

# Patient Learning 12 Monthly Update Report

<b>Reference No:</b>		<b>Issue:</b>	1
<b>Lead Author:</b>	Training & Professional Development Manager		
<b>Contributing Authors:</b>	Patient Learning Manager		
<b>Approval Group:</b>	The State Hospital Board for Scotland		
<b>Effective Date:</b>	January 2022-December 2022		
<b>Review Date:</b>	April 2023		
<b>Responsible Officer:</b>	Director of Nursing, AHPs & Operations		

# Contents

	<b>Page No</b>
<b>1. Core Purpose of Service</b> 1.1. Service overview 1.2. Service objectives 1.3. Service delivery	<b>1</b>
<b>2. Current Resource Commitment</b>	<b>2</b>
<b>3. Summary of Core Activity for the last 12 months</b> 3.1. Patient Engagement in Learning 3.2. Referrals and leavers 3.3. Enrolments and qualification attainments 3.4. Learning Programmes delivered 3.5. Core skill screening/assessment 3.6. Core skill progressions 3.7. Patient placement provision 3.8. Attrition rates	<b>2</b> 2 2 3 3 8 9 10 10
<b>4. Comparison with Last Year's Planned QA/QI Activity</b>	<b>11</b>
<b>5. Performance against Key Performance Indicators</b>	<b>12</b>
<b>6. Quality Assurance Activity</b> 6.1. Awarding body QA processes 6.2. Evaluation of accredited learning	<b>12</b>
<b>7. Quality Improvement Activity</b>	<b>12</b>
<b>8. Stakeholder Experience</b>	<b>13</b>
<b>9. Planned Quality Assurance/Quality Improvement for next year</b>	<b>14</b>
<b>10. Next Review Date</b>	<b>14</b>
<b>Appendices</b>  Appendix 1 Evaluation of accredited learning programmes Appendix 2 Learner Experience Feedback	<b>15</b>

## **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 2022. 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.

### **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 support is also available and is delivered within the wards/hubs 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.

## **2. Current Resources Commitment**

The staffing resource within the Patient Learning Centre (PLC) equates to 4.6 wte. Service delivery is also supported through the use of volunteers and, during 2022, one part-time volunteer provided literacy support through an outreach service to the wards.

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.

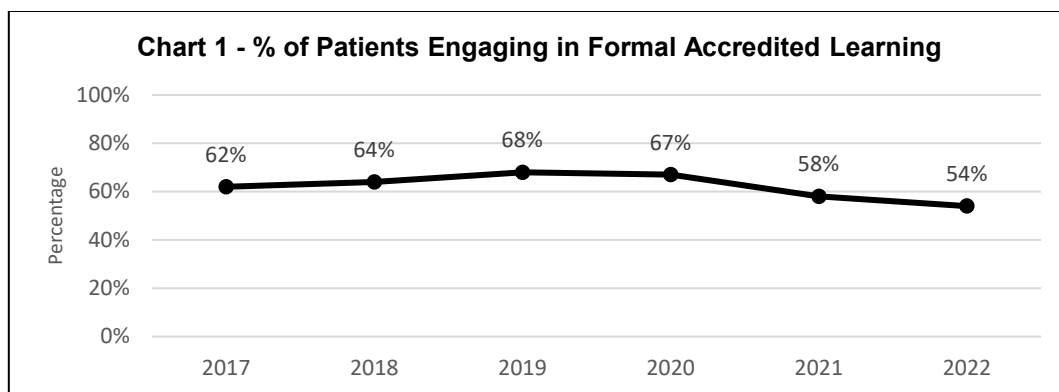
Although learning programmes are primarily delivered 'in-house', partnership arrangements are in place with several colleges and external training providers, and specialist services and support are bought in when required to address gaps in internal expertise (e.g. programme verification for vocational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

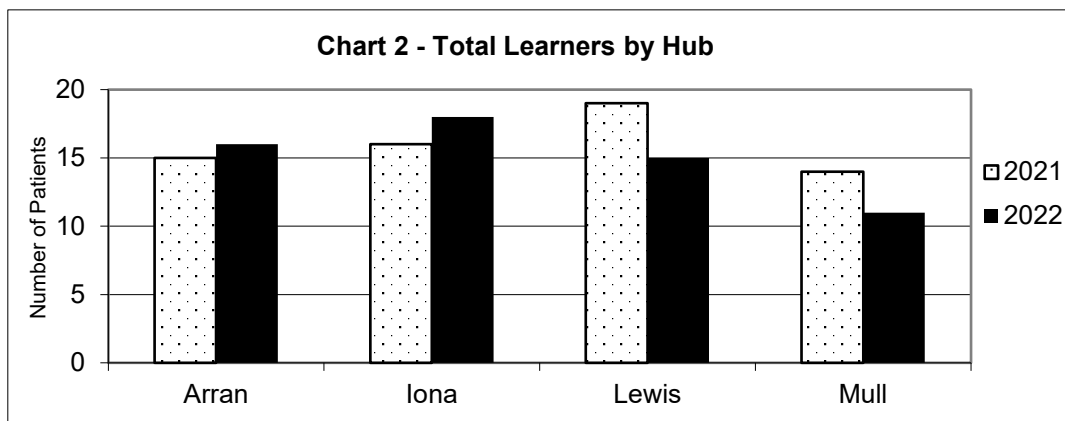
### 3. Summary of Core Activity for the last 12 months

#### 3.1 Patient engagement in learning

During 2022, a total of 60 patients engaged in structured or accredited learning. This equates to 54% of the patient population, and 63% of patients who attended Skye Centre placements. Of the total group of learners, 49 patients (82%) attended the Patient Learning Centre or took part in PLC 1:1 outreach sessions within the wards. As indicated in Chart 1, the percentage of patients engaging in structured or accredited learning has reduced by 14% over the past 3 years.



A breakdown by Hub of patients who engaged in structured or accredited learning during 2022 is provided in Chart 2 and shows engagement by patients from across all 4 Hubs. Comparative data from 2021 has also been provided.



#### 3.2 Referrals and leavers

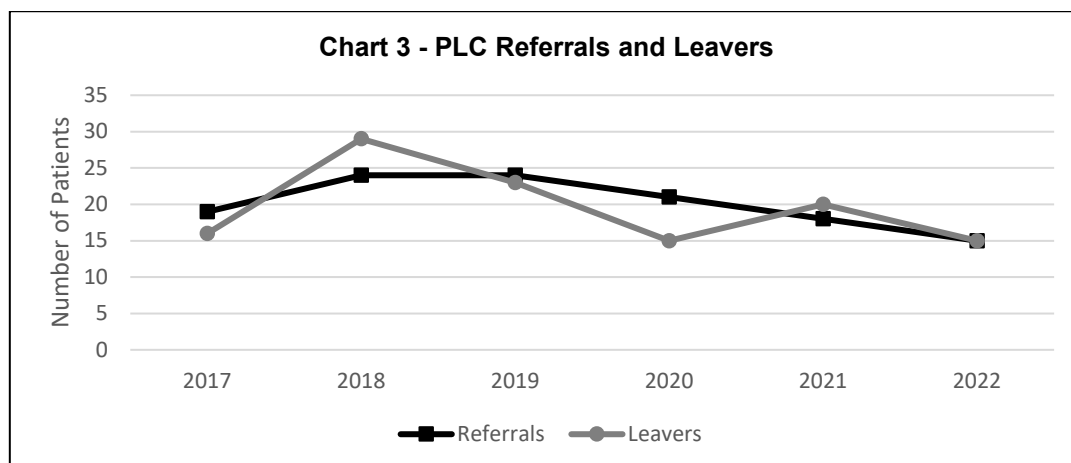
There were 15 new referrals to the Patient Learning Centre during 2022. Of this total:

- 12 commenced a placement in the PLC (2 in January 2023)
- 2 patients did not want to undertake learning and declined placements
- 1 patient was transferred prior to commencing in his placement

A total of 15 patients ceased attendance at the PLC in 2022. Reasons for leaving are noted below.

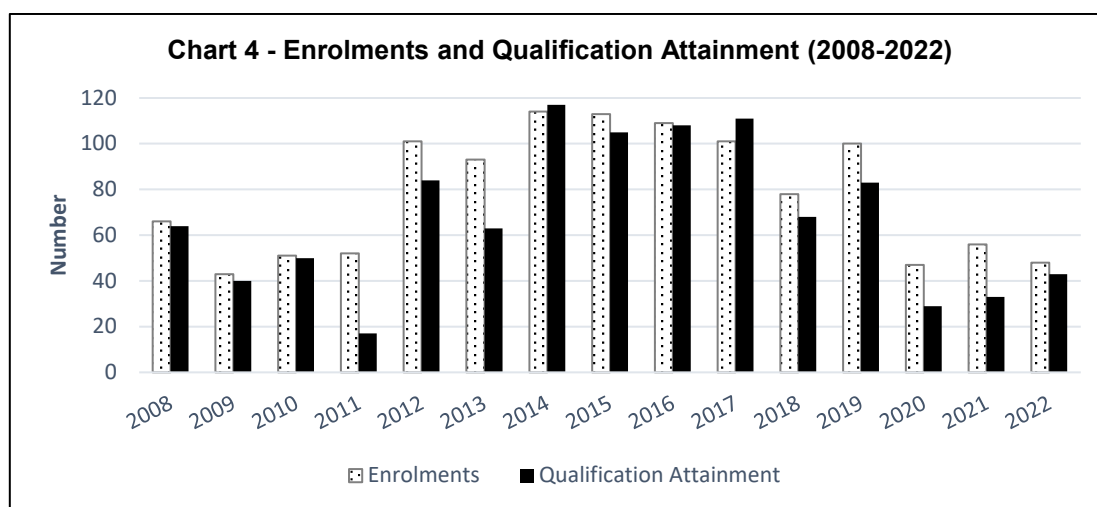
- 8 transferred to other hospitals/prison
- 3 withdrew from accredited learning programmes
- 3 stopped attending due to poor mental health
- 1 completed his learning programme and did not want to undertake further learning at that time

Chart 3 shows the number of PLC referrals and leavers per year for the last 5 years. For patients who transfer to other facilities, the PLC staff engage with the receiving facility to ensure that, where possible, patients are supported to continue their learning following transfer. In 2022, this included enabling a patient to continue Open University studies following transfer to medium secure care.



### 3.3 Course enrolments and qualification attainments

During 2022, there were 48 course enrolments and 43 qualification achievements. The number of enrolments reduced by 14%, however, qualification attainments increased by 30% from the previous year. As indicated in Chart 4, both enrolments and attainments remain significantly down from pre-COVID years.



Enrolments and attainments were impacted by a number of factors in 2022. This included: COVID infections and isolation periods, high levels of staff absence, and deployment of PLC staff to support the Sport & Fitness centre to maximise attendance and to support MHTs/court hearings. This resulted in a high number of closures in the PLC and across other activity centres within the Skye Centre, and reduced the number of learning activities that could be offered and undertaken. Learning progress was also impacted by the closures and absence of key staff and, as a consequence, some learning programmes were not completed within the planned timescales and the associated learner outcomes and achievements were delayed. Group-based learning activities were also difficult to facilitate and resulted in some of the planned learning programmes being delayed or deferred.

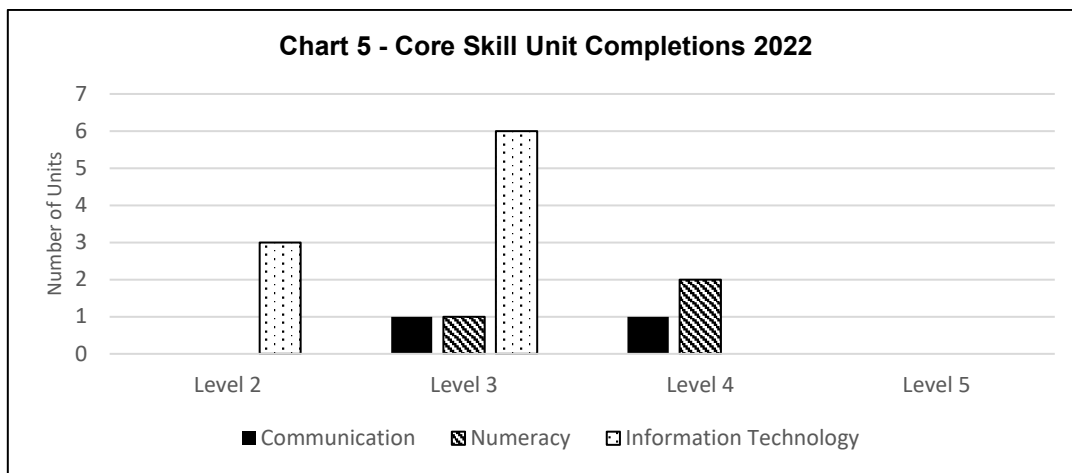
### 3.4 Learning programmes delivered

The range of learning programmes delivered during 2022 included:

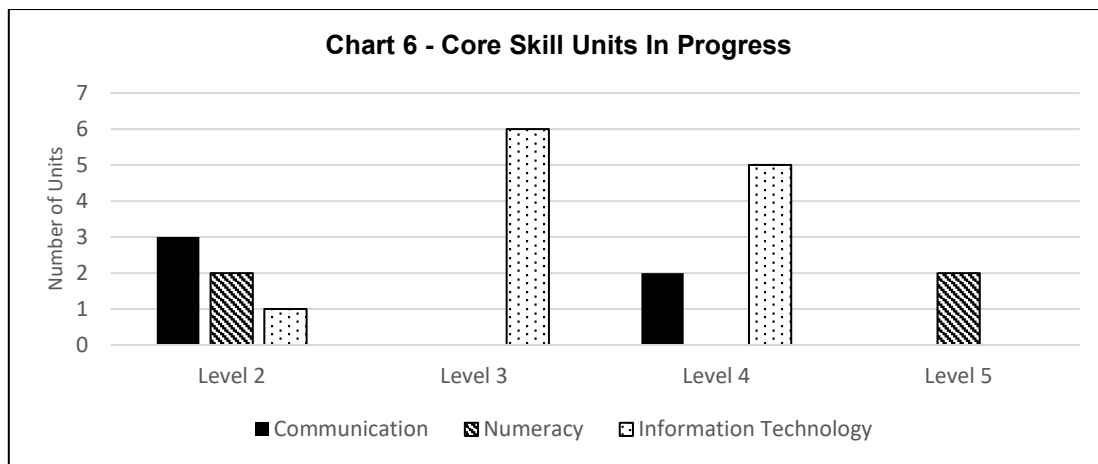
**a) Core skill national qualifications**

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 function effectively in day-to-day life. Core skills underpin the adult literacy and numeracy strategy and the core skill framework aims to develop skills in 5 key areas that include communication, numeracy, information technology, problem solving and working with others. The hospital is approved by the Scottish Qualification Authority (SQA) to deliver all 5 core skill national units from levels 2 to 5 of the Scottish Credit and Qualification Framework. Individual units involve approximately 40 hours of learning plus formal assessments

There were 14 core skill unit completions (i.e. qualification attainments) in 2022, A breakdown of completions, by subject and level, is provided in Chart 5.



Core skill completions reduced significantly in 2022 (down by 46% from the previous year). This was due primarily to the factors highlighted in the previous section of this report and it was difficult at times for learners to progress completion of core skill units due to PLC closures (and associated missed sessions) and absence of PLC staff. However, in addition to the 14 unit completions in 2022, a further 21 core skill units were in progress (i.e. patients were working towards completion) at 31 December 2022. A breakdown of these units, by level and subject, is provided in Chart 6.



**b) Literacy learning**

Literacy programmes aim to improve basic literacy and communication skills and primarily target individuals with literacy skills below SCQF Level 2. 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 7 patients engaged in literacy learning during 2022 and all the patients are making slow but steady progress with their reading and writing skills. The literacy learning was delivered solely through outreach work within the wards, via one-to-one tuition, due to limited staff capacity in the PLC. Learning support was also limited to one session per week.

As part of the literacy learning programme, two learners are writing their own book. This project has allowed the patients to reflect on, and write about, their personal experiences, as well as supporting the development of their reading and writing skills and encouraging creativity in their approach. The feedback from the learners involved in this initiative has been very positive as it supports them to improve their literacy whilst at the same time providing a sense of purpose and personal achievement whilst they are learning.

In addition to the above, a further 1 patient participated in an 'English for Speakers of Other Languages' (ESOL) programme and this is currently ongoing. The ESOL programme aims to support learners for whom English is not a first language to develop their basic spoken and written English for everyday life.

*c) Open/distance learning*

During 2022, 2 patients were supported by PLC staff to undertake further education through the Open University (OU). A total of 4 modules were undertaken (1 module that was ongoing from 2021, plus 3 new module enrolments). Details of the modules undertaken are shown below:

<b>Course</b>	<b>Provider</b>	<b>Enrolments in 2022</b>	<b>Status at 31 Dec 2022</b>
Criminal Law & the Courts	Open University	1 new enrolment plus 1 continuation from 2021	Both completed
Civil Justice and Tort Law	Open University	1 new enrolment	Ongoing
Essential Mathematics 2	Open University	1 new enrolment (recommenced following a break in study the previous year)	Patient left TSH (learning continued in medium secure)

It was challenging for patients undertaking OU modules during 2022, particularly during periods when access to the PLC was restricted (e.g. due to closures). Patients undertaking OU qualifications normally attend the PLC for at least 4 sessions per week due to the study demands of these courses. However, this level of attendance and support was not possible at times throughout the year, resulting in additional pressures on both the learners and staff. Patients had to undertake their studies in the ward environment when the PLC was closed, and support from PLC staff was consequently reduced and less accessible for patients. However, despite the challenges, both patients were supported to continue their studies and successfully complete their OU modules.

*d) Vocational qualifications*

A total of 8 vocational programmes were delivered during 2022 (an increase of 3 programmes from 2021), and 27 vocational qualifications were successfully achieved (an increase of 20 from the previous year). Eighteen of the vocational qualification achievements (67%) were 2021 enrolments.

In addition to the 27 vocational qualification attainments in 2022, a further 21 patients were engaged in vocational programmes at 31 December 2022 and are scheduled to complete their qualifications in 2023.

The vocational learning programmes were delivered across a range of activity centres and details of the programmes offered, qualifications achieved, and projected activity for 2023 are summarised in Table A.

**Table A – Vocational Programmes & Qualification Achievements**

Qualification /Awarding Body	Activity centre/ area delivering award	Date Award Approved	Achievements in 2022	Total no of completions since approval of award	No of patients currently working towards award	New enrolments planned for 2023 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	6	61	0	Course commencing early 2023
Use of hand tools in horticulture – intermediate 1 (SQA)	Gardens & AAT Centre	2014	3	14	0	To be confirmed
Creative Arts - National 2 Award (SQA)	Crafts	2016	2 (6 units)	27 (81 units)	3 (9 units)	Course currently in progress
Practical Crafts – National 2 Award (SQA)	Crafts	2018	0	8 (24 units)	0	Next course scheduled 2024.
Art & Design – National 3 Award (SQA) (NEW)	Crafts	2020	0	0	4	Course currently in progress
Volunteering Skills Award – Level 3 (SQA) (NEW)	Skye Centre	2021	0	0	3	Course currently in progress
Introductory Food Hygiene Certificate (Royal Environmental Health Institute for Scotland)	Patient Learning Centre/ L&D	2010	9	121	0	Course numbers and dates to be agreed
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	2	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	41	6	One course planned – dates tbc
Sports Leadership Level 5 Award (Sports Leaders UK) (NEW)	Sports	2019	0	3	1	One course planned – dates tbc

During 2022, the Gardens department offered both the Small Animal Care and the Use of Hand Tools in Horticulture SQA units. The Senior Rehabilitation Instructor and Patient Learning Manager also worked together to develop and update the Soft Landscaping qualification. Unfortunately, however, due to a lengthy absence of a key staff member within the Gardens department, this developmental work had to be put on hold and is not yet complete.



The Craft & Design department was closed for a significant time during 2022. As a consequence, learning opportunities were limited and resulted in delays for 2 patients who were undertaking National 2 Creative Arts qualifications that had commenced in 2021. The learners, however, successfully completed the qualification in September 2022 and new learning programmes commenced at the end of 2022 – with 3 patients enrolled on the National 2 Creative Arts qualification and a further 4 patients engaged in a new National 3 Art and Design pilot programme. These learning programmes are currently ongoing.

The online testing facility for the European Computer Driving Licence (ECDL) qualification was upgraded by the eHealth department in 2022 and 2 patients subsequently completed ECDL modules. A further 4 patients are currently enrolled and undertaking modules on this programme.

The Sports activity centre completed delivery of a Level 4 Sports Leader programme that had commenced in 2021. A total of 5 patients successfully completed the qualification in 2022. A further cohort, comprising 6 patients undertaking the Level 4 Sports Leader qualification and 1 patient undertaking the Level 5 Sports Leader qualification also commenced in 2022 and is currently ongoing. Development work was also undertaken to enable delivery of the Volunteering Skills Award for sports volunteers. This was due to commence in July 2022, however, due to staff leaving and a requirement to maximise placements on sessions within the Sports department, staff had insufficient capacity to deliver this qualification in 2022. The programme remains on hold.

The Introductory Food Hygiene qualification was delivered to 9 patients towards the end of 2022 and an Elementary Food Hygiene course has been scheduled for early 2023 for patients seeking to progress to this higher level qualification.

The Practical Tasks for Information & Library Work qualification was not delivered in 2022 as no new volunteers commenced within the library during the year, however, a pilot programme for the Volunteering Skills Award qualification commenced in the patient library in April 2022 and is being undertaken by the 3 patient library volunteers. Due to a lengthy period of staff absence, completion of this programme was delayed and the programme is currently ongoing (with an anticipated completion date of October 2023).

In addition to the 27 vocational qualification attainments in 2022, a further 21 patients were engaged in vocational programmes at 31 December 2022 and are scheduled to complete their qualifications in 2023. The commitment and dedication of staff across the range of Skye activity centres was central to vocational programmes being re-established and in supporting the increase in qualification attainments despite the ongoing challenges relating to COVID restrictions, departmental closures and staffing resource issues.

#### *e) Other learning initiatives*

Other programmes and learning initiatives that were delivered in 2022 include:

- Patient Reading Group - This group, which is scheduled to run on a weekly basis within the Skye Centre, took place for approximately 3 months throughout the year – with other sessions unable to be delivered due to staffing resourcing issues, COVID restrictions and long-term staff absence. A total of 8 patients participated in the reading group and topics covered included: Robert Burns, the Delphi oracle, the Great Wall of China, Halloween, history of Christmas traditions, Mexican art, interesting foods and physics. These topics were chosen by patients.
- City Phonics course – City Phonics is a Level 1 programme developed by City of Glasgow College to help learners who have very limited ability or exposure to learning to read. One patient was involved in this programme during 2022 and due to capacity and staff absence issues this 1:1 intervention was limited to 1 session per week for approximately 5 months in 2022. Additional dedicated session times are currently being provided for the patient concerned.
- Bikeability – this cycling proficiency programme was delivered by Sports Centre staff during the summer months and 18 patients took part in this 6-week programme.

### 3.5 Core skills screening

All new patients in the State Hospital are invited to complete a core skills screening assessment. Completion is voluntary, however, patients who refuse or are too unwell to complete the assessment are regularly re-approached to encourage engagement in this process.

The aim of core skills screening is to obtain baseline data on individual educational ability levels and to identify patients with literacy or numeracy skill 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).

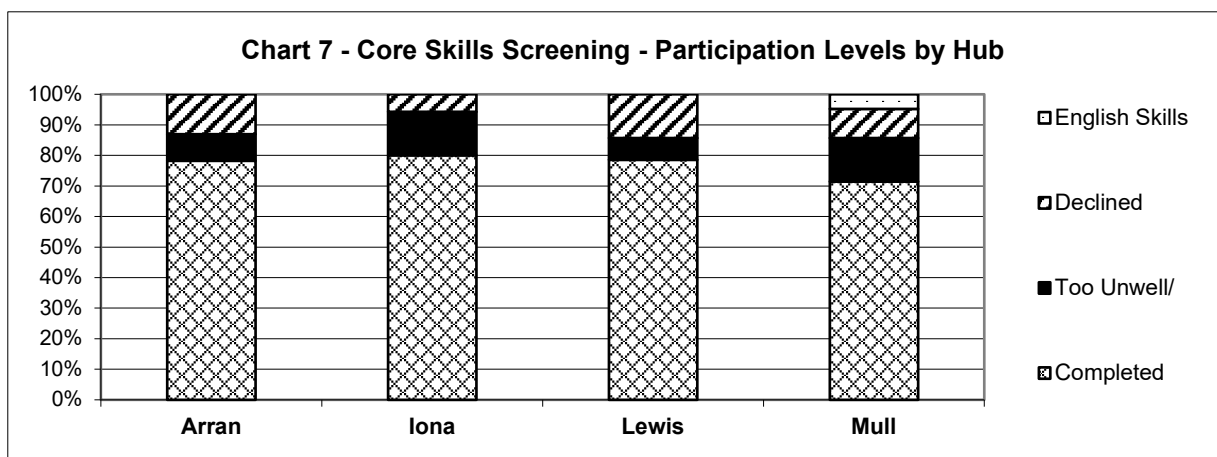
Core skill screening assessment results are used by PLC staff to provide guidance to individual learners on what learning programmes could best meet their needs. In addition, they help inform service needs and also provide a benchmark that staff and patients can use to measure individual improvements in literacy and numeracy core skills.

A total of 44 patients were approached to take part in 2022. This included all new admissions (excluding 3 patients admitted in December) plus patients who had previously refused or been too unwell to participate. Of those approached, 15 patients (34%) completed the core skills assessment, 15 patients (34%) declined to take part at that time, 1 patient (2%) was unable to participate due to issues with English/communication skills and 13 patients (30%) were unable to participate due to poor mental health.

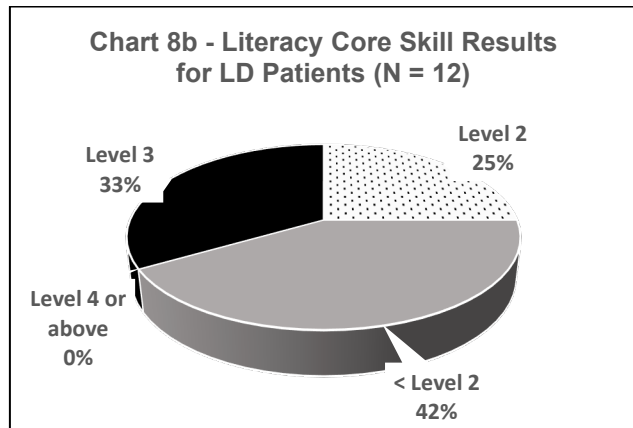
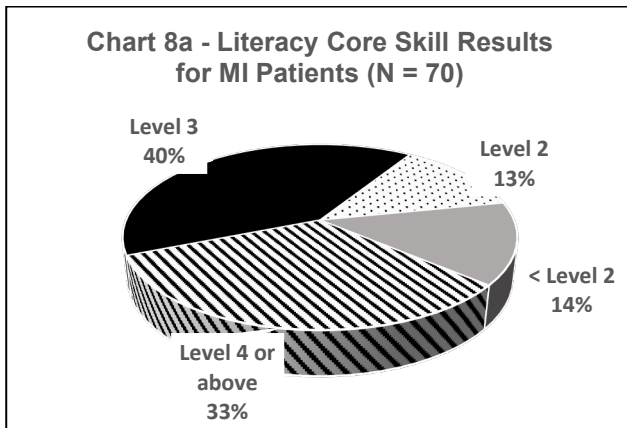
As of 31 December 2022,

- 97% of the current patient population (107 patients) had been invited to complete the core skills screening assessment. The remaining 3% were 3 new admissions in December 2022.
- 74.5% of the current patient population (82 patients) have completed the core skill assessment.

A breakdown of completions and non-completions by Hub is provided in Chart 7.

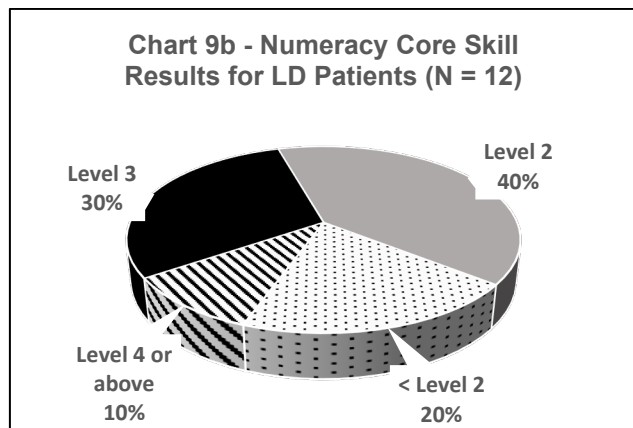
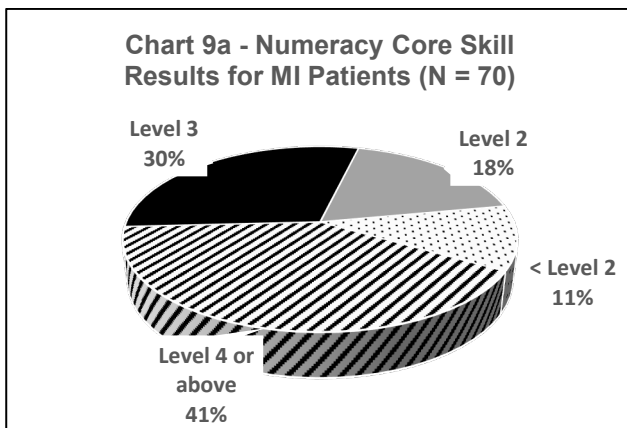


Details of the literacy and numeracy core skill assessment results for the current patient population who have completed the screening assessment are provided in Charts 8 and 9. The results have been separated to distinguish between the mental illness and learning disability patient groups.



As indicated in the charts above:

- 27% of patients within the MI category have literacy skill deficits (i.e. score below the functional level of Level 3)
- 67% of patients within the LD category have literacy skill deficits (i.e. score below the functional level of Level 3)
- The literacy skill deficits within both groups are higher than levels reported amongst the general population (where literacy deficits are estimated at 16.4%).



In relation to numeracy skills, the charts above highlight that:

- 29% of patients within the MI category have numeracy skill deficits (i.e. score below the functional level of Level 3)
- 60% of patients within the LD category have numeracy skill deficits (i.e. score below the functional level of Level 3)
- The numeracy skill deficits within the MI group are only marginally higher than levels reported amongst the general population (where numeracy deficits are estimated at 24%) although deficits amongst the LD group are significantly higher.

Of the 15 patients who completed the core skills screening assessment in 2022, 9 had literacy skill deficits and 8 had numeracy skill deficits. All the patients concerned were offered a placement within the Patient Learning Centre or outreach sessions within the ward. Of the 10 patients involved, 3 are currently engaged in core skill learning, 1 has shown interest but not yet commenced, 1 left the hospital before being placed, and 5 patients declined to participate in learning at this time.

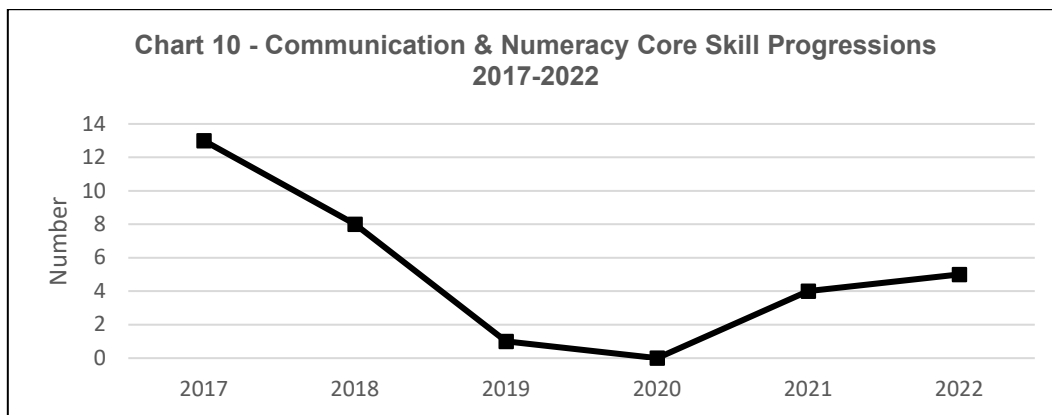
### 3.6 Core skill progressions

A key aim of the communication and numeracy core skill learning programmes is to support improvements in literacy and numeracy skills through providing learning pathways that allow learners to progressively develop their skills through undertaking qualifications from SCQF Level 2 to Level 5.

A total of 5 core skills progressions were achieved in 2022. This included:

- Communication x 1 (1 progression from Level 3 to Level 4)
- Numeracy x 4 (1 progression from Level 2 to Level 3; 1 progression from Level 3 to Level 4, 2 progressions from Level 4 to Level 5).

Chart 10 shows a comparison with previous years.



In addition to the above, a further 1 patient achieved a progressions from Level 2 to Level 3 in IT core skills during 2022.

### 3.7 PLC placement provision

During 2022 there were 155 unscheduled closures within the Patient Learning Centre. Reasons for closures included:

- 132 due to staffing resource pressures / deployment of PLC staff to support other departments
- 17 due to other reasons (including COVID isolations, restrictions on patient movement and unavailability of clinical staff)
- 5 due to adverse weather
- 1 to enable staff training to take place

The closures relating to staffing resources were linked to a combination of high staff absence and deployment of PLC staff to provide cover within other activity centres and departments. A decision was taken by Activity Oversight Group (AOG) in December 2022 to amend the Skye Centre activity timetable to provide a more realistic timetable of activities that could be delivered with available resources and would ensure that more planned sessions actually went ahead. The new timetable was introduced in January 2023 and includes a reduction in the number of planned sessions across the activity centres to ensure sufficient capacity for planned sessions to actually go ahead (i.e. to prevent cancellations).

The Patient Learning Centre sessions have been reduced by 20% from the previous timetable (equivalent to one day) and the patient learning sessions within the other activity centres (Gardens, Crafts and Sports) have been maintained as one session per week. It is hoped that the revised timetable will significantly reduce the number of service closures and session/placement cancellations, limit disruption to learning activities, and ultimately benefit patient learning and improve the learner experience in 2023.

### 3.8 Attrition rates

The attrition rate for learning programmes delivered in 2022 totalled 15 qualification withdrawals during the year (an increase of 5 from the previous year). Of the 15 withdrawals:

- 6 patients left hospital
- 6 patients did not want to continue their learning
- 2 patients were withdrawn due to mental health

- 1 patient was withdrawn by the course leader

The increase in withdrawals was due primarily to an increase in the number of patient transfers prior to learning being completed (which increased from nil in 2021 to 6 in 2022). If patients in this category are removed from the total, the attrition rates remain comparable with the previous year.

#### 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 2022. Table B shows the progress that was made.

**Table B – Planned Priorities for 2022**

<b>Priority</b>	<b>Progress/Status</b>
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.	<b>Completed</b> <ul style="list-style-type: none"> <li>▪ Gardens and Sports qualifications delivered.</li> <li>▪ Crafts qualifications delayed due to department being closed for a significant period. Qualifications commenced at end of 2022 and will continue into 2023.</li> <li>▪ REHIS introductory programme delivered and elementary programme to be delivered in 2023.</li> </ul>
Redesign and delivery of the horticultural 'Soft Landscaping' unit within the Gardens department.	<b>Delayed/Partially Completed</b> <ul style="list-style-type: none"> <li>▪ Development work commenced but due to long-term staff absence work has been put on hold and is not yet complete.</li> </ul>
Pilot and evaluate the new Volunteering Skills SQA Award within the Patient Library service and the National 3 Crafts qualification within the Crafts department.	<b>Delayed/Partially Completed</b> <ul style="list-style-type: none"> <li>▪ Volunteering skills award commenced with patient library volunteers but progress delayed due to closures and long-term staff absence. Programme currently ongoing and qualification due to be completed in October 2023.</li> <li>▪ National 3 Crafts qualification pilot programme commenced in December 2022.</li> </ul>
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) secure IT support for the Digital Inclusion Group to progress the 'interactive education resources' project.	<b>Partially Completed/Ongoing</b> <ul style="list-style-type: none"> <li>▪ ECDL online testing fully operational and has been utilised for patients completing ECDL modules in 2022.</li> <li>▪ Digital inclusion project is making good progress (eg standard operating procedures/DPIA are in final stages of being completed, laptops have been built and are currently being tested and will be rolled out for use once testing is complete, tablet design is being agreed) and will continue into 2023.</li> <li>▪ Support being provided for patient-related IT systems is ongoing but mainly on an ad-hoc basis when capacity is available.</li> </ul>
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.	<b>Completed</b> <ul style="list-style-type: none"> <li>▪ All planned training completed during 2022 including ESOL qualifications, SQA IV award and sports refresher training.</li> </ul>

## **5. Performance against Key Performance Indicators**

There are currently no formally agreed KPIs in place for patient learning. These however will be developed over the coming year in line with the new clinical model.

## **6. Quality Assurance Activity**

Although 2022 was a very challenging year for patient learning activities, all accredited learning programmes that were delivered remain fully compliant with the quality standards specified by the external qualification awarding bodies and our own internal quality assurance procedures.

### **6.1 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 2022 an external quality assurance review was carried out for the Sports Leadership Award. This review was awarded a satisfactory outcome and it was noted that we have "a robust assessment process in process in place ensuring decisions made are fair, consistent and accurate". The successful review outcome, alongside staff complying with refresher training requirements, has ensured that our approval status is maintained for another year.

An SQA Systems Verification Audit was also carried out in February 2023 and the organisation received a 'high confidence' rating for all 25 standards audited. The feedback provided was extremely positive and the auditor commented "it's clear how passionate the organisation is about providing learning opportunities to your staff and patients in your care". Further feedback confirmed that our centre is well established, QA systems comply with SQA's requirements across all categories and that very strong evidence was provided of effective implementation of policies and procedures for all criteria. Additionally, the auditor noted seven areas of good practice which she commented "reflects the dedication and efforts of your experienced team".

### **6.2 Evaluation of accredited learning programmes**

During 2022 a total of 27 patients completed a learning evaluation questionnaire. The aim of the questionnaire is to obtain feedback from patients on learning programmes that they complete, and identify benefits they feel they have derived from their participation in learning and education. Feedback was received on a range of programmes and a summary of how the patients rated different aspects of programme delivery is provided in Appendix 2. As indicated in the table in Appendix 1, the majority of patients were either 'Very Satisfied' or 'Satisfied' with all areas of programme delivery. This highlights that whilst patients have expressed dissatisfaction about closures and reduced access to learning, levels of satisfaction in relation to the actual learning programmes and activities themselves are high (with patients who have completed learning programmes consistently reporting high levels of satisfaction).

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); gaining qualifications, improved confidence and self-satisfaction; and opportunities for team working. Included 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 into what patients feel they gain from undertaking the patient learning activities offered across the hospital.

## **7. Quality Improvement Activity**

Areas of improvement that were implemented in relation to patient learning during 2022 are outlined below:

- Expansion of Volunteering Award Programme – the Patient Learning Manager and Specialist OT/AHP have expanded the volunteering programme to include the N2U charity shop volunteer roles. A generic and specific induction programme was developed for these patient roles and a tailored programme has been designed to enable the patient volunteers in these newly created charity shop roles to complete the SQA Volunteering Skills Award as part of their development programme. This will ensure that the patient volunteers in the charity shop will gain a recognised qualification within their volunteer placement. The patients will formally commence the volunteering award early in 2023. Additional generic training opportunities have also been created for all patient volunteer roles across the Skye Centre, and includes manual handling and infection control training.
- Development of 'I Can Lead' Sports Leadership qualification – the Patient Learning Manager and Senior Rehabilitation Instructor within Sports have identified this qualification to help widen access to sports leadership qualifications and enable patients with intellectual and development disability (IDD) to complete sports leadership qualifications. The 'I Can Lead' qualification is a fun, practical and flexible course for learners which uses sport and physical activity to help learners develop key leadership skills and increase academic performance. This introductory award focuses on personal development and not just sporting ability. The learners will gain knowledge and skills to assist in leading basic sports/activities under direct supervision. It helps to develop confidence and skills such as organisation and communication. The introduction of this qualification will widen access and provide a progression route to the Level 4 Sports Leadership award. The programme will also be tailored to include a more flexible teaching approach and additional 1:1 learning to accommodate patients who require more learning support.
- Digital Inclusion (patient access to educational interactive resources) – this project aims to provide increased patient access to modern digital technology through expansion of the patient learning network and introduction of new portable IT devices. The first stage of the project (which involves the introduction of portable IT devices - including laptops and tablets - into the Skye Centre) is currently in the pilot stage and is scheduled to be complete by October 2023. Stage two will then commence and will focus on the introduction and use of portable devices across hub areas within the hospital.
- Development of staff – A number of Skye Centre staff were supported to undertake further training during 2022 to help support and sustain delivery of qualifications and ensure compliance with awarding body requirements for specific learning programmes. One staff member completed the SQA internal verifier qualification, 2 staff completed the ESOL tutoring qualification, and 4 staff completed tutoring refresher modules required to deliver the Sports 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 have commenced the SQA assessor qualification and are due to complete in 2023.

## 8 Stakeholder Experience

Alongside the standard evaluation that was carried out with patients who completed a qualification during 2022 (see section 6.2), a further opportunity was provided for patients to give feedback on their learning experience and what learning means to them. A learner experience questionnaire was made available to all patients who engaged in learning (including those who were still working towards completing their qualification) and was completed by 21 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 2022?

The feedback provided valuable insights into patients' perceptions of how learning has impacted their recovery and the perceived benefits of learning. Key themes that were evident in the feedback related to: structure and routine; improved confidence and self-esteem; providing focus/keeping mind of things; learning new skills; improved knowledge; improved concentration; positivity; enjoyment; and gaining qualifications.

One comment made by a patient about how learning helped with their recovery - "*Learning has helped me focus on a subject and slow my thinking down. Has improved my concentration*" – highlights how learning can positively impact and improve lives.

A second comment from another patient about the benefits of learning – "*It will help me to move on in the future*" – shows how patients perceive that learning will help them in the future when they move on from the hospital.

The feedback also highlighted the challenges that learners experienced during 2022. The main themes that were noted included: missing sessions due to closures; limited placements and learning opportunities; forgetting learning due to disruptions and difficulties getting back into routines. This reinforces the points highlighted earlier in this report regarding the impact of service closures, session cancellations and staff absence on learning and the learner experience.

Further details of the feedback received through the learner experience feedback 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**

Maintaining current provision, and revising and expanding patient learning programmes and opportunities will remain the priority for 2023. This will include:

- Maintaining delivery of established patient learning programmes within the Skye Centre, including learning programmes delivered within Crafts, Gardens, Patient Library and Sports, plus the REHIS food hygiene programmes.
- Delivery and evaluation of the newly developed 'I Can Lead' Sports Leadership qualification within the Sport and Fitness department.
- Completion and evaluation of the Volunteering Skills SQA Award pilot programme (within both the patient library and charity shop service) and likewise with the National 3 Crafts qualification within the Crafts department.
- Ongoing liaison with eHealth to maintain IT support for the Digital Inclusion Group to progress the 'interactive education resources' project.
- Continued provision of staff training and development to ensure staff are equipped to deliver and expand patient learning provision. This includes SQA assessor/IV qualifications, tutor training and continuous professional development activities. Re-establishment of quality meetings within individual programmes will also form a key component of staff development and CPD.

Delivery and achievement of the above priorities and improvements will be heavily dependent however on the success of the new Skye Centre timetable in ensuring adequate staffing levels and reducing centre closures and session cancellations to ensure that learning is able to take place.

## **10. Next Review Date**

The next review date for patient learning services is April 2024.



## EVALUATION OF ACCREDITED LEARNING PROGRAMMES

### Part 1 – Learner Feedback

Feedback from 27 patients who completed a qualification in 2022.

Areas covered	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Induction to learning programme	85%	15%	0%	0%
Information given about qualification	89%	11%	0%	0%
Information given about assessment process/outcomes of learning	89%	11%	0%	0%
Information given about your responsibilities	89%	11%	0%	0%
Access to support and guidance from tutor/instructor	93%	7%	0%	0%
The pace of learning	81%	19%	0%	0%
The learning methods and resources used	85%	15%	0%	0%
Opportunities to discuss and review learning	85%	15%	0%	0%
Assistance to address any problems experienced during learning	92%	8%	0%	0%
Overall satisfaction with the learning programme undertaken	89%	11%	0%	0%

### Part 2 - Benefits of learning reported by the learners

Learners were asked 'what do you feel you have gained from your learning experience?'

1. The benefits I feel I have gained: a qualification, I have used programmes I haven't used in a while, learnt new skills on the PC.
2. A better understanding, more confident.
3. Great exercises that challenged myself. Very high standard of questions/exercises, deliberately raising my learning/knowledge. Great support for subjects I didn't know.
4. It is good experience and good help and good teachers in PLC.
5. Previous career involved word and excel but course helped improve skills so if I ever go back to old career I will be better than before.
6. All different kinds of computer work.
7. I learned a lot about Glasgow and its history which was interesting.
8. I feel that my maths has improved overall.
9. Improved a lot and is reading to progress further.
10. I find doing what I've done has gave me loads of confidence, self-satisfaction and it has helped with being wanting more to learn.
11. I learned quite a bit about the history of tobacco in Scotland and its link to slavery.
12. I have gained confidence in my duties and developed skills that can help me in the future for employment opportunities. I have gained transferable skills from this course.
13. Knowledge on how to look after, feed and water animals safely and correctly. Increased confidence with different animals.
14. Confidence to look after animals in future, feel supported and encouraged.
15. Helped me to take care of animals, I'm organised in carrying out tasks. I work better as part of a group.

16. Gaining additional knowledge in caring for the animals as well as increasing my confidence with the animals.
17. Patience and relaxed.
18. Gained more confidence in what we were doing, learnt the right terms for what is needed for sports leadership, which lead to me being able to focus on the correct meanings and aspects of sports leadership, which would help me become an athlete. Also plenty of experience gained in leading sessions and warm ups etc.
19. More confident, sense of community good, good relationships with others.
20. Confidence, more open minded about explaining warm ups in exercise.
21. More confidence, reading groups.
22. I feel I like I now have a lot more confidence and don't stay away from the challenge.
23. I now feel comfortable using the gardening equipment and I now know the names of all the tools.
24. Learned tools and how to use them.

## LEARNER EXPERIENCE FEEDBACK

### Part A - How has learning helped with your recovery

1. Helped me fill my time and has aided my rehabilitation.
2. It hasn't really helped my recovery.
3. I feel positive with learning new skills and gaining qualifications.
4. It is always nice to learn new skill and once you are well it is a pleasure.
5. Getting out the ward. Getting up to see the staff. Makes me happy.
6. I enjoy learning things that I enjoy. Almost anything to do with computers I enjoy.
7. It helped me to understand more about myself and things I need to work on.
8. Learning has helped me focus on a subject and slow my thinking down. Has improved my concentration.
9. Helped me focus and concentrate and take my mind off of things.
10. Improved with my self-esteem and my confidence has improved also.
11. A wee bit yes, it's been hard at a times.
12. Good routine and good memory.
13. I have learned how to type and how to use files and folders. I am feeling my confidence has grown.
14. Good for the brain.
15. My self-esteem and also with my confidence.
16. More confidence.
17. It has helped a lot, kept me in a routine.
18. A lot – more confidence in making good work out plans and progression.
19. More confidence, more patience, more self awareness/knowledge.
20. I feel physically stronger. I feel good.

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

1. Helps me fill my time.
2. It will help me to move on in the future. The booklets have helped me learn new things.
3. I can learn to use the computer. I enjoy it in the PLC it's a positive place to learn.
4. Learn new skills and brush up on old ones. Thank you for all your patience and a warm welcome atmosphere.
5. Gaining experience in the library. Like getting a qualification for my hard work. Makes me proud.
6. It takes up time and I really enjoy learning and learning about computers. It may help me in the future regarding work. I find the topics easy to learn. The PLC staff are great and I appreciate their help and letting me have drop ins is also very helpful.
7. Learned more about computers and received SQA certificates. I enjoy working with different people from different wards.
8. If I get an office job I will be more computer savvy as I have benefitted from undertaking learning.
9. Learnt things I didn't know. I would like to continue the course of learning.
10. I have achieved a SQA communications certificate at level 3 and I am now working on level 4. Keen to progress to a computer qualification.
11. Learning more is always a benefit.
12. Refreshing my skills.
13. I am not as bad at writing or use of computers. My confidence has grown and its great. Thanks to the PLC staff who have not gave up on me. Thank you.
14. It gets me out of the ward and lets me see other people. I think the staff are really good at getting the work done.
15. Knowledge about computer.

16. I have learned new things whilst doing my course. Enjoyed course.
17. More confidence and more organised. Learned how to lead a class and warm up and stretches.
18. Improved my confidence and feel a lot fitter.
19. More insight in organising and planning. It was good overall.
20. I feel confident in leading sessions when I move on to medium secure. Also organising my own fitness regime. If next level was available in Sports Leadership (ie level 6), I'd have done it, if here longer.
21. I learned how to do a warm up. I like socialising with people.

### **Part C - What have you found challenging during 2022?**

1. Meeting OU deadline during covid restrictions.
2. Sometimes it's difficult as too much information as I don't always understand at first.
3. Retaining information and remembering.
4. Getting up to placements as they kept getting cancelled.
5. Often had gaps to training due to the PLC being closed. PLC is my favourite topic/placement so I miss it a lot when its closed.
6. It was hard to get back in to a routine if the PLC was closed for a few weeks.
7. Sometimes missing PLC means I forget where I was before I missed sessions (difficult to get back into a routine).
8. Not getting to attend the PLC.
9. The area being closed and feeling have to try and catch up when it does re-open.
10. I have found everything challenging.
11. I am challenged everyday, everyday is a school day ☺
12. I found difficult to get back into a routine.
13. Limited sessions. Would like more PLC sessions.
14. There was a lot of writing in the course.
15. Coming out my comfort zone!
16. Completing circuits and running.
17. Just concentration on tasks in hand.
18. Covid restrictions for closures. Closures due to staff shortages. My own injuries stalling my progress.