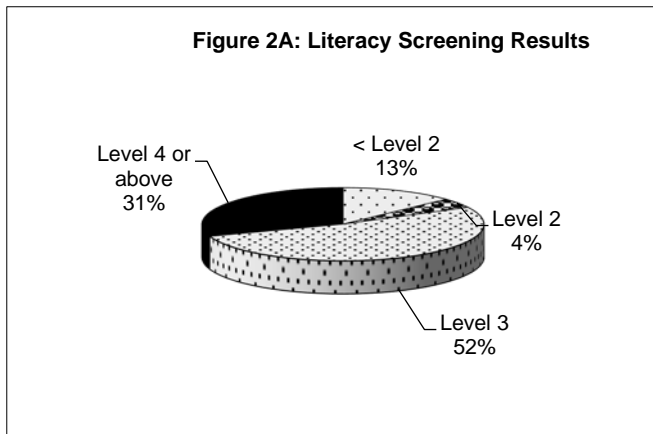
Prior to the COVID restrictions the screening process was incorporated within the Skye Centre induction programme. During 2021 the core skills screening was mainly completed at ward level by Patient Learning Centre staff as the Skye Centre Induction programme was not operational.

As of 31 December 2021, a total of 108 patients (97% of the patient population) had been invited to complete the screening process. The 3 patients not approached were new admissions that were admitted to the hospital in the last few months in 2021. These patients will be approached to undertake the screening in early 2022.

Of the 108 patients invited to participate in screening, 93 patients (86%) had completed the screening process at 31 December 2021. A further 12 (11%) declined to take part, 2 (2%) were unable to participate due to English/communication issues, and 1 (1%) was unable to participate due to poor mental health. A breakdown of participation levels by Hub is provided in Figure 1.



The literacy and numeracy screening results for the 23 patients who completed the screening process in 2021 are provided in Figure 2a and 2b.

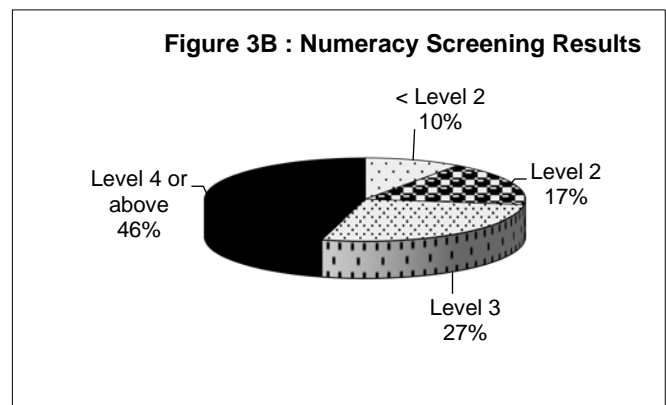
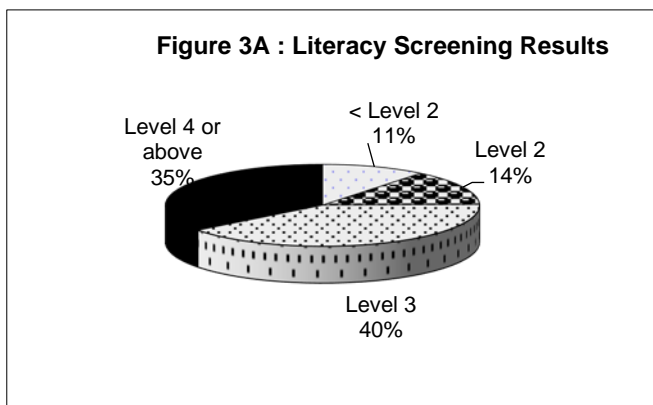


As indicated in Figure 2a and 2b above, of the 23 patients screened in 2021:

- 83% have literacy skills at the functional level of Level 3 or above
- 4% have literacy skills at Level 2 (indicating skill deficits)
- 13% have literacy skill at below Level 2 (indicating significant skill deficits)
- 52% have numeracy skills at the functional level of Level 3 or above
- 35% have numeracy skills at Level 2 (indicating skill deficits)
- 13% have numeracy skills below Level 2 (indicating significant skill deficits)

All patients who were identified with a skills deficit in 2021 were offered a placement within the Patient Learning Centre or an outreach session within the ward. Of the 11 patients involved, 7 are currently engaged in learning 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:

- 75% 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 2020, the number of patients with literacy skills below Level 3 has increased by 3% to 25%, and the number of patients with numeracy skills below Level 3 has increased by 3% to 27%.

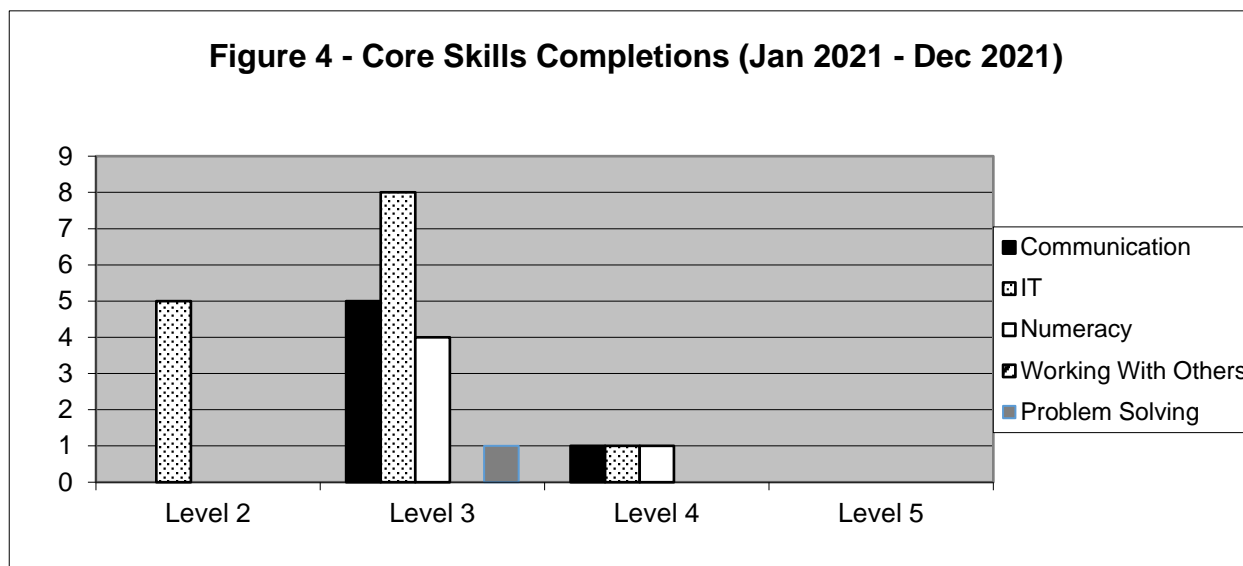
It is worth noting that 13% of patients completing the screening process are patients with a diagnosed Intellectual and Development Disability (IDD). When assessment results for patients with IDD are removed from the overall total, the number of patients with literacy skills below the functional level of Level 3 is reduced to 17%, and the number of patients with numeracy skills below Level 3 is reduced to 22%. As with previous years, this indicates that the number of patients with identified literacy and numeracy deficits is 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 2021, there were 26 (full unit) completions and 4 (Level 3) outcome completions. This is a significant increase from the previous year (with only 5 full units and 1 outcome achieved in 2020). A breakdown of completions, by subject and level, is provided in Figure 4.

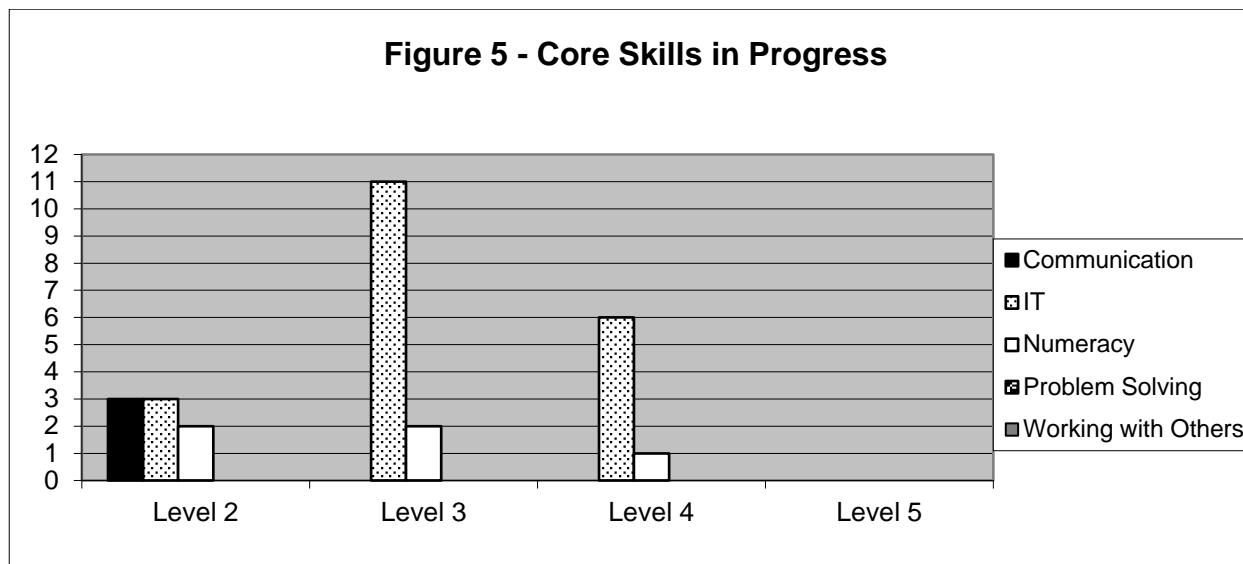


A key focus for core skills delivery in 2021 was to re-establish group-based and subject specific learning within the Patient Learning Centre and provide all patients who had started learning to re-commence learning. The new timetable which commenced mid-June included subject/level specific sessions which aimed to maximise learning opportunities. These sessions were created to enable learners with similar ability levels and interests to learn together in a group session, rather than the learning being delivered on an individual basis within mixed subject and ability level session which was the case for the beginning of 2021.

In addition to subject specific sessions, a themed learning group (which focussed on 'Bridges') was used in 2021 to support delivery of Communication core skills. The patients who participated really enjoyed learning about Scottish bridges and found the experience of learning core skills through this themed approach very positive. Delivery of this group learning programme was, however, impacted by departmental closures and COVID restriction. This resulted in a delay completing the programme, which caused challenges for some patients who found it difficult to remain focussed and motivated.

'Work-based' core skills qualifications were unable to be delivered within 2021 due to several factors including patients being unable to mix, the patient volunteer roles not being re-established until later in the year, and patients engaging in other activities.

In addition to the 26 unit completions, as at 31 December 2021, a further 28 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 5.



A total of 484 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 and aim to improve basic literacy and communication skills. Literacy skills learning has historically been 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 therefore adopt a flexible approach to help address these issues and maximise learning for the patients involved.

A total of 5 patients engaged in the literacy programme during 2021, and all the patients are making slow but good progress with their reading and writing skills. A further 2 patients who had previously engaged in the programme did not progress in 2021 – with 1 patient being too unwell to participate, and the other patient choosing to engage in an alternative learning programme whilst attending the PLC.

The number of literacy sessions delivered during 2021 was impacted by staff resource pressures and COVID restrictions. The programme is delivered via one-to-one tuition, and pre-COVID was led by PLC staff supported by supplementary sessions delivered by volunteers. During 2021 the volunteers were not able to come onsite due to COVID restrictions, and were therefore not available to provide this support.

PLC staff had limited capacity to deliver 1:1 ward-based tuition but fortunately all 5 patients did attend the PLC, and 1:1 sessions were provided within the department. Two of the patients also received additional support on the ward from the Librarian and OT staff.

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 2021, 1 patient participated in ESOL learning and this is currently ongoing.

3.1.4 Open/distance learning programmes

During 2021, only 1 patient participated in open/distance learning programmes. This patient was continuing his Open University studies from the previous year. A total of 3 modules were undertaken, including 1 module that was ongoing from 2020, and 2 new module enrolments. Details of the modules are shown below:

| Course | Provider | Enrolments in 2021 | Status at 31 Dec 2021 |
|--|-----------------|---------------------------|------------------------------|
| Analysing Data | Open University | Ongoing from 2020 | Withdrawn |
| Essential Mathematics 2 (recommenced from previous year) | Open University | 1 | Withdrawn |
| Criminal Law & the Courts | Open University | 1 | Ongoing |

At 31 December 2021, no modules had been completed – with 1 module ongoing and 2 withdrawn.

During the first 6 months of the year the patient involved in the Open University course was only able to attend the PLC for 1 hour per week due to the COVID restrictions that were in place. He used this time to do any essential computer work and continued studying for the modules within the ward/his bedroom. 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 the first 6 months of 2021. This situation impacted significantly on the patient's mental health and his ability to remain motivated. The patient found it difficult to continue to study in his bedroom/ward area even though support was still available from the Patient Learning Centre. He subsequently withdrew from 2 of the modules during the year.

The patient found the 'Essential Maths' module particularly challenging, and had tried unsuccessfully to complete this module in the previous year. He acknowledged in retrospect that he had made the wrong choice in opting to enrol again on this module, and this was a further contributory factor in his withdrawal from this course.

The Open University was very supportive throughout 2021 and agreed that, even although the learner had withdrawn from 2 modules, he could enrol on a new module ('Criminal Law & the Courts'). Excellent progress has been made on this module from October to December and this has helped the patient to improve both his motivation and his mental health.

The open/learning courses will be promoted and available to other patients once we are confident that we are able to provide patients with additional learning sessions within the PLC to help facilitate and support this learning.

3.1.5 Vocational qualifications

A total of 5 vocational programmes were delivered during 2021 (a decrease of 1 programme from 2020), and 7 vocational qualifications were successfully achieved (a decrease of 17 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 2022 are summarised in Table B. The vocational programmes were unable to be restarted until the patients could mix and therefore only recommenced from July onwards. This impacted significantly on delivery and achievements for 2021.

During 2021, the Gardens department (animal therapy) re-commenced the 'Feeding and Watering of Small Animals' qualification that was adapted to offer a low-tooled option. The patients who commenced the pilot programme in 2020 successfully completed the course in 2021. A new cohort of patients have also commenced a full tooled programme and are scheduled to complete the qualification in early 2022. The Senior Rehabilitation Instructor and Patient Learning Manager also worked together in Spring 2021 to develop and update the 'Use of Hand Tools in Horticulture' qualification. This qualification was offered to patients once the COVID restrictions had been eased, and 4 patients successfully completed the qualification in 2021.

The Craft & Design department was closed for a significant time during 2021 due to staff absence and redeployment of staff to support other areas. As a result, limited learning opportunities were available within this department. Two patients commenced the National 2 Creative Arts qualification but due to the department closures their progress has been slow. This learning will be carried over to 2022. The pilot of the National 3 programme that was planned for delivery in 2021 was also unable to be progressed.

ECDL programme delivery was limited in 2021 and there were no module achievements in this time. This was due to various factors including: limited access to computers (due to closures and restricted sessions), delays in the automatic ECDL testing component being available due to upgrade of the patient network and patients transferring to complete other IT qualifications as a result of these delays.

The Sports activity centre commenced a level 4 Sports Leader programme during 2021. This included patients who had been deferred (due to COVID-related restrictions) in the previous year. This cohort will complete in early spring 2022. In addition, the Sports Volunteers roles are planned to commence in 2022 and will be supported by delivery of the level 5 Sport Leader programme.

Several other qualifications/programmes were not delivered in 2021. Reasons for this are noted below.

- Practical tasks for Information & Library Work qualification – No library qualifications were delivered during 2021 as all the current patient library volunteers have completed this award. This group of patients, however, are due to commence the new Volunteering Award in early 2022.
- Introductory & Elementary Food Hygiene qualifications – these programmes were not scheduled in 2021 due to ongoing uncertainty surrounding the COVID pandemic and associated restrictions. The programmes involve group work, patient mixing and external trainers to deliver the qualifications. It is anticipated, however, that these qualifications can recommence in 2022.

It is worth highlighting that whilst vocational programme achievements reduced during 2021, there were 18 patients actively engaged in vocational programmes as at 31 December 2021 who will complete the qualifications in 2022. The commitment and dedication from the Skye Centre staff has ensured that the vocational programmes have been re-established, despite the ongoing challenges relating to COVID restrictions, departmental closures and staffing resource issues.

Table B – Vocational Programmes & Qualification Achievements

| Qualification /Awarding Body | Activity centre/ area delivering award | Date Award Approved | Achievements in 2021 | 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 | 3 | 55 | 6 | Course currently running |
| Soft Landscaping Unit – Intermediate level 1 (SQA) | Gardens & AAT Centre | 2011 | 0 | 8 | 0 | The Soft Landscaping module is being developed in 2022. |
| 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 | 4 | 11 | 0 | 2 courses planned |
| Creative Arts - National 2 Award (SQA) | Crafts | 2016 | 0 | 0 | 2 | 1 course is 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 | 0 | 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 | 0 | 36 | 6 | 1 course planned |
| Sports Leadership Level 5 Award (Sports Leaders UK) (NEW) | Sports | 2019 | 0 | 3 | 0 | 1 course planned |

3.1.6 Other initiatives

Other programmes and learning initiatives that were delivered in 2021 include:

- Patient Reading Group - This group is delivered on a weekly basis within the Skye Centre and has capacity to support 8 patients per session. The reading group re-commenced in October 2021 and a total of 7 patients regularly took part throughout the last 9 weeks of 2021. Information is read aloud within the group and then a discussion takes place about what has been read. Topics that were covered during 2021 included: black history month, Delphi, history of Christmas traditions, physics, winter Olympics, Elgin Marbles, going into space and good news stories. Short stories were also read within sessions and writing activities, using imagery to create short stories, were also undertaken within the group. In addition to the reading group, the Librarian is planning to implement the 'Reading Ahead' initiative to encourage more patients to engage in reading.
- City Phonics course – City Phonics is a level 1 programme developed by City of Glasgow College to help learners who have very limited knowledge or exposure to learning to read. Two patients were involved in this programme during 2021. Due to restrictions and capacity issues, the 1:1 sessions required to deliver this programme were limited. Both of the patients attend the PLC regularly and are motivated to continue with this learning in 2022.

Unfortunately, the Sports and Fitness Centre was unable to deliver the 'Bikeability' cycling proficiency programme in 2021 due to COVID-related restrictions associated with group activities and patient mixing, etc. The department did offer cycling as a summer activity, but were unable to offer this 6-week programme. The programme is planned to re-commence in 2022.

3.2 Key performance indicators

Key performance data relating to patient learning services and activities for the period January – December 2021 is provided below.

3.2.1 Participation levels

a) Engagement in learning

During 2021, a total of 64 patients within the hospital engaged in formal or accredited learning. This equates to 58% of the total patient population (a decrease of 9% from 2020), and 71% of the patient population who attend Skye Centre placements (a decrease of 12% from last year). As previously noted, during January-June the PLC did however offer placements to 'non-learners' to provide these patients with structure and opportunities to leave the ward (this equated to an additional 17% of patients who accessed the Skye Centre).

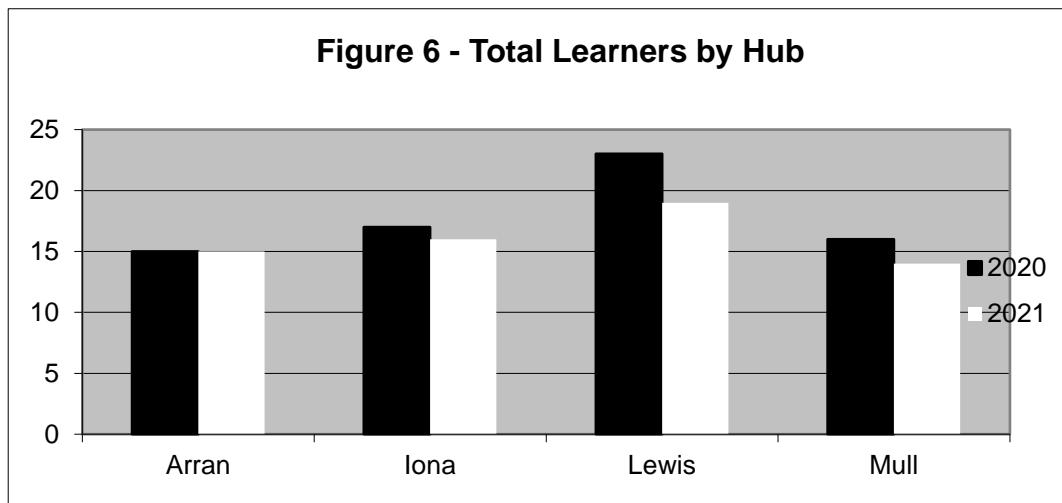
Of the 64 patients who participated in formal or accredited learning:

- 62 patients (97%) attended the Patient Learning Centre or took part in PLC 1:1 sessions within the ward over the course of the year.
- 10 patients (16%) achieved more than one qualification.
- 24 patients (38%) were engaged in multiple programmes

It is very encouraging to see patients engage in learning across the different departments and undertake multiple programmes concurrently. This shows that patients enjoy the variety of learning programmes that are available.

As previously indicated, the restrictions on patient learning during 2021 have impacted significantly on participation and attainment levels, especially for vocational programmes.

A breakdown by Hub of patients who engaged in formal or accredited learning during 2021 is provided in Figure 6. Comparative data from 2020 has also been provided.



b) Referrals and leavers

There were 18 new referrals to the Patient Learning Centre during 2021. Of this total:

- 16 commenced a session in PLC
- 2 patients did not want to do learning and left during the induction period.

A total of 20 patients ceased attendance at the Patient Learning Centre in 2021. The reasons for leaving are noted below.

- 4 transferred to other hospital/prison
- 9 withdrew from accredited learning programmes
- 2 left due to behaviour/mental health
- 5 completed their 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

During periods when COVID restrictions were in place, sessions within the PLC were offered by ward – with patients able to attend one session per week. This timetable ran from January to June (excluding February where the Skye Centre was closed and staff deployed to cover ward deficits). Once restrictions were eased, the PLC was scheduled to open 8 sessions per week (from mid-June to December).

During 2021 for the periods that the PLC was open (excluding February 2021) there were 77 unscheduled closures. The reasons for closures included:

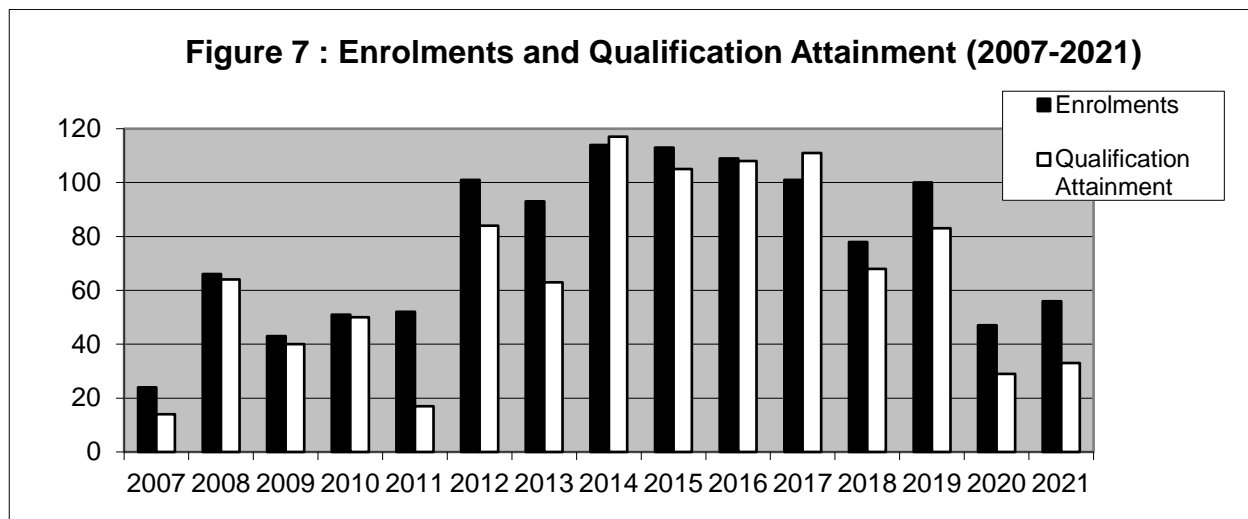
- 5 - adverse weather
- 3 - staff training
- 62 – staffing resources/backfill for ward deficits
- 7 – other (including Covid testing and isolations, PC upgrades, searches)

The closures relating to staffing resources were a combination of: staff absence, covering other Skye Centre activity centres, supporting other activities within the Skye Centre including the health centre/tribunals/courts/hairdresser, as well as deployment of staff to support wider staff shortages across the hospital. It is difficult, therefore, to make comparisons with previous years.

Planned attendance and capacity figures are not available for 2021 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 recording of planned sessions will recommence once the Skye Centre timetable and associated 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 2021 are provided in Figure 7. Comparative data from previous years has also been provided.



As is evident in Figure 7, course enrolments and attainments for 2021 both increased from the previous year (with a 19% increase in enrolments, and a 14% increase in attainments).

Although there has been an increase in enrolments and attainments in the last year, it is important to acknowledge that learning opportunities and learner progress have been significantly impacted by the COVID pandemic for the past two years. The reasons include: staff absence within the Skye Centre and wider hospital; staff who deliver patient learning being re-deployed to other areas; the Skye Centre being closed during February; the restricted timetable (1-hour session per week per ward); patient self-isolation periods and ward closures. However, despite the impact of the pandemic and wider staff pressures, a range of learning opportunities/sessions were delivered, albeit at a reduced level than was previously planned.

The attrition rate for learning programmes delivered in 2021 totalled 10 qualification withdrawals during the year (for 10 patients). This was a decrease of 9 from the previous year.

Of the total withdrawals:

- 9 patients did not want to continue their learning
- 1 patient was withdrawn by the course leader as he had missed too many weeks due to Covid (this patient will recommence with the next cohort in 2022)

Patient withdrawal from learning programmes is perhaps reflective of the wider issues and challenges associated with the COVID pandemic. It has been a challenging year for patients, as well as staff, with significant disruptions to learning throughout 2021. All patients who have withdrawn from courses can re-join programmes at a future time should they wish to do so.

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, a total of 4 core skills progressions were achieved during 2021. This included:

- Communication – 1 progression from level 2 to level 3; 1 progression from level 3 to level 4
- Numeracy – 1 progression from level 2 to level 3; 1 progression from level 3 to level 4

The total number of progressions achieved as of 31 December 2021 is now 94 (with 68 progressions in numeracy and 28 in literacy). In addition to the above, a further 2 patients achieved progressions in IT core skills during 2021.

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 2021. Table C shows the progress that was made.

Table C – Planned Priorities for 2021

| Priority | Progress/Status |
|---|--|
| <p>Recommencing the delivery of patient learning programmes within the Skye Centre that were unable to re-commence in 2020 – including learning programmes delivered in Crafts, Gardens, Patient Library and Sports.</p> | <p>Partially Completed</p> <ul style="list-style-type: none"> ▪ Gardens & Sports qualifications re-commenced and delivered. ▪ Crafts qualification delivery was limited due to the department being closed for a significant period during the year. The level 3 pilot programme was unable to commence. ▪ Library qualifications were not delivered as all current patient volunteers have already completed the award. This group of patients are scheduled to commence the Volunteer award. |
| <p>Re-design and delivery of the horticulture-related qualifications.</p> | <p>Completed</p> <ul style="list-style-type: none"> ▪ The 'Use of Hand Tools in Horticulture' was successfully re-designed and the first cohort has completed. ▪ The 'Soft Landscaping' unit will be redesigned and delivered in 2022. |
| <p>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.</p> | <p>Partially Completed</p> <ul style="list-style-type: none"> ▪ The ECDL online testing function is now operational and needs to be reviewed once a patient is ready to undertake an exam. ▪ Routine eHealth support has not been secured due to capacity issues within eHealth. Ad hoc support is provided. ▪ The Digital Inclusion project is ongoing and will continue in 2022. The DPIA and standard operating procedures have been drafted and will be finalised in 2022. |
| <p>Pilot of the Volunteering Skills SQA Award within the patient library service.</p> | <p>Delayed/Partially Completed</p> <ul style="list-style-type: none"> ▪ The development/preparation for the pilot was completed. Patients were identified to participate in a pilot programme. This was due to commence in December 2021, however, had to be delayed due to COVID restrictions at that time. The programme commenced early 2022. |

| | |
|--|---|
| <p>Provide training opportunities for staff to delivery and expand patient learning provision. This includes SQA assessor/IV qualifications, ESOL training and tutor refresher training.</p> | <p>Partially completed</p> <ul style="list-style-type: none"> ▪ The SQA internal verification qualification and ESOL training were delivered during 2021. The tutor training for Sports Leadership was unable to be delivered due to staff absence. This will carry forward to 2022. |
| <p>Exploring options for patients to undertake distance learning programmes in the following subjects – business administration, customer service, and nutrition and health.</p> | <p>Partially completed</p> <ul style="list-style-type: none"> ▪ The suitability of the business administration programme was explored and the programme scheduled was partially developed. Patients have also been identified to take part in this distance learning in 2022. There have, however, been delays in agreeing operational arrangements with the accrediting body (Skill Network). This is due to a combination of COVID-related restriction and post vacancies at Skill Network). ▪ The suitability of additional programmes will be looked at in 2022. |

5. Performance against Key Performance Indicators

The performance data presented in sections 3.1 and 3.2 of this report, plus comparative data for the previous five years, is summarised in the Table D.

Table D – Performance Data 2015-2020

| PERFORMANCE DATA | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--|---------------|---------------|--------------|---------------|-------------|-------------|
| ▪ Percentage of patients who participated in formal or accredited learning | 68% | 62% | 64% | 68% | 67% | 58%* |
| ▪ Course enrolments (* = individual unit enrolments) | 109 (123*) | 107 (119*) | 78 (105*) | 100 (132*) | 47 | 56 (10*) |
| ▪ Course completions / qualification attainments (* = individual unit completions) | 108 (122*) | 111 (129*) | 68 (104*) | 83 (128*) | 29 (22*) | 33 (4*) |
| ▪ Core skill progressions (LDP target) | 12 | 13 | 8 | 1 | 0 | 4 |
| ▪ Percentage of patients invited to participate in core skills screening | 90% | 86% | 95% | 95% | 94% | 97% |
| ▪ Percentage of the above patients who have completed the screening process | 93% | 93% | 88% | 87% | 88% | 86% |
| ▪ Percentage of patients with identified literacy deficits (i.e. <Level 3) | 23% | 21% | 23% | 22% | 26% | 25% |
| ▪ Percentage of patients with identified numeracy deficits (i.e. <Level 3) | 37% | 35% | 29% | 27% | 24% | 27% |
| ▪ Number of new referrals to Patient Learning Centre | 22 | 19 | 24 | 24 | 21 | 18 |
| ▪ Number of leavers from Patient Learning Centre | 25 | 16 | 29 | 23 | 15 | 20 |
| ▪ Patient Learning Centre closures (unscheduled) | 22 | 26 | 45 | 61 | 17 | 77 |
| ▪ Episodes of non-attendance within Patient Learning Centre | 675 | 665 | 549 | 546 | - | ** |
| ▪ Capacity uptake within Patient Learning Centre | 75% | 77% | 80% | 81% | - | ** |

* This figure relates to the 11 months of the year that patients were able to engage in learning.

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

6. Quality Assurance Activity

This year has been another challenging year for patient learning activities due to the uncertainty and restrictions resulting from the ongoing COVID pandemic and associated issues with staff resources within the Skye Centre and wider hospital. Despite these challenges, however, all accredited learning programmes delivered remain fully compliant with the quality standards specified by the external qualification awarding bodies and our own internal quality assurance procedures.

6.1 Learning awarding body quality assurance processes

The qualification awarding bodies have quality assurance procedures that the organisation must 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 2021 a re-approval process was carried out for the Sports Leadership Award due to changes to the qualification standards and systems within Sports Leadership. The hospital was successful in retaining approval to deliver the Sports Leaders Award.

Our internal quality systems remained fully operational during 2021 and included the following: induction processes for learning; learner reviews and feedback; internal verification processes for completed qualifications; evaluating feedback from learners (see section 6.3); and internal compliance audits. Quality assurance meetings, however, continued to be postponed due to staff capacity issues and these will re-commence as soon as possible in 2022.

6.2 Approval of new qualifications

No new approvals were completed in 2021.

6.3 Evaluation of accredited learning programmes

During 2021 a total of 37 patients completed a learning evaluation questionnaire (an increase from 2020 due to more programmes being completed). The aim of the questionnaire is to obtain feedback from patients on learning programmes that they complete, and identify what benefits they feel they have derived from their participation in learning and education.

Feedback was received on a range of programmes. This included the communication, ICT, numeracy and problem solving core skill qualifications, plus the gardens and animal care vocational programmes. A summary of how the patients rated different aspects of programme delivery is provided in Appendix 1. As indicated in the table in Appendix 2, 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).

Feedback across the different areas covered in the questionnaire showed that between 81%-92% of patients reported being 'very satisfied' - with satisfaction ratings increasing in 7 out of the 10 areas when compared to the previous year. The 3 areas where satisfaction ratings were slightly lower compared to the previous year included: the pace of learning; learning methods and resources used; and opportunities to discuss and review learning. This is indicative of their being shortened learning sessions, delays in learning, and reduced opportunities to participate throughout the year. The overall level of satisfaction, however, was 89% - an increase of 4% from 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 include:

improved knowledge and skills (in the area of study); improved communication, confidence and self-esteem; opportunities for team working and enjoyment. Attached in Appendix 2 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:

- Successful delivery of the newly developed low-tooled Animal Care programme – this widened access to this programme and enabled patients with a diagnosed Intellectual and Development Disability (IDD) to complete the award. The revised programme included a more flexible teaching approach and additional 1:1 learning to accommodate the patients who require more support to learn. It also allows patients who do not have full access to tools the opportunity to take part.
- Development of Volunteering Award pilot – the Librarian and Patient Learning Manager have developed the pilot to specifically target the current patient library assistant volunteers. This group includes patients with mixed levels of ability and support requirements. The pilot will include monthly group learning sessions where the patient library volunteers will work together on projects to improve the library service whilst developing their individual knowledge and skills relating to the volunteer role. Individuals will complete the qualification at either level 3 or 4 – depending on their individual abilities. Each patient will also complete an individual improvement project as part of this qualification and through participating in this programme the patients will also develop their communication, problem solving and working with others key skills.
- Digital Inclusion: Patient access to educational interactive resources – This project aims to provide increased access for patients to modern digital technology through the expansion of the patient learning network and the introduction of new portable IT devices. The first stage of the project is to introduce portable IT devices (including laptops and tablets) into the Skye Centre. There have been various delays to the project, including issues with hardware availability, but this will hopefully be resolved in 2022. The project is ongoing and will continue over the coming year.
- Development of staff – A number of Skye Centre staff were supported to undertake further training during 2021 to help sustain delivery of qualifications and ensure compliance with awarding body requirements for specific learning programmes. One staff member is working towards their SQA internal verifier qualification, 5 staff have started an ESOL tutoring qualification, and a further 2 staff completed tutoring modules that are required to deliver the Sport Leader 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. A further 2 new staff are due to commence their assessor qualifications in early 2022.

8 Stakeholder Experience

Alongside the standard evaluation that was carried with patients who completed a qualification during 2021 (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 to all patients who engaged in learning (including those who were still working towards completing their qualification) and it was completed by 24 patients in total. Three questions were asked:

- How has learning helped with your recovery?
- What benefits do you feel you have gained from undertaking learning?
- What have you found challenging during 2021?

The feedback provided valuable insights into patients' perceptions of how learning has impacted on their recovery and the perceived benefits of the learning.

The key themes that were evident in the feedback 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
- New opportunities
- Seeing progress

One comment made by a patient about how learning helped with their recovery - "It has provided me with a positive and productive activity to fill my day. It provides a distraction at times for stress and anxiety and helps me manage my mental health" - highlights the true importance of access to learning for patients, and how learning can positively impact and improve lives.

A second comment from another patient about the benefits of learning – "My reading has improved and I can now read certain things in the newspaper/TV guide/Menu. I am proud that I have now read a novel" – shows how important it is to provide a range of opportunities for learning, including programmes that support education and learning in basic core skills.

The feedback also highlighted the challenges the patients experienced during 2021. The main themes that were noted included: missing sessions due to closures; limited placements and learning opportunities; and delays in completing learning programmes. This reinforces that the COVID restrictions, alongside ongoing staffing resources, did have a detrimental impact on patient learning during 2021.

Further details of the feedback received through the evaluation questionnaire is provided for information in Appendix 3. 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 2022. This will include:

- Recommencing delivery of established (i.e. pre-COVID) patient learning programmes within the Skye Centre, including learning programmes delivered within Crafts, Gardens, Patient Library and Sports, plus the REHIS food hygiene programmes.
- Redesign and delivery of the horticultural 'Soft Landscaping' unit within the Gardens department.
- Pilot and evaluate the new Volunteering Skills SQA Award within the patient library service and the National 3 Crafts qualification within the Crafts department.
- Ongoing liaison with eHealth to (1) fully implement and review the online testing solution for the ECDL programme, (2) secure future provision of routine eHealth support for existing patient learning-related IT systems and (3) to secure IT support for the Digital Inclusion Group to progress the 'interactive education resources' project.
- Continue to provide staff training and development to ensure staff are equipped to deliver and expand patient learning provision. This includes SQA assessor/IV qualifications, ESOL training and tutor refresher training.

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

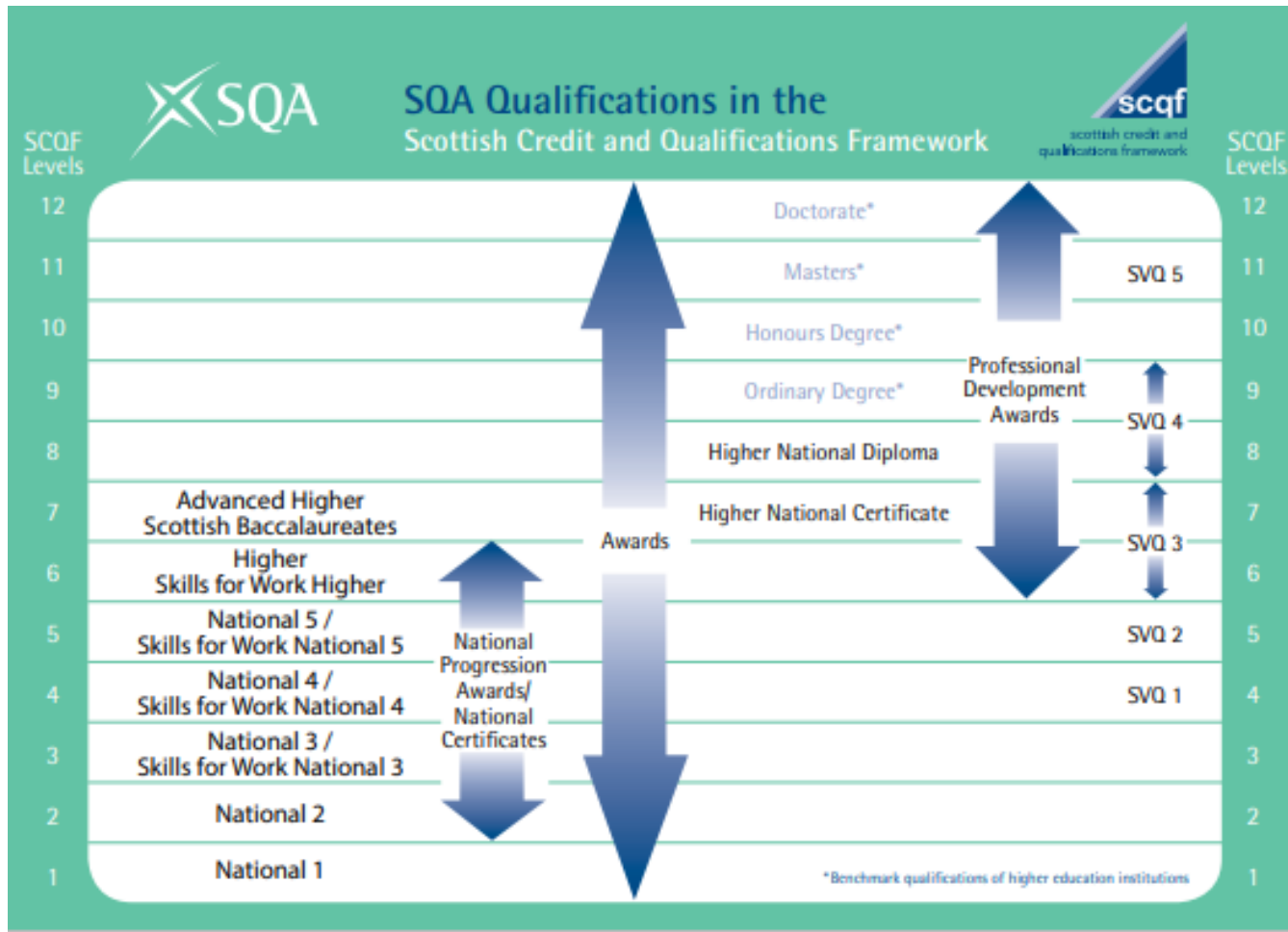
10. Next Review Date

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

Scottish Credit and Qualification Framework (SCQF) Information

Appendix 1

The Scottish Credit and Qualifications Framework (SCQF) is Scotland's national qualifications framework which maps out the different levels and types of qualifications. Below is a copy of the framework and the core skills screening and qualifications in the report relate to levels 2-5 in the framework.



The diagram below shows how the current qualifications compare to qualifications previously delivered in Scotland.



Part 1 – Learner Feedback

Feedback from 37 patients who have completed a qualification in 2021.

| Areas covered | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|---|----------------|-----------|--------------|-------------------|
| Induction to learning programme | 86% | 14% | 0% | 0% |
| Information given about qualification | 86% | 14% | 0% | 0% |
| Information given about assessment process/outcomes of learning | 92% | 8% | 0% | 0% |
| Information given about your responsibilities | 86% | 14% | 0% | 0% |
| Access to support and guidance from tutor/instructor | 92% | 8% | 0% | 0% |
| The pace of learning | 81% | 14% | 5% | 0% |
| The learning methods and resources used | 86% | 14% | 0% | 0% |
| Opportunities to discuss and review learning | 84% | 16% | 0% | 0% |
| Assistance to address any problems experienced during learning | 89% | 11% | 0% | 0% |
| Overall satisfaction with the learning programme undertaken | 89% | 11% | 0% | 0% |

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

1. Gave me confidence to try new things and has made me want to have further qualifications.
2. Affirmation of a lot of what I suspected I knew and learning the skills that will serve me well when doing similar work in the future. The SVQ could also be used as a starting point.
3. Hopefully I will get my own garden or help someone with a garden and will now know what to do. Thank you.
4. The course was a good refresher course for me. It covered 4 topics that I felt I needed to refresh.
5. I feel more comfortable and motivated to do more.
6. I have gained better self-esteem and enjoyed meeting new people. I have enjoyed learning the interesting topics as well.
7. It has improved my concentration.
8. I have brushed up my reading and writing skills
9. Before I did the course, I thought I knew all about computers, but I have learned a lot. Every day is a school day!
10. The learning process was easy going.
11. We learned to use a computer, that I never had skills in before.
12. Learned new skills in ICT.
13. Getting this for free/Moving on.
14. Now I feel part of the 21st Century. I communicate better with staff/peers. I was pleasantly surprised how much I enjoyed the course.
15. Allowed me to re address and update my ICT skills.
16. Helped to re address my ICT skills.
17. I am motivated to move up to the next level.
18. I now know how a computer works and have an upgrade from ICT level 2 to ICT level 3
19. Feel more confident and comfortable using computers. Was apprehensive to begin with realised I was capable and its encouraged me to learn more.
20. Learning to use passwords/security and the computer in general.
21. Self-esteem, more confident, loved learning new tasks and information.
22. Enjoyed Level 3 so next level of ICT to undertake.
23. This course has helped with my ability to navigate a PC and use the tools it provides that previously I have ignored. This will come in useful for future letters with organising and keeping things like my finances in check.

**Part 2 - Detail the benefits you feel you have gained from your learning experience?
(continued)**

24. Enhanced IT skills, good use of my time.
25. I enjoyed working with others.
26. We learned how to cope if getting something wrong. If at first I fail, I try again and keep trying till I succeed. So there is a lot of dedication involved.
27. I want you to know that I appreciate all the help you have given me and I can't believe that I can actually do these sums. I'm looking forward to level 4.
28. This course has inspired me to continue and progress with my education.
29. Skills have improved, feeling more confident.
30. Refreshed my maths skills.
31. I enjoyed working at a higher level and I'm proud that I could do it
32. I can use my new skills in the future to work with animals.

Part A - How has learning helped with your recovery

1. Enjoyment, improved confidence
2. It has provided me with a positive and productive activity to fill my day. It provides a distraction at times for stress and anxiety and helps me manage my mental health. I am able to gain knowledge in my chosen subject and learn valuable academic and time management skills that will be useful in future employment. I will get an accredited qualification which will be good for my long term recovery and rehabilitation.
3. Learning has helped me gain confidence and develop my skills at using computer applications for many tasks. This may be useful for finding a job(eventually).
4. Helped me focus and getting on with people. I love coming to my placement.
5. It has made me talk more and helped me improve my confidence. Garry is a 'brilliant' tutor.
6. It has helped my self-esteem and I also have confidence to mix with other people. Would like to praise the PLC staff for supporting me on my learning.
7. Being involved in learning helps break up my week and gives me something to focus on.
8. It has helped me focus on my learning.
9. PLC has helped with my recovery and it has helped with my literacy.
10. PLC keeps me busy and helps me to focus on something else. I enjoy my time here and I am progressing well and am looking forward to my next challenge.
11. I haven't got stuck into the learning yet as I need lot of help on the computer but am enjoying it. I look forward to the day when I use the computer like my peers.
12. Given me more confidence.
13. The learning is opening up opportunities for the future.
14. I feel that learning has helped me with my completing my menus. It has helped with my reading and numbers. I enjoy attending and would come up more if I could.
15. Helped me connect with others and helped with routine.
16. It has helped me focus on something I enjoy. I have gained more self-confidence.
17. Made me more confident. Gave me a purpose. Gave me a better outlook.
18. It is set in a good environment. Enjoyed it and if there was another course I would consider it.
19. It has refreshed my mind in mathematics and made my numeracy better.
20. I found it a fantastic way to distract myself from negative thoughts, while instead of sitting on the ward itself.
21. It is engaging my brain into positive learning, learning new skills.
22. Good. I'm more active now.
23. A lot. I am more confident in group set ups.
24. It has given me a lot of self confidence in myself and others, more open minded.

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

1. I am working on ECDL and am enjoying learning
2. I have been fortunate as I have been able to further my academic skills whilst trying new things and working with other learners. I have developed time management skills also.
3. Achieving a recognised qualification will help me and it has inspired me to do further learning and try new things. It has helped me a lot to complete this work and the staff have all been excellent in helping me achieve this.
4. I have learned how to work computers which I can do once out of hospital. I could try other courses.
5. Achieved a certificate in Excel which made me feel good. I feel motivated to continue to explore learning opportunities.
6. I have completed my level 3 and would like to do level 4.
7. My reading has improved and I can now read certain things in the newspaper/TV guide/menu. I am proud that I have now read a whole novel.
8. Gained my level 2 now doing level 3 and I hope to do even more subjects.
9. Helped me to write letter to my pals and mum.
10. I'm getting qualifications and getting help to learn a computer.
11. Too early to tell.
12. Working with new people. It has made me do more education.
13. Gained an ICT qualification. It has encouraged me to do more (and higher) learning.
14. I could do other learning now. I feel more confident.
15. Qualifications, confidence, being positive, encouraged. Staff have helped a lot.
16. I feel I have more knowledge in sports. I now know about warm up and cool down. I am more motivated to do more qualifications in sports and gardening. I enjoyed doing my course and would wish to do the level 5.
17. More understanding in others. Better awareness. Confident. I have enjoyed team work and being encouraged to learn more.
18. I've gained some new knowledge for instance a lawn is powered in different ways – battery, oil, hand, electricity and how to handle tools safely.
19. More confidence in numbers and numeracy.
20. I am enjoying topping up my knowledge of these topics. Keeping my mind active I'm finding it very enjoyable.
21. I have gained confidence in myself in learning new skills. A good sense of achievement.
22. Overall a clearer head.
23. I feel like I can speak to new people and feel good about it as I really shied away from it. Thanks for letting me get the opportunity to do the course.
24. Better communication skills. More confidence to apply roles and am a better listener and better at explaining myself.

Part C - What have you found challenging during 2021?

1. Covid restrictions. I have found it hard to retain information I have learned.
2. The biggest challenge I have faced in relation to my learning was Covid pandemic. Due to this I have had limited time in the PLC and this has impacted on my studies however my studies are going well and any delays have been short lived. PLC staff have provided additional support throughout the pandemic to ensure that my learning has continued to progress despite challenges in place.
3. At first it was hard to get into a work routine but I did get better at this. It was also hard when the PLC could not be opened due to Covid or staffing.
4. Have been in my room too much.
5. Impact of Covid pandemic and the learning department being closed.
6. I found the lack of support difficult when PLC was cancelled and volunteers couldn't visit because of Covid.
7. Ward and PLC closures due to Covid. I find reading and writing difficult so that slows down my progress – I am getting help with this.
8. PLC being cancelled a lot of the time.
9. Sometimes I get stuck and need a lot of practise. Sometimes my peers and staff will help me out to help get things right.
10. Department closures, ward closures and my mental health.
11. Missed my routine and miss classes.
12. Missed lots of placements due to closures both PLC and ward.
13. Not getting to sessions due to closures.
14. Not getting work finished due to closures.
15. Reading and writing element of the qualification has been hard for me.
16. Not getting to do learning I had started. Taking more time to do it.
17. We didn't get the course up and running some weeks because of lockdown.
18. Covid slowing the learning process down.
19. It's not been too challenging. They are all topics I enjoy doing whether communications or ICT. Staying active is really important, and due to me enjoying it so much it makes it pleasurable topics. If possible to be open more. PLC is my most favourite placement and I would love to go to more placements/drop ins. Keep up the good work.
20. I find it difficult to retain information. All the help and support I have received from staff has been much appreciated.
21. Donna's a good teacher she keeps us all right but its annoying when the PLC is closed.
22. Not getting out and spending most of the time in the ward.
23. Isolation. I am a social person.