

Patient Learning 12 Monthly Update Report

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Lead Author:	Head of OD & Learning		
Contributing Authors:	Patient Learning Manager		
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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 2023. 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 Leadership Skills Foundation (previously Sports Leaders UK).

2. Current Resources Commitment

The staffing resource within the Patient Learning Centre (PLC) equates to 3.8 wte. Service delivery is also supported through the use of volunteers and, during 2023, 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 Head of OD & Learning.

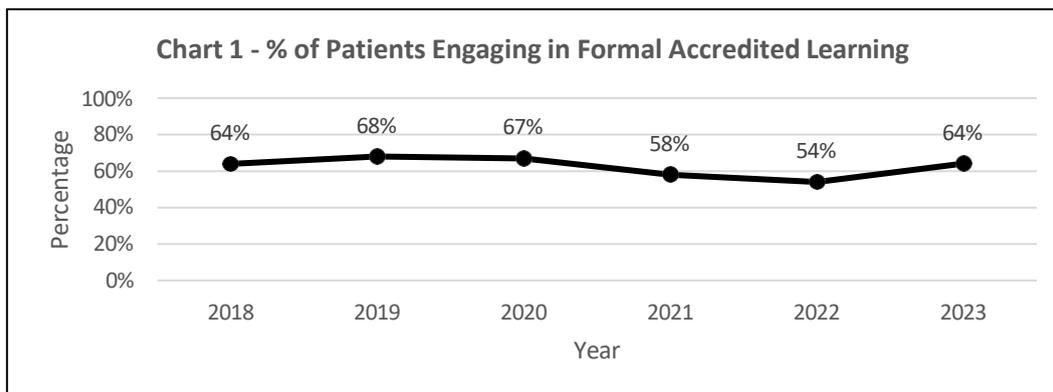
Although learning programmes are primarily delivered 'in-house', partnership arrangements are in place with several colleges and external training providers, and specialist services and support are bought in when required to address gaps in internal expertise (e.g. programme verification for vocational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

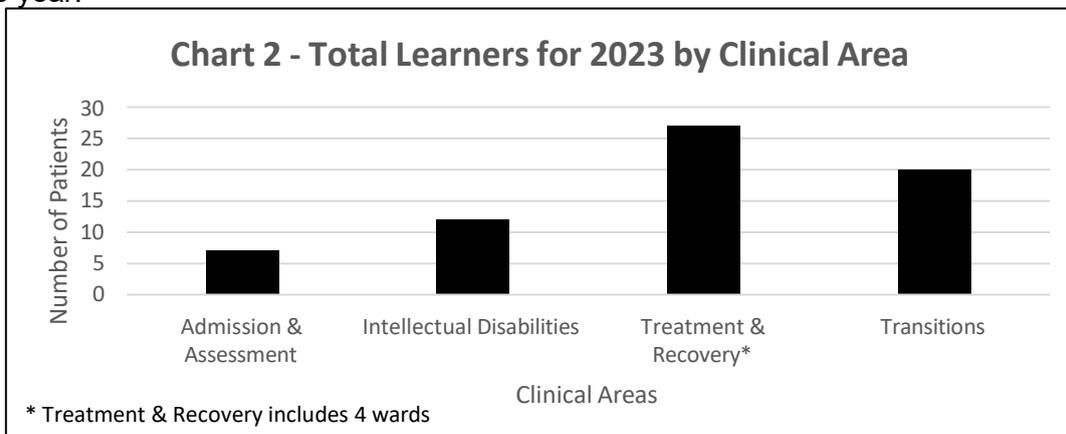
3. Summary of Core Activity for the last 12 months

3.1 Patient engagement in learning

During 2023, a total of 66 patients engaged in structured or accredited learning. This equates to 64% of the patient population, and 76% of patients who attended Skye Centre placements. Of the total group of learners, 54 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 increased by 10% in 2023 compared to the previous year.



A breakdown by clinical area of patients who engaged in structured or accredited learning during 2023 is provided in Chart 2 and shows engagement by patients from across all clinical areas. Given that 2023 was the first year of the new clinical model, there is no comparative data for the previous year.



3.2 Referrals and leavers

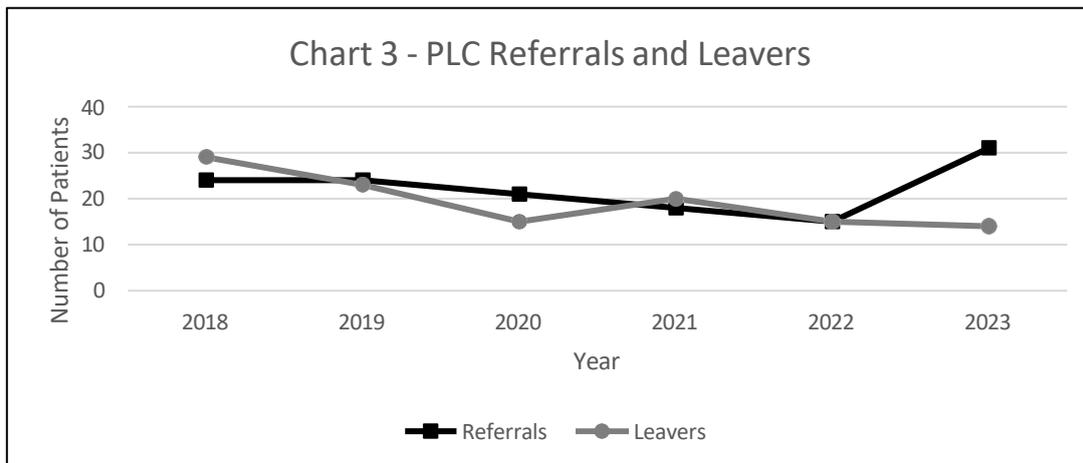
There were 31 new referrals to the Patient Learning Centre during 2023. Of this total:

- 20 commenced a placement in the PLC (4 in January 2024)
- 9 patients did not want to undertake learning and declined placements
- 2 patients were unable to take up placement due to poor mental health

A total of 14 patients ceased attendance at the PLC in 2023. Reasons for leaving are noted below.

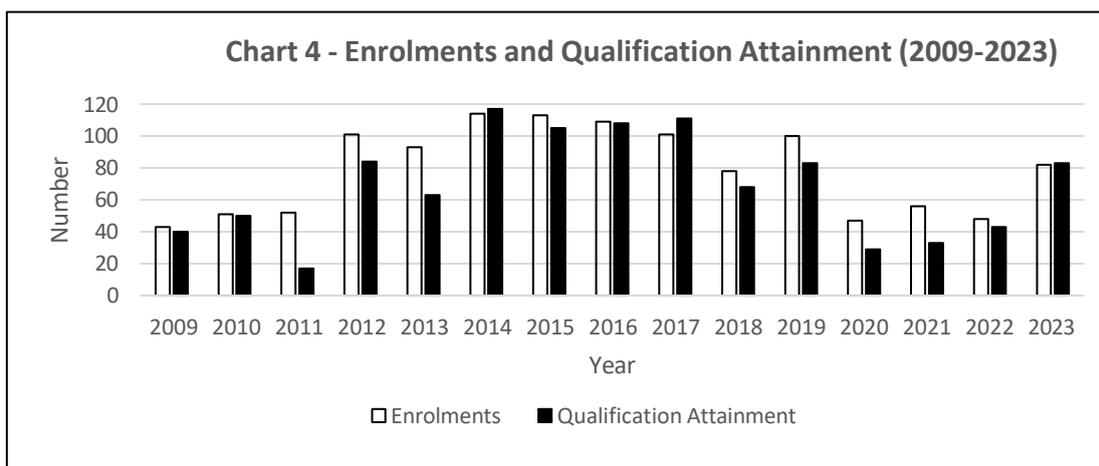
- 6 transferred to other hospitals/prison
- 5 withdrew from accredited learning programmes
- 2 stopped attending due to poor mental health
- 1 completed his learning programme and did not want to undertake further learning at that time

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 2023, this included enabling a patient to continue Open University studies following transfer.



3.3 Course enrolments and qualification attainments

During 2023, there were 82 new course enrolments and 83 qualification achievements. The number of enrolments and qualification attainments increased by 71% and 93% respectively from the previous year. Chart 4 highlights the significant increase in both enrolments and attainments compared to the previous 3 years.



Enrolments and attainments increased within Gardens, Crafts and Sports in 2023, however, remained the same within the Patient Learning Centre. The latter is due, in part, to changes to the Skye Centre timetable which have resulted in shorter session times and a 25% reduction in learning sessions provided within the Patient Learning Centre (equivalent to 1 day less per week). The PLC is now open the equivalent of 3 days per week.

Other factors which have impacted on enrolments and attainments within the PLC over the last year include: a high level of staff absence and retirement of PLC staff/volunteers; the PLC running with lower staff numbers and subsequently not always able to open both learning areas within the department - resulting in lower patient numbers being able to access the service; PLC staff being moved to support opening of other Skye activity centres or to support Mental Health Tribunals /court hearings. These factors also resulted in a number of closures in the PLC (and across other activity centres within the Skye Centre), further reducing the number of learning activities that could be offered and undertaken in the PLC. Learning progress for some learners was 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 have been delayed.

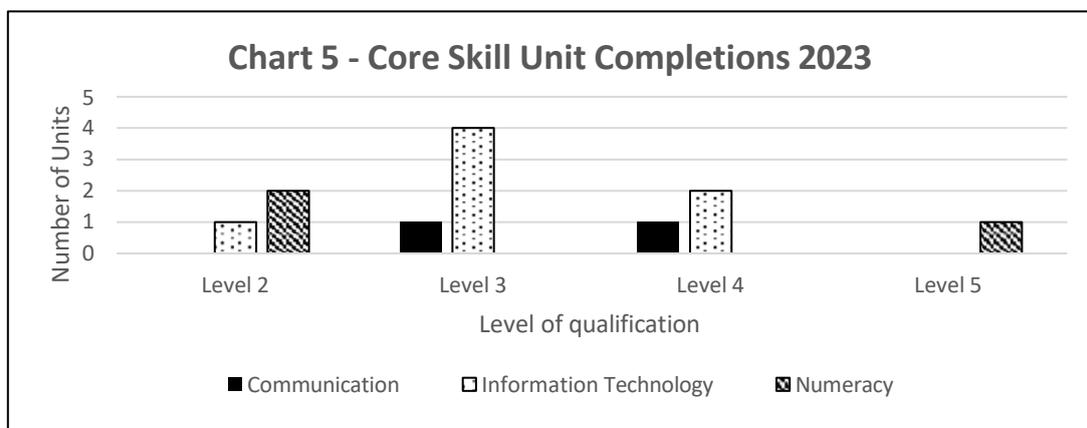
3.4 Learning programmes delivered

The range of learning programmes delivered during 2023 included:

a) Core skill national qualifications

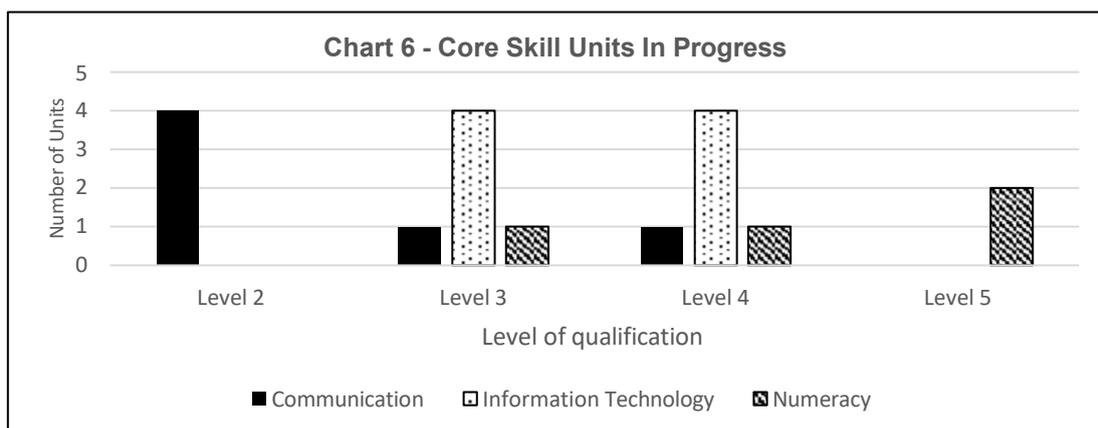
Core skills are a key component of the national education and lifelong learning strategy. They represent the broad, transferable skills that help to develop the main capabilities that people need to function effectively in day-to-day life. Core skills underpin the adult literacy and numeracy strategy 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 12 core skill unit completions (i.e. qualification attainments) in 2023. A breakdown of completions, by subject and level, is provided in Chart 5.



Core skill completions reduced in 2023 (down by 14% 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), reduced available learning sessions and shorter session length, and absence of PLC staff. A further 5 patients did however achieve outcomes relating to Level 2 learning for Communication and Numeracy core skills - where the unit is divided into individually certificated outcomes. This included Communications: Speaking Level 2 x 4 patients and Numeracy: Time & Money Level 2 x 1 patient). These are significant achievements for the patients who are learning at these lower levels.

In addition to the 12 unit completions in 2023, a further 18 core skill units were in progress (i.e. patients were working towards completion) at 31 December 2023. 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 6 patients engaged in literacy learning during 2023 and all the patients are making slow but steady progress with their reading and writing skills. Basic literacy learning was primarily delivered via one-to-one tuition from the PLC volunteer and hub activity staff. Learning support in the PLC was limited to one session per week and following retirement of the PLC volunteer in October, we were unable to provide outreach sessions for 3 patients due to limited resources in the latter months of 2023. A request to recruit new volunteers has been submitted to the Skye Centre manager and is currently being progressed.

On a positive note, 2 of the patients undertaking the basic literacy learning also attended the PLC and successfully completed the Communication Level 2 speaking learning outcome (as mentioned previously in the core skills section) and are both now undertaking the Level 2 listening learning outcome. (The Communication core skill is divided into 4 separate learning outcomes - speaking, listening, reading and writing).

c) Open/distance learning

During 2023, 3 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 2022, plus 3 new module enrolments). Details of the modules undertaken are shown below. In addition, one patient obtained an HNC in Law in 2023 through the learning they have undertaken with the Open University over the last 2 years.

Course	Provider	Enrolments in 2023	Status at 31 Dec 2023
Civil Justice and Tort Law	Open University	-	Completed
Public Law	Open University	1 new enrolment	Patient left TSH (learning continued in new facility)
Criminal Law & the Courts	Open University	1 new enrolment	Ongoing
An Introduction to Business & Management	Open University	1 new enrolment	Ongoing

Due to PLC closures and the reduction in timetabled sessions, it has been challenging for patients engaged in OU learning over this last year. Patients undertaking OU modules historically attended the PLC for at least 4 sessions per week due to the study demands of the OU courses. This level of attendance and associated support was not possible, however, throughout the year, resulting in additional pressures on both the learners and PLC staff. Patients have been encouraged to undertake some of their studies within their ward when the PLC is closed, however, this has not been the most conducive environment for learning for the majority of the OU students.

d) Vocational qualifications

A total of 11 vocational programmes were delivered during 2023 (an increase of 3 programmes from 2022), and 69 vocational qualifications were successfully achieved (an increase of 42 from the previous year).

The vocational learning programmes were delivered across a range of activity centres and details of the current accredited programmes, qualifications achieved, and projected activity for 2024 are summarised in Table A.

Table A – Vocational Programmes & Qualification Achievements

Qualification /Awarding Body	Activity centre/ area delivering award	Date Award Approved	Achievements in 2023	No of patients currently working towards award	New enrolments planned for 2024 with expected start dates
Small Animal Care Unit – Intermediate level 1 (SQA)	Gardens & AAT Centre	2009	5	0	Course commencing early 2024
Introductory Food Hygiene Certificate (Royal Environmental Health Institute for Scotland)	Patient Learning Centre	2010	12	0	Course numbers and dates tbc
Practical Tasks for Information & Library Work – Intermediate level 1 (SQA)	Library (Atrium)	2011	0	0	Available as required for new Library Assistants
International Computer Driving licence (ICDL) - accredited modules (British Computer Society)	Patient Learning Centre	2011	7	2	Available on demand
ICDL - full award (comprises 7 accredited modules) (British Computer Society)	Patient Learning Centre	2012	1	0	Available on demand
Elementary Food Hygiene Certificate (Royal Environmental Health Institute for Scotland)	Patient Learning Centre/ L&D	2012	21	0	Course numbers and dates tbc
Sports Leadership Level 4 Award (Leadership Skills Foundation)	Sports	2012	9	0	One course planned – dates tbc
Advanced ICDL – accredited modules (British Computer Society)	Patient Learning Centre	2013	0	0	Available on demand
Use of hand tools in horticulture – intermediate 1 (SQA)	Gardens & AAT Centre	2014	0	0	Course commencing Spring 2024
Creative Arts - National 2 Award (SQA)	Crafts	2016	3	0	Course planned for 2024 – dates tbc
Practical Crafts – National 2 Award (SQA)	Crafts	2018	0	0	Next course commencing Spring 2024
Sports Leadership Level 5 Award (Leadership Skills Foundation)	Sports	2019	3	0	One course planned – dates tbc
Art & Design – National 3 Award (SQA) (NEW)	Crafts	2020	1	1	Course currently in progress
Volunteering Skills Award – Level 3 (SQA) (NEW)	Skye Centre	2021	5	0	Course commencing early 2024
Sports Leadership Introductory Level 'I Can Lead' Award (Leadership Skills Foundation) (NEW)	Sports	2022	2	0	One course planned for early 2024

During 2023, the Gardens department delivered the Small Animal Care qualification but was unable to deliver the horticulture qualifications as a result of a key member of the team leaving. Training has subsequently been undertaken to 'up skill' staff to enable delivery of the Use of Hand Tools in Horticulture SQA unit, and this will be delivered in 2024.

The Craft & Design department delivered the National 3 Art and Design programme for the first time in 2023, with one patient completing the course and a second patient due to complete in early 2024. The National 2 Creative Arts programme was also delivered in 2023, with 3 patients completing this award. The department had some challenges completing the associated assessment/marking and verification due to staff absences throughout the year, and these resource issues also impacted on their ability to deliver further courses during the year.

The Sports activity centre completed delivery of Level 4 and Level 5 Leadership Skills Foundation programmes that had commenced in 2022. They also delivered both programmes again in 2023. A total of 12 qualifications were achieved in 2023 (including 9 x Level 4 qualifications and 3 x Level 5 qualifications). In addition, the department delivered a new Introductory 'I Can Lead' Award. This programme was successfully completed by 2 patients and allows patients from the ID service to access introductory level sports leadership qualifications.

A total of 7 International Computer Driving Licence (ICDL) units were successfully completed in 2023 and one patient completed the full ICDL qualification. A further 2 learners are currently undertaking ICDL units. Problems accessing the online testing facility for ICDL qualifications were encountered for a significant part of the year and affected patients undertaking ICDL learning – with patients having to pause their qualification and undertake alternative learning due to unavailability of the testing facility. These problems were resolved by eHealth in October 2023 and the testing facility is now fully operational.

The Introductory Food Hygiene qualification was completed by 12 patients in 2023. Two Elementary Food Hygiene courses were also delivered in 2023, with 21 patients successfully completing this award. Delivery of the Elementary level course allowed patients who had successfully completed the introductory qualification in 2022 and 2023 to progress to the higher level qualification.

The Practical Tasks for Information & Library Work qualification was not delivered in 2023 as no new patient library assistants commenced within the library during the year. The 3 current library assistant did, however, successfully completed a pilot programme for the Volunteering Skills Award at Level 3. The Volunteering Skills Award was also delivered for volunteers within the 'New 2 You' charity shop during 2023, with 2 shop volunteers completing the Level 3 qualification. A new cohort of volunteers have recently been recruited for the charity shop and will commence the Volunteering Skills Award in early 2024.

The commitment and dedication of staff across the Skye activity centres was central to the successful delivery of the above range of vocational qualification programmes in 2023.

e) Other learning initiatives

Other programmes and learning initiatives that were delivered in 2023 include:

- Patient Reading Group - A total of 6 patients regularly participated in the weekly reading group and topics covered included: unusual animals, the American Civil War, history of Christmas traditions, St Andrew and traditional foods of the world. 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 2023 and currently gets 2 dedicated sessions per week which is provided by both PLC and hub activity staff.
- Bikeability – this cycling proficiency programme was delivered by Sports Centre staff during the summer months and 12 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).

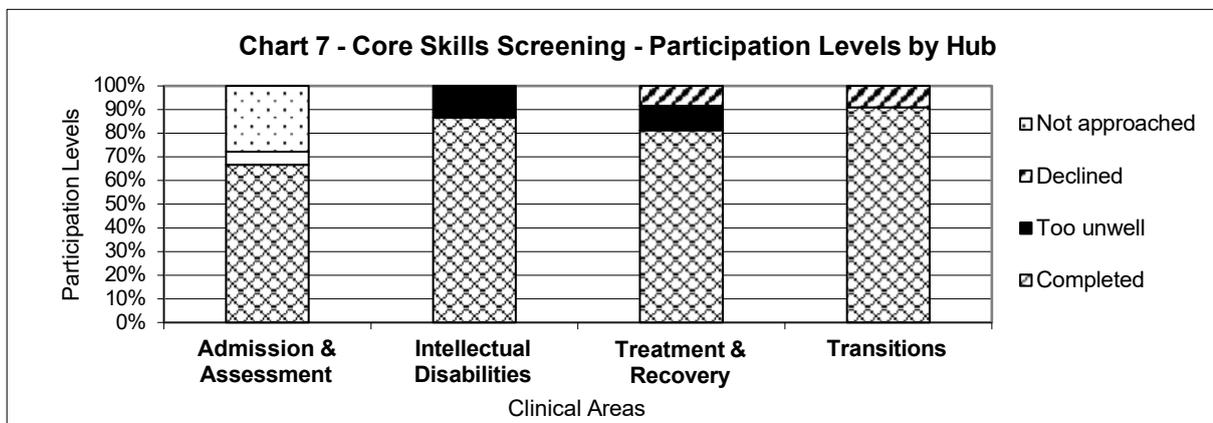
The core skills screening assessment is incorporated within the Skye Centre induction and results are used by PLC staff to provide guidance to patients on what learning programmes could best meet their needs. In addition, they help inform service needs and also provide a benchmark that staff and patients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

A total of 40 patients were approached to take part in 2023. This included 13 new admissions plus 22 patients who had previously refused or been too unwell to participate. Of those approached, 26 patients (65%) completed the core skills assessment, 7 patients (17.5%) declined to take part at that time, and 7 patients (17.5%) were unable to participate due to poor mental health.

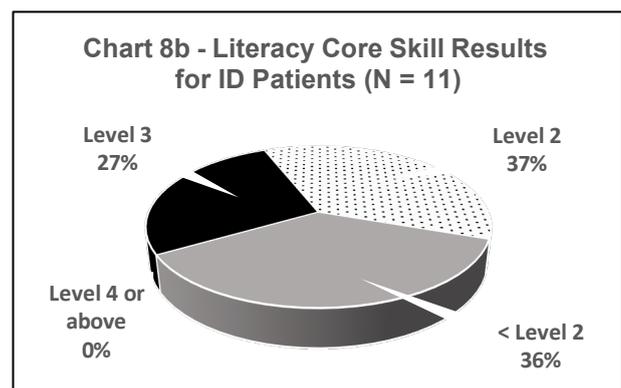
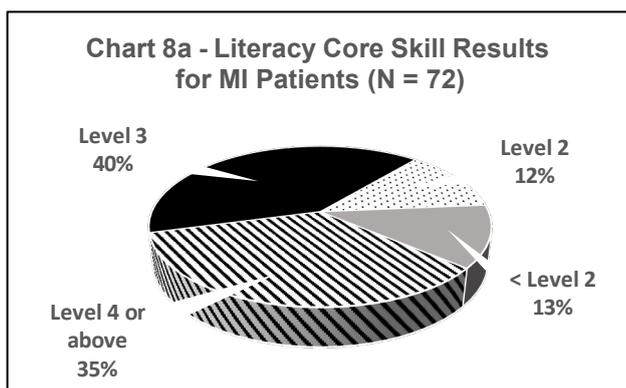
As of 31 December 2023,

- 95% of the current patient population (103 patients) had been invited to complete the core skills screening assessment. The remaining 5% were 5 new admissions who had not yet commenced the Skye Centre induction.
- 82% of the current patient population (84 patients) have completed the core skills assessment.

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

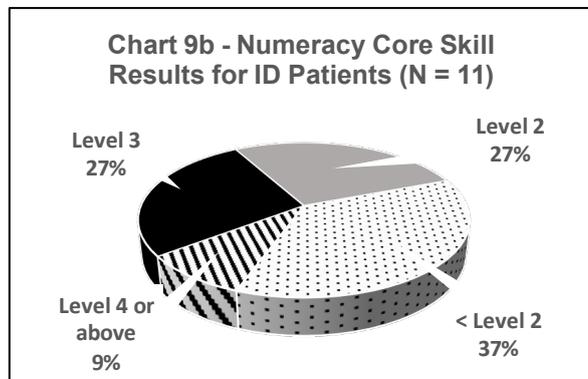
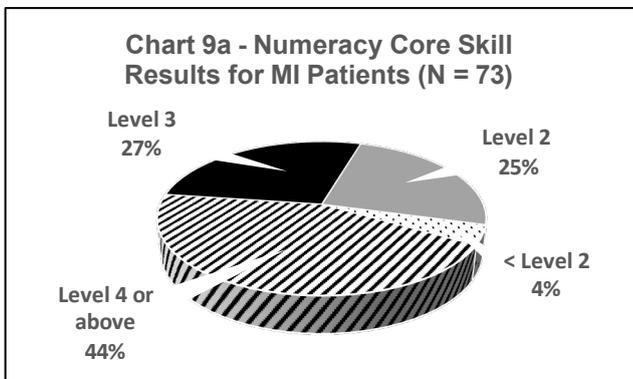


A summary of the literacy and numeracy core skills assessment results for the current patient population who have completed the screening assessment are provided in Charts 8 and 9. The results have been separated to distinguish between the mental illness (MI) and intellectual disability (ID) patient groups.



As indicated in charts 8a and 8b:

- 25% of patients within the MI group have literacy skill deficits (i.e. score below the functional level of Level 3)
- 72% of patients within the ID group 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, charts 9a and 9b highlight that:

- 29% of patients within the MI group have numeracy skill deficits (i.e. score below the functional level of Level 3)
- 64% of patients within the LD group 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 ID group are significantly higher.

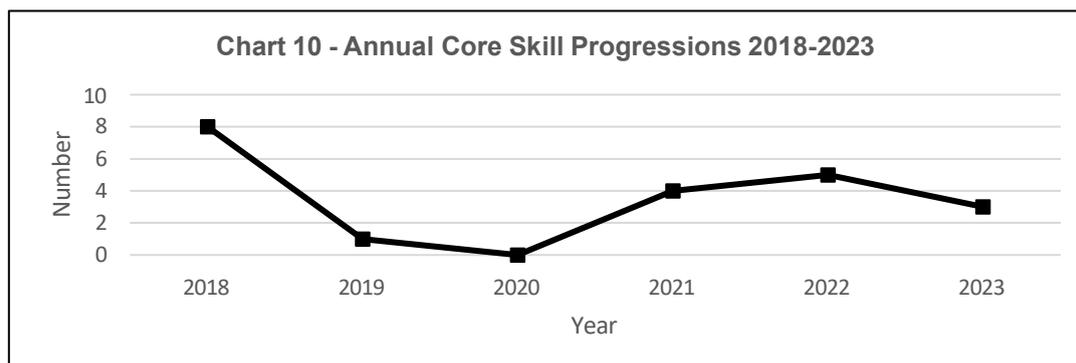
Of the 26 patients who completed the core skills screening assessment in 2023, 5 had literacy skill deficits and 8 had numeracy skill deficits. All the patients concerned were offered a placement within the Patient Learning Centre or outreach sessions within the ward. Of the 9 patients involved, 2 are currently engaged in core skill learning, 2 have shown interest in participating and are going to be supported by hub activity staff, 2 left the hospital before being placed, and 3 patients declined to participate in learning at this time.

3.6 Core skill progressions

A total of 3 core skills progressions were achieved in 2023. This included:

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

Chart 10 shows a comparison between current progressions and previous years.



It is also worth noting that, as indicated in Section 3.4(b) of this report, a further 2 patients assessed as below level 2 have progressed to complete individual learning outcomes from the Communication and Numeracy Level 2 qualifications. Whilst they have not yet achieved the full Level 2 qualifications, this still shows progression in core skills from below Level 2 to Level 2.

In addition to the above, a further 3 patients achieved progressions in IT core skills in 2023 (2 from Level 2 to Level 3, and 1 from Level 3 to Level 4).

3.7 PLC placement provision

The reduction in scheduled Patient Learning Centre sessions within the Skye Centre activity timetable, combined with staff absence/shortages in the PLC (which resulted in having to run a number of sessions with only 2 PLC staff and being unable to open both areas within the PLC), have all impacted on placement opportunities within the PLC during 2023. In addition, there were 64 PLC closures in 2023. Reasons for the closures are detailed below.

- 54 due to staffing resource pressures / deployment of PLC staff to support other departments
- 5 due to other reasons (including adverse weather, restrictions on patient movement and security issues)
- 2 to support other planned activities (e.g. sporting events)
- 3 to enable essential staff training to take place

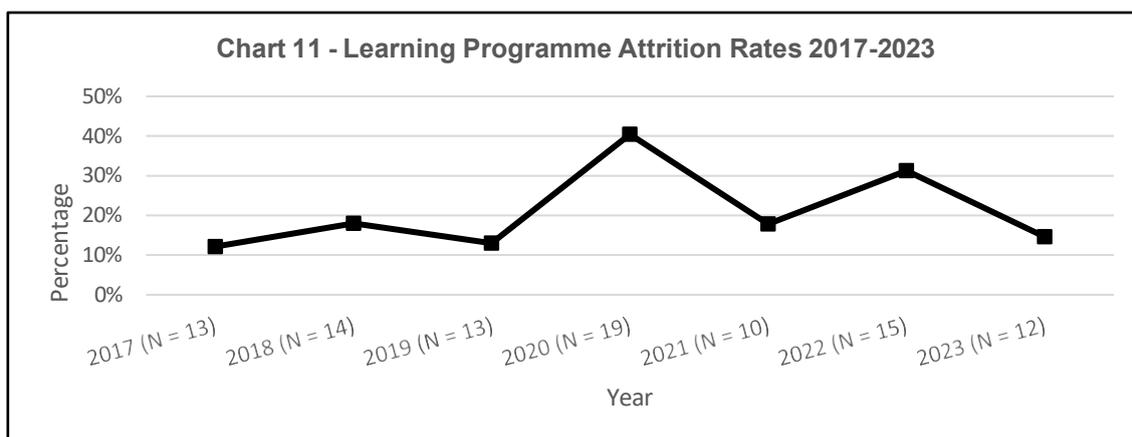
The overall number of unscheduled closures within the Patient Learning Centre reduced significantly from the previous year (with 155 closures in 2022). This reduction was due primarily to the revised Skye Centre timetable that was introduced in January 2023 to minimise unplanned closures. However, whilst the reduction in unplanned closures is positive, the closures that did occur had an adverse impact on learning progress for a number of patients. For example, closures affected 25% of the Monday morning sessions planned for delivery throughout the year. Recurring closures on specific sessions is disruptive and demotivating for both learners and PLC staff, and resulted in delays completing learning programmes, with some patients also leaving the hospital before their course was complete.

3.8 Attrition rates

The attrition rate for learning programmes delivered in 2023 totalled 12 withdrawals (14.6%) during the year (a decrease of 3 from the previous year). Of the 12 withdrawals:

- 5 patients left the hospital
- 4 patients did not want to continue their learning
- 2 patients were withdrawn due to physical health
- 1 patient was withdrawn by the course leader

Chart 11 shows the trend in attrition rates over the last 7 years. By comparison, attrition rates within the further education sector in Scotland are reported at between 25-35%.



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 2023. Table B shows the progress that was made.

Table B – Planned Priorities for 2023

Priority	Progress/Status
<p>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.</p>	<p>Partially Completed</p> <ul style="list-style-type: none"> ▪ Qualifications were delivered in all areas including PLC, Gardens, Crafts, Sports and Library including the REHIS food hygiene programmes ▪ As indicated in Section 3.4(d), some qualifications were unable to be delivered in 2023 but are planned for delivery in 2024.
<p>Delivery and evaluation of the newly developed 'I Can Lead' Sports Leadership qualification within the Sport and Fitness department.</p>	<p>Completed</p> <ul style="list-style-type: none"> ▪ The pilot was successfully delivered in Sports and will be offered in 2024 for patients with lower levels of ability who could benefit from an introductory level course in Sports leadership.
<p>Completion and evaluation of the Volunteering Skills SQA Award pilot programme (within the patient library and charity shop services) and of the National 3 Crafts qualification within the Crafts department.</p>	<p>Completed</p> <ul style="list-style-type: none"> ▪ Both the Volunteering Skills SQA award and the National 3 Art & Design award pilot programmes were completed and evaluated.
<p>Ongoing liaison with eHealth to maintain IT support for the Digital Inclusion Group to progress the 'interactive education resources' project</p>	<p>Delayed/Partially Completed</p> <ul style="list-style-type: none"> ▪ Ongoing liaison with eHealth throughout 2023 re project. Good initial progress was made with the additional PC's for the activity centres being set up alongside laptops and one tablet ready for testing in the Skye Centre. The project (stage 1) was 'paused' in June 2023 due to security related concerns. There has be no progress from this date.
<p>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.</p>	<p>Partially Completed</p> <ul style="list-style-type: none"> ▪ All planned training was undertake during 2023 including SQA Assessor and IV award, sports refresher training and various CPD events. ▪ Quality meetings were not able to take place on a regular basis due to resourcing issues (e.g. staff being moved to support other departments)

5. Performance against Key Performance Indicators

A draft suite of KPIs for patient learning has been developed (Appendix 1) and consultation with key stakeholders on the proposed KPIs is currently taking place. Following agreement and approval these will be implemented and reported on within future patient learning reports.

6. Quality Assurance Activity

Although 2023 was a 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

All qualification awarding bodies have quality assurance procedures that the organisation must adhere to in order to maintain 'approval' status. Regular external audits of local systems and qualification delivery processes are carried out to ensure that all qualifications are delivered to the required national standards. In addition to the highly successful SQA Systems Verification Audit that took place in February 2023 (with feedback provided to this Committee in last year's Patient Learning Annual Report) a further 3 external quality audits took place in 2023

- Sports Leaders external quality assurance review (Mar 2023). This review was awarded a satisfactory outcome. The successful review outcome, alongside staff complying with refresher training requirements, ensured that centre approval status was maintained for another year.
- SQA Qualification Verification for Core Skills: Communication qualifications (June 2023). The organisation received a 'high confidence' rating for the 9 standards audited. The feedback provided was excellent and the auditor commented that the organisation 'demonstrated exceptional knowledge of Centre assessment policy, procedures, and quality assurance processes.' The auditor noted five areas of good practice and commented that the PLC team 'is driven by a deep sense of dedication and passion for assisting learners'.
- British Computer Society (BCS) Centre Audit (July 2023). The organisation was 100% compliant with all BCS requirements, received a green compliance rating and centre re-approval for another year.

Feedback from all three audits indicates high confidence by the national external accreditation/awarding bodies in the State Hospital's quality systems and procedures for delivery of national qualifications, with a number of areas of good practice identified in the feedback reports.

An external SQA audit for the Volunteering Award programme is also scheduled for early 2024.

6.2 Evaluation of accredited learning programmes

During 2023 a total of 36 patients completed a learning evaluation questionnaire on completion of their learning programmes. The aim of the questionnaire is to obtain feedback on the learner's experience of the programme, and to identify benefits they feel they have derived from participation in learning and education.

Feedback was received on a range of programmes and a summary of how patients rated different aspects of their learning experience is provided in Appendix 2. As indicated in the table in Appendix 2 (Part A), 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 are high (with patients who complete learning programmes consistently reporting high levels of satisfaction).

As part of the evaluation questionnaire, patients were also asked to identify what benefits they felt they had gained from their participation in the learning programme. A summary of the feedback provided is included for information in Appendix 2 (Part B). The key reported benefits included: enjoyment in learning new things; improved knowledge and skills (in the area of study); gaining qualifications, improved confidence and self-satisfaction; and opportunities to work with their peers.

7. Quality Improvement Activity

Areas of improvement that were implemented in relation to patient learning during 2023 are outlined below:

- Flexible delivery and tailored support - Staff across many of the learning programmes had to adapt the delivery of their qualifications to provide flexible support to enable patients to achieve the full units/awards they were enrolled in. This included providing additional 1:1 sessions as well as group activities, assistance with literacy support, using picture cards to help with understanding, etc. Support was also provided by other disciplines (e.g. nursing and OT). This flexibility and tailored support is a good example of effective multi-disciplinary working across clinical and learning disciplines to provide learning which is person-centred and responsive to the complex needs of the patient group.
- Enhanced 1:1 support to increase access to learning – During 2023 the hub activity staff provided 1:1 sessions in the ward, PLC and across the activity centres to assist patients who were not able to carry out independent learning. This included providing 'bite-size' learning and helping to integrate patients into placements within the Skye Centre. This provided patients with an opportunity to 'try out' learning and also gave patients a 'sense of achievement' whilst gaining the skills and confidence to engage in more formal learning programmes.
- Delivery of an SQA quality standards development session for all staff across the site who are involved in delivering SQA qualifications. This session included staff involved in the delivery of both staff and patient learning programmes and provided an opportunity for staff to come together to share experiences and best practice in relation to SQA qualification delivery and associated quality standards and requirements. The session was facilitated away from 'day-to-day' activities and also provided an opportunity to acknowledge and thank the staff for their continued commitment and contributions to the delivery and ongoing improvements to the range of learning programmes/qualifications provided in the hospital.
- Upskilling of staff – A number of Skye Centre staff were supported to undertake further training during 2023 to help support and sustain delivery of qualifications and ensure compliance with awarding body requirements for specific learning programmes. Two staff members completed the SQA assessor qualification, one staff member completed the SQA internal verifier qualification, and 2 staff completed tutoring modules required to deliver the Sports Leader Leadership Skills Foundation qualifications. Three staff members also attended SQA CPD events for assessor and internal verification compliance. Ongoing development of staff ensures that skills are relevant and up-to-date, allowing high standards to be maintained and supporting staff to feel valued and motivated.

8 Stakeholder Experience

In addition to the standard programme evaluations that were carried out with patients who completed qualifications during 2023 (see section 6.2), an additional survey was carried out to obtain more feedback from patients on their learning experience. 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 2023?

The questionnaire was made available to all 66 patients who engaged in learning (including those who were still working towards completing their qualification or who had withdrawn from their programme) and was completed by 33 patients (50%) in total. The feedback provides 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 off 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 - *“Being busy helped me to not dwell on why I’m at the State Hospital. It’s a form of mindfulness for me. I can be competitive with myself to learn as much as possible”* – highlights how learning can positively impact and improve lives.

A comment from another patient about the benefits of learning – *“I am now able to read by myself and can spell and write better”* – shows how learning can help with everyday living and improve independence.

The feedback also highlighted the challenges that learners experienced during 2023. The main themes that were noted included: missing sessions due to closures; limited placements and learning opportunities. This reinforces the points highlighted earlier in this report regarding the impact on learning and the learner experience of fewer sessions, service closures, session cancellations and staff absence.

Further details of the feedback received through the learner experience feedback 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

Maintaining current learning provision and achieving greater stability in service delivery within the patient learning centre are key priorities for 2024. This will include:

- Maintaining delivery of established patient learning programmes across the Skye activity centres, including learning programmes delivered within Crafts, Gardens, Patient Library, PLC and Sports.
- Re-introduction and delivery of group-based themed learning activities within the Patient Learning Centre.
- Delivery of the SQA Introduction to Hand Tools in Horticulture unit in Gardens and the National 2 Practical Crafts Award in Crafts.
- In conjunction with the Skye Centre Manager, review staff allocation and timetabling procedures to reduce PLC closures and ensure that adequate staffing levels are maintained to enable effective delivery of learning programmes and maximise learning opportunities for patients.
- Ongoing liaison with eHealth to maintain IT support to progress the Digital Inclusion ‘Interactive Education Resources’ project. This will include testing and implementation of the portable devices, staff training and ongoing maintenance of the systems and hardware.
- Continued provision of staff training and development to ensure staff are skilled and equipped to deliver patient learning programmes and maintain compliance with awarding body requirements. 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 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 2025.

Patient Learning – Key Performance Indicators (Draft)

1. Patients will engage in formal (i.e. accredited) learning

Target – 60% of patient population

Providing accessible learning opportunities for adults (particularly those furthest from inclusion and experiencing disadvantage) is a key priority in the Scottish Government's Adult Learning Strategy. This indicator measures the percentage of patients who are engaged and involved in accredited learning programmes.

This data is reviewed quarterly.

2. Patients enrolled on accredited learning programmes will achieve certification.

Target – 85%

This indicator measures the attainment levels (i.e. qualification achievement rates) for learners enrolled on accredited learning programmes.

This data is reviewed annually.

3. Patients attending the PLC have an Individual Learning Plan (ILP)

Target – 90% of patients attending the PLC

This indicator provides assurance that all learners have clear goals and objectives for learning, and that learning activities are meaningful and planned.

This data is reviewed quarterly.

4. Learner progress reviews are undertaken every 3 months.

This indicator provides assurance that learner progress for all patients engaged in accredited learning programmes is tracked and reviewed to enable timely action to be taken to address any additional support needs or barriers to learner progress.

Target – 90% of patients engaged in accredited learning programmes

This data is reviewed quarterly.

5. Patients with literacy or numeracy core skills below SCQF Level 3 will engage in essential skills learning

Target – 20% of patients screened/assessed as having literacy or numeracy skills <Level 3

Promoting access to and participation in literacies learning and supporting adults to read, write and use numbers effectively is a key priority within the Adult Literacies in Scotland strategy. This indicator measures the percentage of patients assessed through core skills screening as having literacy or numeracy skills below the functional level of SCQF Level 3 who engage in literacy or numeracy learning programmes.

This data is reviewed quarterly.

EVALUATION OF ACCREDITED LEARNING PROGRAMMES

Part 1 – Learner Feedback

Feedback from 36 patients who completed a qualification in 2023.

Areas covered	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Induction to learning programme	58%	42%	0%	0%
Information given about qualification	61%	39%	0%	0%
Information given about assessment process/outcomes of learning	53%	47%	0%	0%
Information given about your responsibilities	69%	31%	0%	0%
Access to support and guidance from tutor/instructor	81%	19%	3%	0%
The pace of learning	56%	42%	3%	0%
The learning methods and resources used	64%	33%	0%	0%
Opportunities to discuss and review learning	64%	36%	0%	0%
Assistance to address any problems experienced during learning	72%	25%	0%	0%
Overall satisfaction with the learning programme undertaken	67%	33%	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. Confident in writing and speaking.
2. Learnt new skills. Always having to be on time for placements. When I get outside I can use the qualifications.
3. I am more confident. I am better on the computer. I have better people skills working with patients.
4. The computer was easy to use for my qualification. I got a certificate for the work that I did.
5. More confidence.
6. I feel I have benefited in the areas of word and excel.
7. Never worked with paints and clay. Learned new techniques.
8. I learned a lot more on how to use computers.
9. Learned to work the computer mouse. Learned new programmes not completed before. Will be able to use them now and in the future.
10. Learning to be patient with a computer.
11. Very supportive of any movement/time required.
12. My maths has improved and it has got me prepared to start the open university course in February.
13. Learning ICT will help me in the future when it comes to applying for a job (gives me more options).
14. Want to do further learning, completing a qualification, enjoyed trying new things.
15. Learned to be more confident. Enjoyed working with other people. Qualification and getting the certificate.
16. Improved confidence, getting a certificate for my learning, working as a team, opportunity to learn new skills, to improve my reading, writing and computer skills.
17. Working with other learners, gaining a qualification, would like to undertake ICT level 4.
18. Achieved a qualification and enjoyed learning.

19. It's made me more confident and eager to learn new skills.
20. I feel I have benefited in word and excel.
21. I've learned a lot of stuff about animals and their feeding, preparing food and understanding animals.
22. Understanding knowledge of feeding animals, prepare food and waters. Learned about understanding how to deal with animals when behaving bad.
23. I feel it has been very beneficial doing this course and very therapeutic working with animals as part of a team. Thank you for my learning experience.
24. Increased confidence in animal handling and feeding. Learning new techniques in horticulture.
25. Greater confidence with animals.
26. I have gained more confidence, experience and better observational skills in all aspects of sports leadership.
27. Learned new things, met new friends, gained confidence.
28. I have learned how to lead sport games and circuit workouts and also have confidence to take warmups. I feel that I have gained good skills I need for future activities i.e. P.T skills.
29. Better self esteem, more confident working within a group setting. Self belief.
30. Patience and how to lead a class sports class!
31. Opportunities to work with different people and try new things.
32. I've gained more confidence in larger groups.
33. I learned about the full Microsoft office suite, which will help me a lot in the future.
34. More confident in self and skills qualification.
35. Nice to learn new things.
36. I learned a lot of ways to use tools and materials which had to be used in all our sessions as it got on in times. The more we took on board in what we had to do. Also gained a lot of benefits in all our course has to offer.

LEARNER EXPERIENCE FEEDBACK

Part A - How has learning helped with your recovery

1. Gave me confidence. Gives me a thirst for knowledge.
2. Being busy helped me to not dwell on why I'm at The State Hospital. It's a form of mindfulness for me. I can be competitive with myself to learn as much as possible.
3. I have enjoyed my learning sessions. I still don't identify as being unwell.
4. More confident and working with other peers.
5. I am now able to read by myself and can spell and write better.
6. It has helped my confidence and my skills. It keeps my mind active.
7. Helped me to get out the ward and mix with other people. Learning new skills
8. Gets me off the ward – I enjoy going to placements. It keeps me occupied.
9. Gets me off the ward and it's a more settled environment than the ward. It gives me something to do.
10. It's been a good distraction for me.
11. Motivating me to be positive and focus on my work.
12. Keeps me busy if I'm in the classroom.
13. It has helped me to concentrate and focus on tasks at hand.
14. Helped me channel my thoughts and focus on each subject.
15. I have enjoyed brushing up on basic math.
16. It's helped me improve my confidence.
17. It gives me something to work on to help me learn.
18. It has given me structure which has helped with my mental health and made me look forward to something.
19. Getting off ward has helped my recovery, it helps my day go quicker.
20. Learning has given me a purpose to keep my mental skills functioning.
21. A lot.
22. Gave me something to focus on.
23. Built relationships with peers. Increasing with confidence.
24. Working with people helped my confidence.
25. Help my concentration and kept me calm. Staff in the Skye centre can help me, with banter.
26. I found sports leadership a good time not only a bundle of laughs topped with caffeine, but a good lesson at the end of the day 10/10.
27. My recovery has been improved immensely by having some form of learning to keep me busy and my mind and body occupied. By doing normal activities it speeds the healing process.
28. Confidence and knowledge.
29. I have learnt a new skill and think a bit clearer.
30. Gives me something to look forward to and improves my confidence.
31. Gave me something to look forward to and sense of achievement.
32. Helps me to get off the ward, getting a qualification for a job outside. It has helped me to concentrate better and my handwriting.
33. Helped mood. Helped confidence. Learning new skills. Self esteem. Life skills.

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

1. I've achieved knowledge and I'm inspired to learn more.
2. My degree that I'm studying is exactly what I want to learn (as I plan to create/start up a business when I leave The State Hospital). So it helps me directly.
3. More confident in numeracy.
4. Trying new things.
5. REHIS qualification. Enjoying the learning journey and would like to continue developing new skills.
6. Working as a group, working with others. I have enjoyed being part of a team.

7. I feel proud and good about myself when I have achieved something.
8. I've learned hearing/listening skills and talking skills.
9. I've learned new skills. I've gained a qualification and hope to gain more skills and more qualifications.
10. Learned new skills.
11. I like working with other people and I hope to get another qualification.
12. Learned new things. Gaining qualifications.
13. I have learned to use Microsoft Word and Excel to a professional level.
14. Improved confidence that I can achieve if I put my mind to it.
15. I have more confidence in numeracy.
16. Learned Word, Excel and communications level 3.
17. I learned how to copy and paste and save work. I learned a lot.
18. My self-esteem has improved because I've felt like I have achieved something. Learning maths has made me more motivated in day to day life as well.
19. It made me realise I don't know as much about computers as I thought I did. I've enjoyed socialising with the other patients in the PLC.
20. Good mental focus and challenges to keep me stimulated.
21. Self-esteem and build my confidence.
22. Confidence looking after animals.
23. Good to build my computer skills. Good to get another qualification.
24. Qualifications, I have better computer skills.
25. I have learnt skills that I can use in the library and other places. I have been able to help other people.
26. I've grown more patient, observant and mindful in a way. Obviously being a leader in different active activities.
27. The chance to do public speaking was a huge benefit that allowed me to voice my learning benefits and the journey I have been on.
28. Confidence and leadership.
29. I have learnt a bit about circuits. This helps me with my training.
30. Learning new skills
31. Learned new techniques in drawing (never used before colour pencils) and clay work. Also started to paint and learned new techniques and styles.
32. Learned to be more confident. Enjoy working with other people. Qualification and getting the certificate.
33. Improved confidence. Getting a certificate for my learning. Working as a team. Opportunity to learn new skills. Get to improve my reading, writing and computers.

Part C - What have you found challenging during 2023?

1. Not a thing.
2. I completed ICDL and ICT course with good marks, so it reminded me that I can still learn at a high level. This has given me the inspiration that I can complete the degree course I started on 7/10/23. It's a challenge that I can aspire to complete.
3. No challenges yet.
4. Placement being closed.
5. Find it difficult using computers.
6. Not being able to use computers when I want to.
7. I have found it difficult to concentrate at times, especially if my classmates are noisy.
8. I am disappointed when the PLC is cancelled because I am missing out on learning new skills.
9. Concentration has been hard at times.
10. Level 5 is a lot different from the other course and I've had to learn to use a scientific calculator.
11. Found multiplication challenging. Sometimes struggled due to lack of sleep.
12. No difficulties.

13. Instructions from different staff members not helpful, sometimes confusing.
14. Nothing has been too challenging.
15. Nothing challenging.
16. I have found it hard to learn some days because of my mood or PLC is cancelled, but I always tried my best.
17. Some of the content of numeracy 5 has been tricky at times but I managed to get through it which has made me feel better about myself.
18. When the Skye centre placement timetables changed, it was difficult to get used to the change.
19. Not getting up enough to the PLC.
20. Not getting to placement as much as I would like.
21. Language barrier.
22. It can get really noisy in the atrium.
23. Nothing I can think of.
24. I think the written work was the most challenging.
25. When we do not have enough staff and facilities are closed.
26. Not being able to follow a routine.
27. Finding the confidence to speak in front of a crowd.
28. Nothing really.
29. Found it hard at the beginning because it was all new to me.