

# Patient Learning 12 Monthly Update Report

<b>Reference No:</b>	
<b>Issue:</b>	1
<b>Lead Author:</b>	Head of OD & Learning
<b>Contributing Authors:</b>	Patient Learning Manager
<b>Approval Group:</b>	State Hospitals Board for Scotland
<b>Effective Date:</b>	January 2024-December 2024
<b>Review Date:</b>	August 2025
<b>Responsible Officer:</b>	Director of Nursing & Operations

## Contents

1	CORE PURPOSE OF SERVICE .....	1
1.1	Service overview.....	1
1.2	Service objectives .....	1
1.3	Service delivery .....	1
2	CURRENT RESOURCES COMMITMENT .....	1
3	SUMMARY OF CORE ACTIVITY FOR THE LAST 12 MONTHS .....	2
3.1	Patient engagement in learning.....	2
3.2	Referrals and leavers.....	3
3.3	Course enrolments and qualification attainments .....	3
3.4	Learning programmes delivered .....	4
3.5	Core skills screening .....	7
3.6	Core skill progressions.....	9
3.7	PLC placement provision.....	9
3.8	Attrition rates .....	10
4	COMPARISONS WITH LAST YEAR’S PLANNED QA/QI ACTIVITY .....	10
5	PERFORMANCE AGAINST KEY PERFORMANCE INDICATORS .....	12
6	QUALITY ASSURANCE ACTIVITY.....	14
7	QUALITY IMPROVEMENT ACTIVITY .....	14
8	STAKEHOLDER EXPERIENCE .....	15
9	PLANNED QUALITY ASSURANCE/QUALITY IMPROVEMENT FOR THE NEXT YEAR .....	15
10	NEXT REVIEW DATE .....	16
	APPENDIX 1 - PATIENT LEARNING – KEY PERFORMANCE INDICATORS .....	17
	APPENDIX 2 - EVALUATION OF ACCREDITED LEARNING PROGRAMMES.....	18
	APPENDIX 3 - LEARNER FEEDBACK ON CHALLENGES TO LEARNING .....	21

## **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 2024. Quality improvements and future priorities are also highlighted.

### **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 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) comprises 2.8 wte at Band 5. Service delivery is supported by input from the Patient Learning Manager, and through use of volunteers. During 2024, one volunteer provided support within the PLC for one session per week.

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.

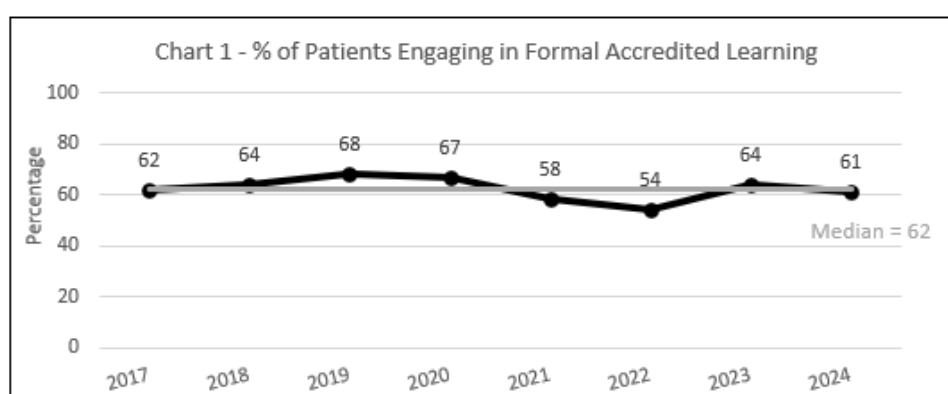
Although learning programmes are primarily delivered ‘in-house’, partnership arrangements are in place with several colleges and external training providers, and specialist services and support are bought in when required to address gaps in internal expertise (e.g. programme verification for vocational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

The budget allocation 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) is £6000 per annum.

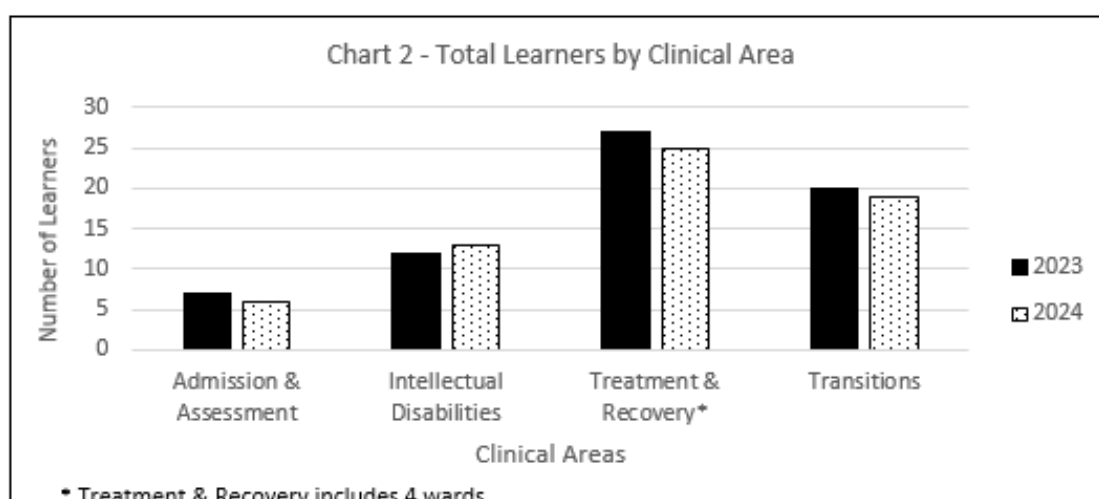
### 3 SUMMARY OF CORE ACTIVITY FOR THE LAST 12 MONTHS

#### 3.1 Patient engagement in learning

During 2024, a total of 63 patients engaged in formal accredited learning. The total equates to 61% of the patient population (a 3% reduction from the previous year), and 71% of patients who attended Skye Centre placements. Of the total group of 63 learners, 53 patients (88%) attended the Patient Learning Centre. Chart 1 shows the percentage of patients who have engaged in formal accredited learning per year over the past eight years.



A breakdown by clinical area of patients who engaged in formal accredited learning during 2024 is provided in Chart 2 and shows engagement by patients from across all clinical areas. Comparative data from 2023 has also been provided.



### 3.2 Referrals and leavers

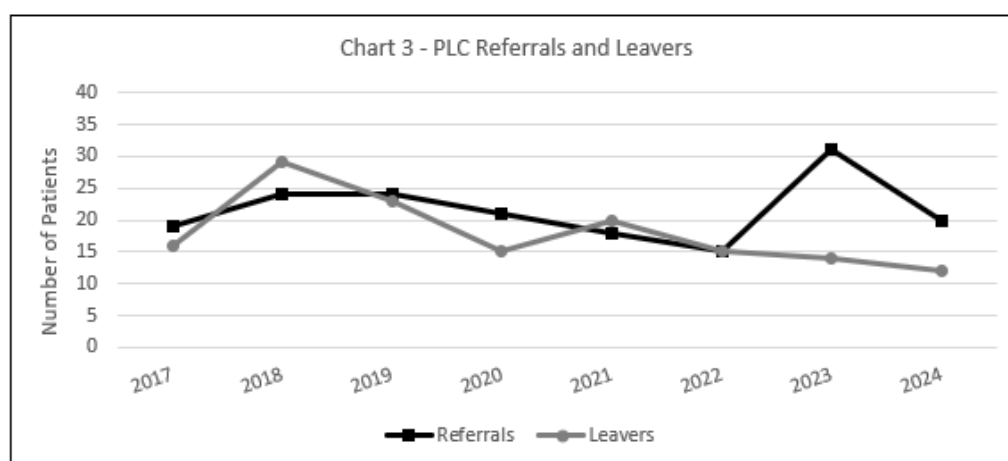
There were 20 new referrals to the Patient Learning Centre during 2024. Of this total:

- Seventeen commenced a placement in the PLC.
- Two patients did not want to undertake learning and declined placements.
- One patient was offered a placement but was discharged prior to commencing.

A total of 12 patients ceased attendance at the PLC in 2024. Reasons for leaving are noted below:

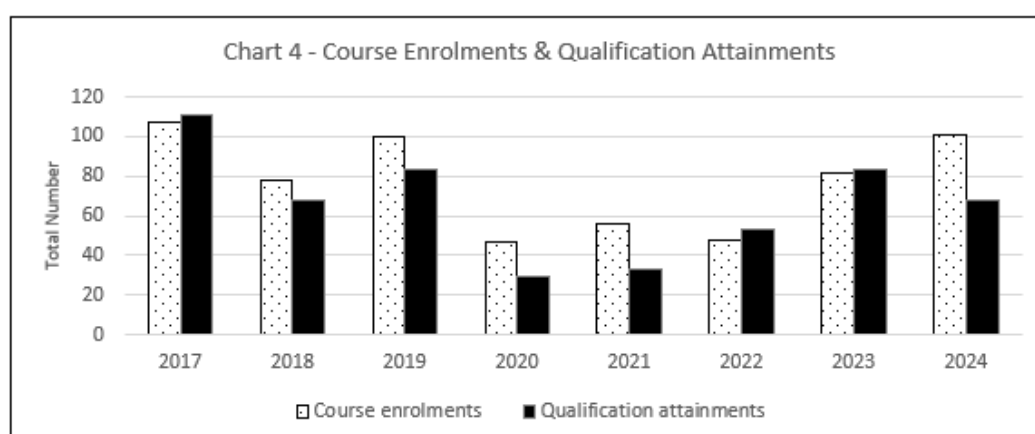
- Five transferred to other hospitals / prison.
- Three withdrew from accredited learning programmes.
- Three stopped attending due to a deterioration in their mental health.
- One completed his learning programme and did not want to undertake further learning at that time.

Chart 3 shows the number of PLC referrals and leavers per year for the last 8 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.



### 3.3 Course enrolments and qualification attainments

During 2024, there were 101 new course enrolments and 68 qualification achievements. The number of enrolments increased by 23% from the previous year (with an increase in enrolments for core skills, craft, volunteering and library qualifications). Chart 4 highlights an incremental increase in enrolments over the last three years.



Qualification attainments reduced by a total of 15 (18.1%) in 2024. This reduction in attainments can be attributed primarily to the following factors: reduced number of learners undertaking REHIS training in 2024 (due to higher participation levels in 2023); reduced number of sports qualifications being delivered in 2024; reduced number of learners undertaking ICDL; and some qualifications taking longer to complete (e.g. volunteering awards and workplace core skills). A high level of staff absence within the PLC also contributed to the reduction in qualification attainments during 2024.

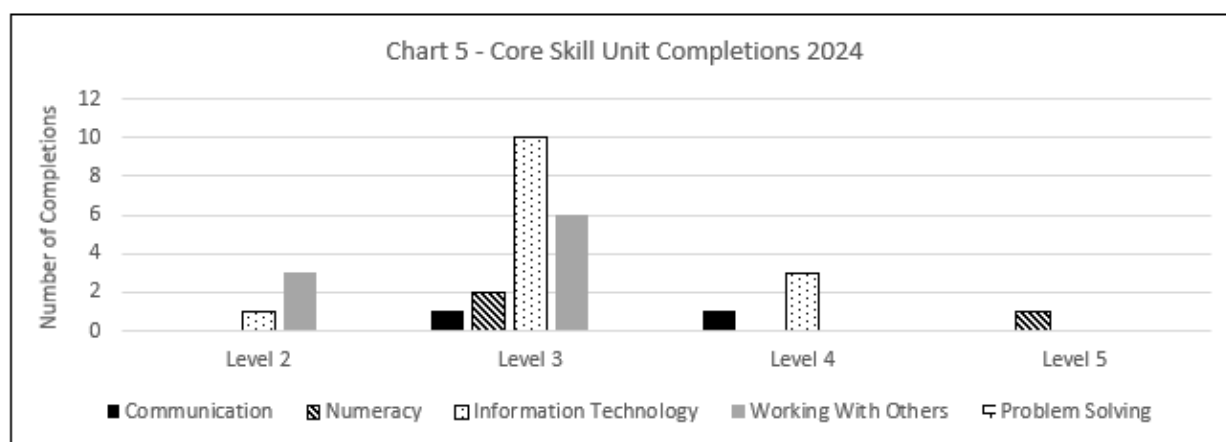
### 3.4 Learning programmes delivered

The range of learning programmes delivered during 2024 included:

#### 3.4.1 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 five 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 five 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

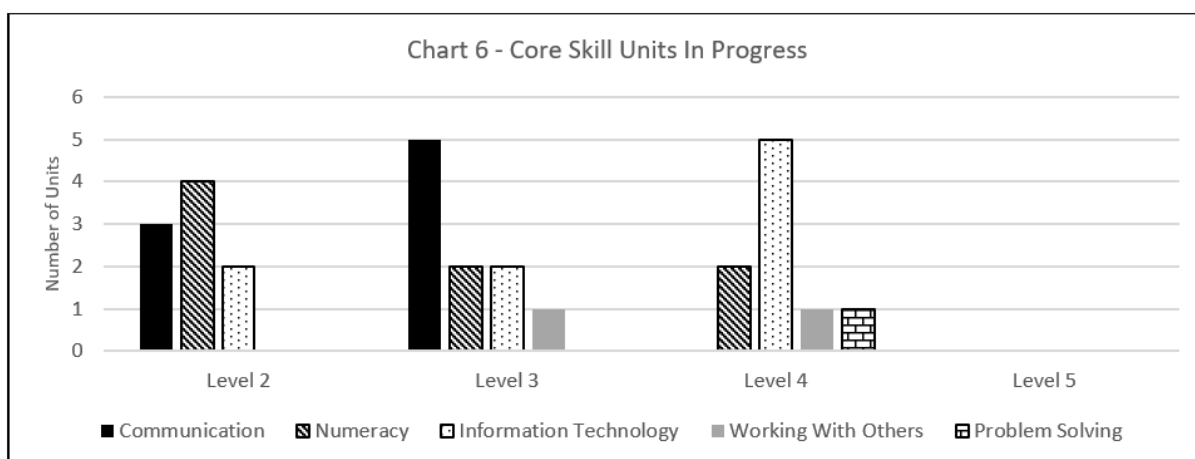
There were 28 core skill unit completions in 2024 with a breakdown of completions, by subject and level, provided in Chart 5.



Core skill completions increased by 16 (130%) compared to the previous year. This was facilitated by changes to the PLC timetable, re-introduction of themed group learning programmes, and provision of additional teaching/learning sessions and assessment input within the PLC by the Patient Learning Manager to maintain service delivery during periods of long-term staff absence in the PLC.

A further 3 patients also achieved learning outcomes relating to Level 2 Communication core skills - where the unit is divided into individually certificated outcomes. This included the Listening Level 2 outcome x three patients and the Reading Level 2 outcome x one patient. These are significant achievements for the patients who are learning at these lower levels.

In addition to the 28 unit completions in 2024, a further 28 core skill units were in progress (i.e. patients were working towards completion) as of 31 December 2024. A breakdown of these units, by subject and level, is provided in Chart 6.



### 3.4.2 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 three patients engaged in literacy learning during 2024, with the three patients attending the PLC and achieving learning outcomes from the Communication Level 2 core skill (as indicated in the previous section of this report). Due to staffing constraints, changes to the PLC timetable and inability to recruit new volunteers (despite a number of recruitment campaigns being undertaken in 2024), literacy learning support in the PLC was limited to one session per week and staff were unable to provide one-to-one outreach sessions in 2024. One-to-one tuition was however provided to one patient by the Librarian in 2024. Attempts to recruit new volunteers remain ongoing.

### 3.4.3 Vocational qualifications

A total of 11 vocational programmes were delivered during 2024, with 37 vocational qualifications successfully achieved and a further 15 qualifications in progress as of 31 December 2024. Vocational learning programmes were delivered across a range of activity centres and details of specific qualifications achieved and in progress as of 31 December 2024 are summarised in Table A.

**Table A – 2024 Vocational Programmes & Qualification Achievements**

<b>Qualification /Awarding Body</b>	<b>Activity centre/ area delivering award</b>	<b>Achievements in 2024</b>	<b>In progress as of 31/12/24</b>
Art & Design – National 3 Award (SQA)	Crafts	1	0
Creative Arts - National 2 Award (SQA)	Crafts	0	4
Practical Crafts – National 2 Award (SQA)	Crafts	6	0
Small Animal Care Unit – Intermediate level 1 (SQA)	Gardens & AAT Centre	4	1
Practical Tasks for Information & Library Work – Intermediate level 1 (SQA)	Library (Atrium)	1	1
Volunteering Skills Award – Level 3 (SQA)	Library/N2U (Atrium)	0	4
International Computer Driving licence (ICDL) - accredited modules (British Computer Society)	PLC	2	2
Introductory Food Hygiene Certificate (Royal Environmental Health Institute for Scotland)	PLC	12	0
Elementary Food Hygiene Certificate (Royal Environmental Health Institute for Scotland)	PLC	9	0
Sports Leadership Introductory Level 'I Can Lead' Award (Leadership Skills Foundation) (NEW)	Sports	2	0
Sports Leadership Level 4 Award (Leadership Skills Foundation)	Sports	0	3
<b>TOTAL</b>	<b>N/A</b>	<b>37</b>	<b>15</b>

All programmes that were planned for delivery within the 2024 patient learning schedule were successfully delivered with the exception of 'Use of Hand Tools in Horticulture' (see details below).

- The Craft & Design department delivered three programmes during 2024. One patient achieved the National 3 Art & Design qualification and this completed a pilot cohort for this programme which commenced in 2023. The National 2 Practical Crafts qualification was delivered as an alternative to the Use of Hand Tools in Horticulture qualification, with six patients completing the programme. The National 2 Creative Arts qualification commenced in late 2024 and was ongoing at 31 December 2024, with four patients participating in this programme.
- The Gardens department delivered the Small Animal Care qualification however had to defer delivery of the Use of Hand Tools in Horticulture qualification as the patients who were identified to undertake this planned course commenced a psychology group and were therefore unable to commence (due to a timetable clash).
- The Practical Tasks for Information & Library Work qualification was delivered for two new library volunteers who commenced their volunteer roles in 2024 (with one patient completing the qualification and the second ongoing as of 31 December 2024). Both of these patients are also enrolled in the Volunteering Skills Award, alongside two patients from the N2U charity shop who commenced in volunteering roles in the N2U charity shop during 2024. These four learners will complete their qualifications in 2025.



- A total of two International Computer Driving Licence (ICDL) units were successfully completed in 2024 with a further 2 patients ongoing as of 31 December 2024.
- The REHIS Introductory Food Hygiene qualification was completed by 12 patients in 2024, and a further nine patients successfully completed the REHIS Elementary Food Hygiene course.
- The Sports activity centre successfully delivered a new introductory 'I Can Lead' Award for two patients in 2024. A further three patients commenced the Level 4 Sports Leadership Award and will complete the award in 2025.

The ongoing commitment and dedication of staff across the Skye activity centres was key to the successful delivery of the range of vocational qualification programmes provided in 2024.

#### 3.4.4 Open / distance learning

During 2024, five patients were supported by PLC staff to undertake further education through the Open University (OU). A total of eight modules were undertaken (a 50% increase from 2023), which included 2 modules that were ongoing from 2023, plus six new module enrolments. Details of the modules undertaken and progress as at 31 December 2024 are highlighted below.

Course	Enrolments - 2024	Status as of 31/12/24
An Introduction to Business and Management	-	Completed
Criminal Law & the Courts	-	Completed
Civil Justice and Tort Law	1 new enrolment	Ongoing
Communication Skills for Business & Management	1 new enrolment	Ongoing
Discovering Maths	2 new enrolments	1 completed 1 ongoing
Essential Maths	1 new enrolment	Ongoing
You and Your Money	1 new enrolment	Ongoing

The patients undertaking OU modules attend multiple sessions within the PLC to ensure that the study demands of the courses are met.

#### 3.4.5 Other learning initiatives

Other programmes and learning initiatives that were delivered in 2024 include:

- Patient Reading Group - A total of five patients regularly participated in the weekly reading group and topics covered included: structural engineering marvels, Abraham Lincoln, British history, camouflage, and New Year Celebrations. These topics were chosen by patients.
- Bikeability – this cycling proficiency programme was delivered by Sports Centre staff during the summer months and seven patients took part in this six-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.

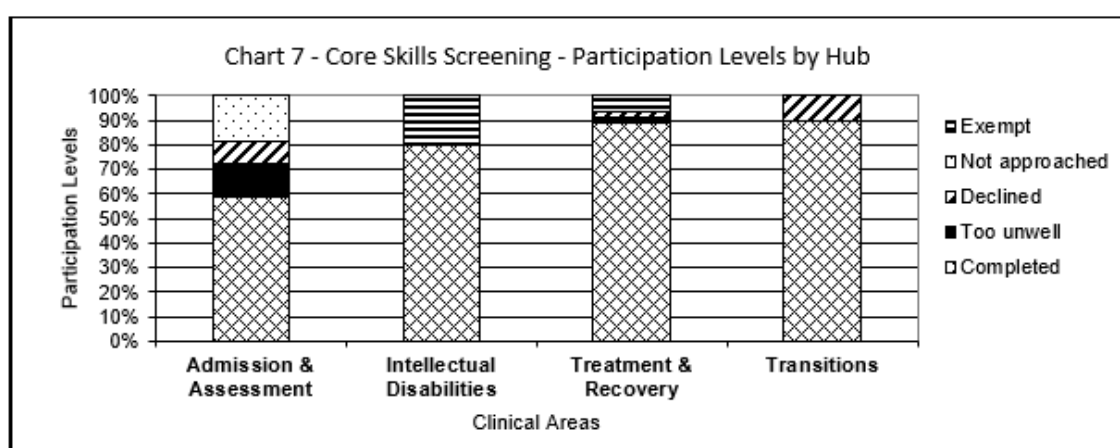
The tool incorporates two assessments (Communication and Numeracy) and maps the individual's literacy and numeracy abilities against Levels 2 - 5 of the Scottish Credit and Qualification Framework (SCQF).

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 priorities and also provide a benchmark that staff and patients can use to measure individual improvements in literacy and numeracy core skills.

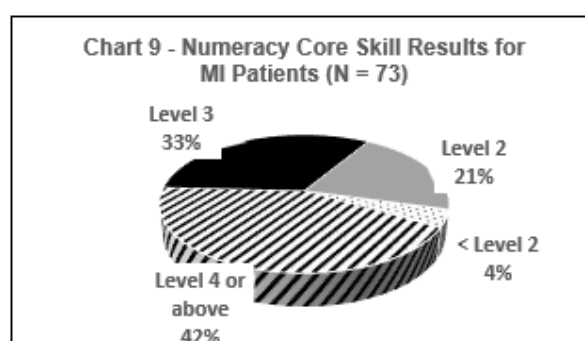
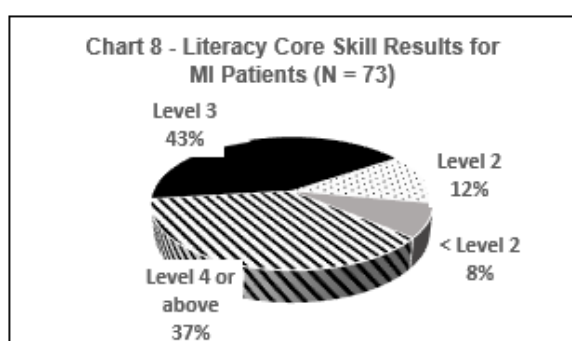
As of 31 December 2024:

- 94% of the current patient population (104 patients) had been invited to complete the core skills screening assessment. Of the remaining patients, 4% (four patients) were new admissions who had not yet commenced the Skye Centre induction and 2% (two patients) were exempt from being screened (due to mental incapacity).
- 82% of the current patient population (85 patients) have completed the core skills screening 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 screening results for the current patient population who have completed the screening assessment is provided in Charts 8 and 9. (Note - The results cover only patients within the mental illness patient group, with results for patients from the intellectual disability (ID) patient group excluded from the charts.)



As indicated in the charts above:

- 20% of patients within the MI group scored below Level 3 for communication skills (indicating potential literacy skill deficits).

- 25% of patients within the MI group scored below Level 3 for numeracy skills (indicating potential numeracy skill deficits).

The level of literacy and numeracy skill deficits within the patient population is broadly comparable with the levels reported amongst the general population (where literacy and numeracy deficits are estimated at 16.4% and 24% respectively). The skill deficits for patients within the ID group however are considerably higher – with 75% of ID patients scoring below Level 3 for both literacy and numeracy skills.

A total of 32 patients were approached to take part in screening during 2024. This included 24 new admissions plus eight patients who had previously refused or been too unwell to participate. Of those approached, 22 patients (68.8%) completed the core skills assessment, six patients (18.8%) declined to take part at that time, and four patients (12.4%) were unable to participate due to poor mental health. Of the 22 patients who completed the core skills screening assessment in 2024, four patients (18.2%) scored below Level 3 in communication skills and six patients (27.3%) scored below Level 3 in numeracy skills. All six patients were offered a placement within the PLC, with two patients currently engaging in core skill learning, and four patients declining to participate in learning at this time.

### 3.6 Core skill progressions

As of 31 December 2024, there were a total of eight patients with identified literacy and numeracy skill deficits undertaking communication or numeracy core skill units to support skill development and progression to a higher level. It is also worth noting that, as indicated in Section 3.4(b) of this report, a further three patients assessed as below Level 2 have completed individual learning outcomes from the Communication Level 2 qualification. Whilst they have not yet achieved the full Level 2 qualification, this still shows progression in core skills from below Level 2 to Level 2.

There was also a further numeracy core skill progression achieved in 2024 – with the learner progressing from Level 4 to Level 5 in numeracy skills.

### 3.7 PLC placement provision

A total of 12 sessions per week are provided by the PLC (with an additional two sessions available if required for OU tutorials). Each session has capacity to accommodate up to 10 learners per session.

In response to issues highlighted in the 2023 Patient Learning Report, the PLC timetable was reviewed and amended in 2024. The new timetable was implemented in August 2024 and aims to improve service stability. Generic learning sessions have been replaced by subject specific sessions which facilitate more focused learning and increased peer support, and sessions are primarily being delivered within a single area within the PLC to maximise use of the staffing resource and reduce PLC closures due to staff absence/shortages within the PLC and wider Skye Centre.

Whilst there was insufficient data as of 31 December 2024 to fully assess the impact of the new timetable, feedback from both learners and staff has been generally positive and analysis of the data available indicates increases in assigned PLC placements, patient attendance numbers and learning programme completions since the new timetable was introduced. Placement options are slightly less flexible however (given their subject specific focus), with learners generally attending for one session per week (per subject).

Unplanned closures remain an ongoing issue and there were 109 learning sessions cancelled due to PLC closures in 2024. Reasons for closures are detailed below.

- Ninety-four due to staffing resource pressures and staff absence or deployment of PLC staff to support other departments
- Thirteen due to other reasons (including adverse weather, restrictions on patient movement and security issues)
- Two due to other planned activities within the Skye Centre (e.g. sporting events)

Due to changes in how sessions are structured within the Skye Centre (with split sessions now provided and subsequent changes to how service closures are recorded) there is no comparative PLC closure data available for previous year.

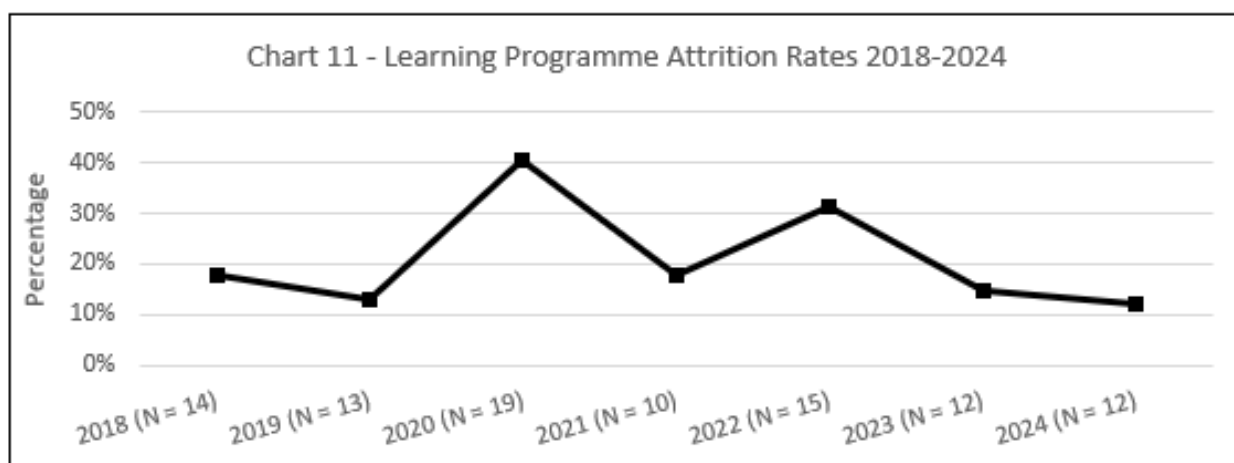
A comparison has been made however for the periods before and after the new timetable was introduced – with 51 PLC session closures reported for the period January–July 2024, and 58 for the period August–December 2024.

### 3.8 Attrition rates

The attrition rate for learning programmes delivered in 2024 totalled 12 withdrawals (12.2%) during the year. Of the 12 withdrawals:

- Five patients left the Hospital.
- Four patients did not want to continue their learning programme (with two of the patients who withdrew subsequently switching to a different course).
- Three patients were withdrawn by the course leader (two due to capability issues and one placement being discontinued due to changes in the patient's assessed level of risk).

Chart 11 shows the trend in attrition rates over the last seven 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 2024. Table B shows the progress that was made.

**Table B – Planned Priorities for 2024**

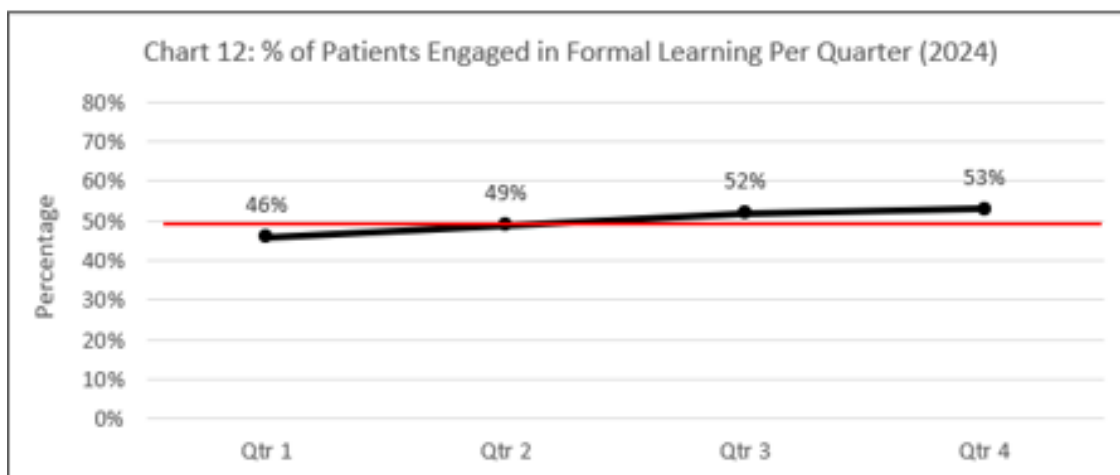
Priority	Progress/Status
Maintaining delivery of established patient learning programmes across the Skye activity centres, including learning programmes delivered within Crafts, Gardens, Patient Library, PLC and Sports.	<p><b>Partially Completed</b></p> <p>A schedule was developed and agreed that detailed what programmes would be delivered in each activity centre in 2024. Although there was movement within the timetable to revise the start dates of some activities, all planned learning programmes (with the exception of the hand tools units within Gardens) were delivered in 2024. Inability to recruit new volunteers during 2024 did however impact on provision of 1-1 literacy support and the number of basic literacy sessions that were offered to patients in the PLC.</p>
Re-introduction and delivery of group-based themed learning activities within the Patient Learning Centre.	<p><b>Completed</b></p> <p>Group-based themed learning activities have been re-introduced and are now being planned as part of the wider curriculum. A 'Robbie Burns' themed learning group was successfully delivered in 2024 with 9 patients achieving a 'Working With Others' core skill qualification. A second planned group (Movie Magic) was delayed due to staff absence in the PLC but commenced in January 2025.</p>
Delivery of the SQA Introduction to Hand Tools in Horticulture unit in Gardens and the National 2 Practical Crafts Award in Crafts.	<p><b>Partially Completed</b></p> <p>Delivery of the Hand Tools in Horticulture unit was deferred due to identified patients being unable to attend due to a timetable clash. The course was rescheduled to 2025.</p> <p>The National 2 Practical Crafts Award was successfully delivered with 6 patients achieving the award.</p>
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.	<p><b>Completed</b></p> <p>The timetable was reviewed and a revised timetable was implemented in August 2024. Within the new timetable, generic learning sessions have been replaced with subject specific sessions which facilitate more focused learning and increased learner support. The PLC now utilises only one area for learning to try to minimise closures. Key outcomes being sought include improved stability, reduced closures and more focused learning. Although it is too early to provide data on the impact of the new timetable (only four months of data available) we are monitoring service delivery to assess the impact and to identify and address any issues.</p>

Priority	Progress/Status
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.	<b>Delayed</b> The Interactive Educational Resources project was unable to progress in 2024 due to concerns raised by the security department. A pilot however was undertaken using Netsupport (a digital safeguarding system) to seek solutions to address the security risk identified and enable the project to progress. A report detailing findings and recommendations from the pilot has been produced and will be presented to the eHealth subgroup in 2025. If the recommendations are approved it is hoped that the educational project will then be able to re-commence.
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.	<b>Completed</b> Training provision has been available for assessors/verifiers with Sports staff completing tutor refresher training in 2024. Quality meetings have been re-established for individual programmes and results from internal quality audits indicate high levels of compliance with awarding body standards.

## 5 PERFORMANCE AGAINST KEY PERFORMANCE INDICATORS

A new set of KPIs for patient learning were finalised and agreed in 2024 in consultation with key stakeholders. Descriptors for each KPI are included in Appendix 1. Performance against each KPI in 2024 is summarised below.

*Patients will engage in formal accredited learning. Target 50%*



A timetable for patient learning is planned to ensure that resources are used efficiently throughout the year across the different activity centres. Different learning programmes are scheduled at different times to give patients a variety of opportunities. Chart 12 shows the percentage of patients engaging in learning within each quarter and indicates that levels of patient engagement marginally increased in Quarter 3 and Quarter 4.

*Patients enrolled on accredited learning programmes will achieve certification. Target 85%.*

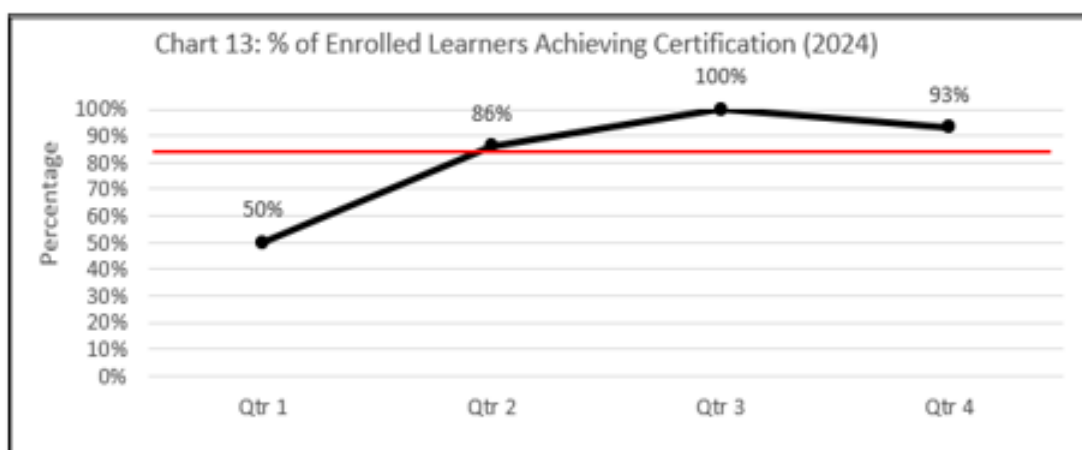


Chart 13 shows the % of patients who completed learning programmes each quarter that achieved certification in 2024. Quarter 1 was below the 85% target due to five patients withdrawing from their learning programmes without completing their course. Reasons for withdrawal included deterioration in mental health and finding the subject disinteresting or too difficult. Two of the learners subsequently enrolled on an alternative course.

*Patients with literacy or numeracy skill deficits (i.e. below Level 3) will engage in literacy or numeracy core skill learning. Target 20%.*

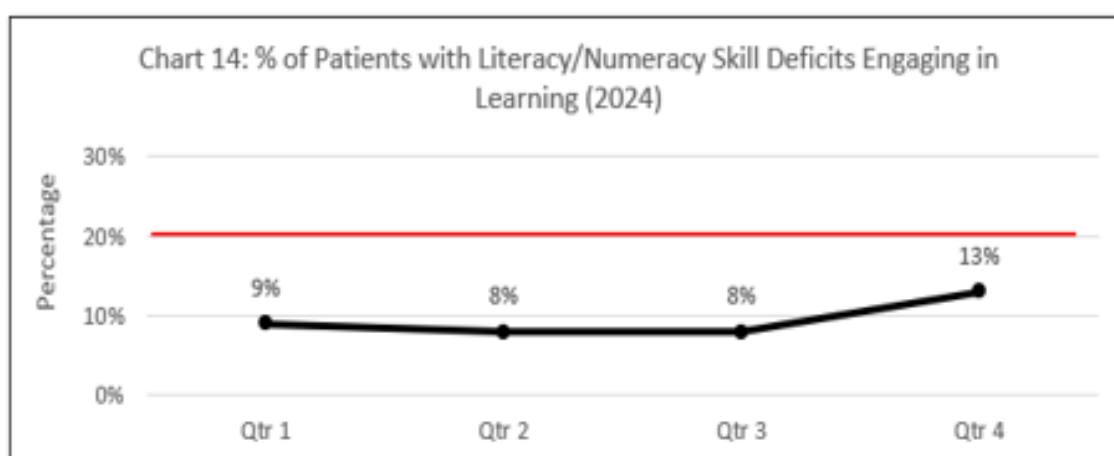


Chart 14 shows that between 9% - 13% of patients from the MI patient group with identified skill deficits engaged in literacy/numeracy core skill learning in 2024. This is below the 20% target however, it is recognised that this group of patients are hard to engage and further work is required to identify alternative ways to encourage and support these patients to engage in learning.

An additional KPI relating to completion of Individual Learning Plans and quarterly progress reviews has also been agreed and will be introduced in 2025.

## **6 QUALITY ASSURANCE ACTIVITY**

All qualification awarding bodies have quality assurance procedures that the organisation must adhere to in order to maintain 'approved centre' 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. Internal quality audits are regularly undertaken and confirmed that all accredited learning programmes that were delivered during 2024 remained fully compliant with the quality standards specified by the external qualification awarding bodies and with our internal quality assurance procedures.

In 2024, two external quality audits took place.

- Sports Leaders external quality assurance review (Mar 2024). This review was awarded a satisfactory outcome. The successful review outcome, alongside staff completing refresher training in line with refresher training requirements, ensured that centre approval status was maintained for another year.
- British Computer Society (BCS) Centre Audit (May 2024). The organisation was 100% compliant with all BCS requirements, received a green compliance rating and retaining centre approval for another year.

Feedback from the 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. A third audit was scheduled to take place in 2024 for the Volunteering Skills Award however was cancelled by SQA and has been re-scheduled for 2025.

## **7 QUALITY IMPROVEMENT ACTIVITY**

Areas of improvement that were implemented in relation to patient learning during 2024 are outlined below:

- Re-introduction of themed group learning within the PLC – The PLC re-introduced themed group learning in 2024 with a group being delivered on Robert Burns. This 12-week learning programme was highly successful, allowing nine patients to achieve a core skill 'Working With Others' qualification whilst organising a Burns supper event. The patients worked with their peers to develop new skills whilst also learning about Robert Burns. The feedback from patients regarding the themed learning programme was very positive, with requests from patients for more group learning opportunities.
- Revised timetable within PLC – Generic learning sessions have been replaced by subject specific sessions which facilitate more focused learning and increased learner support. This approach allows patients to learn with their peers who are studying the same subject which increases motivation and enjoyment, and enables more focussed and targeted tutor input and support. There is an ongoing commitment within the new timetable to ensuring that sessions are available to support literacy and numeracy skill development and learner progression – with four sessions per week provided for patients undertaking literacy and numeracy learning programmes, plus two sessions per week for learners with literacy and numeracy skills below Level 2 (i.e. with significant deficits).



## 8 STAKEHOLDER EXPERIENCE

All learners who complete learning programmes are invited to complete a learning evaluation questionnaire. The aim of the questionnaire is to obtain feedback on the learners' experience of their learning programmes. Programme evaluation feedback was obtained from 81% (N = 51) of the 63 patients who completed a learning programme in 2024. Feedback was provided on a range of programmes and a summary of how patients rated different aspects of their learning experience is provided in Appendix 2 (Part A). Responses indicate high levels of patient satisfaction - with 76% of respondents reporting being 'very satisfied' with their overall learning experience, and 24% reporting being 'satisfied'.

Patient feedback on what benefits they felt they had gained from their participation in the learning programme is included for information in Appendix 2 (Part B). The key reported benefits included: improved knowledge and skills (in the area of study); enjoyment in learning new things; gaining qualifications; better communication and problem solving skills; improved confidence and self-satisfaction; and opportunities to work with their peers.

In addition to the standard programme evaluations that are completed by patients at the end of their programme of study, an additional survey is also undertaken annually to obtain feedback from patients on their perceptions of how learning has helped with their recovery and to identify what they have found challenging or felt could be improved about current learning provision. The survey questionnaire was made available to all 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 27 patients (43% of total learners).

Examples of comments made by patients about how learning has helped with their recovery include – *"it's helped take my mind off my illness"*; *"learning helps me feel calm"*; *"learning gives me skills for the future"*; *"learning has made me feel more confident. It has helped me get back on track."*; *"I have found my concentration is much better"*; and *"I feel better mentally"*. This highlights how learning can positively impact self-confidence and mental wellbeing.

Key challenges reported by learners in 2024 include: not enough placements in the PLC, closure of placements resulting in sessions being cancelled, limited access to computers and lack of internet access. This reflects the service delivery challenges highlighted earlier in this report and work is ongoing in conjunction with the Skye Centre Management Team to seek solutions to help address these issues. A summary of feedback received from patients on key challenges and suggested improvements is included for information in Appendix 3.

In summary, it is evident from the feedback received from patients that they value learning and believe it supports their recovery and overall wellbeing.

## 9 PLANNED QUALITY ASSURANCE/QUALITY IMPROVEMENT FOR THE NEXT YEAR

Key priorities for 2025 are to:

- Maintain delivery of established patient learning programmes across the Skye activity centres, including learning programmes delivered within Crafts, Gardens, Patient Library, PLC, Sports and Volunteering. Specific improvement targets include delivery of two group-based themed learning programmes within the Patient Learning Centre and delivery of the SQA Introduction to Hand Tools in Horticulture unit within the Gardens activity centre.
- Explore the viability of introducing new qualifications within gardens and the patient library service, in conjunction with the programme managers within these service areas.

- In collaboration with the Skye Centre Management Team, evaluate the impact of the new timetable on learning/placement opportunities, placement closures, learner satisfaction, and qualification attainment rates and completion timescales.
- Progress implementation of the Digital Inclusion 'Interactive Education Resources' project. This however will be reliant on capacity within the eHealth department to support this project.
- In collaboration with the PLC, seek to increase the number of patients within the mental illness group that have identified literacy and numeracy deficits who are engaging in core skills learning.

## **10      NEXT REVIEW DATE**

The next review date for patient learning services is February 2026.

## **APPENDIX 1 - PATIENT LEARNING – KEY PERFORMANCE INDICATORS**

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

*Target – 50% of patient population (excluding patients within three months of admission).*

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 engaging in accredited learning programmes each quarter.

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

*Target – 85% of learners (excluding learners who leave the State Hospital).*

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

### **3. 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 (excluding patients within the ID patient group).*

Promoting access to and participation in essential skills 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 are engaging in literacy or numeracy learning programmes each quarter.

### **4. Patients attending the PLC will have an active individual plan (ILP) which is reviewed every three months.**

*Target – 80% of patients attending the PLC (excluding patients attending the PLC for therapeutic reasons who are not engaged in learning).*

This indicator provides assurance that all learners have clear goals and objectives for learning, and that learning activities are meaningful, planned and reviewed to enable timeous action to be taken to address any additional support needs or barriers to learner progress.

This KPI will be implemented in 2025.

## APPENDIX 2 - EVALUATION OF ACCREDITED LEARNING PROGRAMMES

### Part 1 – Post Course Completion Learner Feedback

Feedback from 51 patients who completed a qualification in 2024.

Areas covered	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Induction to learning programme	63%	37%	0%	0%
Information given about qualification	67%	33%	0%	0%
Information given about assessment process/outcomes of learning	55%	45%	0%	0%
Information given about your responsibilities	59%	41%	0%	0%
Access to support and guidance from tutor/instructor	71%	29%	0%	0%
The pace of learning	77%	21%	2%	0%
The learning methods and resources used	63%	37%	0%	0%
Opportunities to discuss and review learning	67%	33%	0%	0%
Assistance to address any problems experienced during learning	78%	22%	0%	0%
Overall satisfaction with the learning programme undertaken	76%	24%	0%	0%

### Part 2 – Learner Feedback on Benefits of Learning

1. I learned about the full Microsoft Office Suite, which will help me a lot in the future.
2. It will help me going forward into further stages of maths.
3. Learned about Robert Burns. Prepared for meetings, so felt organised. Listening to others and their viewpoints. Working with others skills have gotten better. Achieved a qualification during Burns event.
4. A good refresher on skills I've had already but not done for a while. Has also encouraged me to look at other course available.
5. It's made me more confident and eager to learn new skills.
6. I am more confident using computers and I am also aware of how to protect my passwords, so people don't hack into my computer/accounts.
7. I have enjoyed learning about Word and Excel and look forward to learning more in ICT level 4 giving me more confidence using a computer. The tutor tells me we will have the opportunity to learn on a laptop. I currently own one and will use a laptop at home. So, I think this will be very useful.
8. I got something to do - keeps me busy.
9. Want to continue learning further courses.
10. Although I was already pretty familiar with the course syllabus, I learned a lot about new/more efficient ways to do things, and learned about access databases which I hadn't used before.
11. Very confident in using Word, Excel and Access.
12. Confidence with working together with fellow peers.

13. I benefited from this course because I gained skills, and I am hoping to achieve my qualification.
14. I learned about the history of Robert Burns.
15. Good opportunity to meet new people and make new contacts in the Hospital. I learned a lot about Robert Burns which I didn't know before.
16. Work with people. Better reading.
17. Feel more confident. Learned new skills.
18. I learned to look after animals, weigh food for different animals and I would like to do something like this in the future.
19. Learned new things and how to work well with others. Keen to complete further qualifications in the future.
20. Learned new skills and improved my ability to work with groups. It also made me aware of opportunity to do a qualification and the process involved.
21. ICDL good for getting office job. Increased confidence after ICDL pass for both excel and word. ICDL help me become more efficient when using word and excel.
22. Sense of achievement, improve chances of getting an office job when I leave the hospital system.
23. It has inspired me to do more learning.
24. I have learned so much about my qualification and the tutors are really fantastic. I look forward to learning more about computers.
25. It has encouraged me to do more.
26. I have gained fresh understanding and brushed up on my basic math skills. This has allowed me to progress to the next level of learning.
27. Help me to find out more about Scottish history and culture. Help me to work better in groups.
28. Learning new things. Achieving a qualification. Meeting new people.
29. Fast at typing. Feel quicker with learning. Confident using a computer. Pleased about passing and achieving a qualification.
30. Learned new skills that I enjoyed, and I will be looking forward to taking part in more learning.
31. I enjoyed the experience of group learning and learned about Robert Burns.
32. I've learned to work with others and compromise.
33. I feel I have learned a lot from the course from weighing food to recognising behaviours of animals. My confidence is better with animals learning skills.
34. I have gained confidence around the animals and built up my ability when it comes to looking after them.
35. I know how to feed the animals.
36. I feel a lot more confident.
37. Learned how to properly feed animals and water them through good communication.
38. I have gained confidence and experience in dealing with animals.
39. Gained much communication skills by talking with the library users and processing their requests with the library computer.
40. Doing self-assessment made me aware of how much I've learned.
41. I feel I have more confidence in working with others within a group and gained experience in public speaking.
42. Got to know new people, good to fill my day with structure, improved my spelling, more confident at reading and writing.
43. Much more confident in writing and communication with the computer program, writing letters and report writing.
44. I have gained fresh understanding of course subject and brushed up on my basic maths skills. This has allowed me to progress to the next level of learning.
45. I've revised what I learned at school and learned some things I didn't know. The PLC staff made me feel welcome and supported me.
46. I benefited greatly by learning new skills, trying to work through problems, sometimes with help from staff. It's made me more confident in my IT skills and hopefully I can use the skills in the future.

- 47. I still use the skills gained by the course when I attend to do creative arts, especially with clay.
- 48. Found pinch pots difficult, but enjoyed the course.
- 49. I learned a lot, new things etc.
- 50. It's good. Gets me off ward and maybe get more placements.
- 51. More confidence.

## **APPENDIX 3 - LEARNER FEEDBACK ON CHALLENGES TO LEARNING**

### **1 Challenges Experienced by Learners**

1. Concentrating at times.
2. Beginning was difficult, mentally. Though I progressed, it was slow early on.
3. Nothing
4. The six times table is the hardest. Long division too.
5. Not enough placements in PLC.
6. Sometimes I struggle to memorise the content. Sometimes I struggle finding a good routine in terms of studying.
7. Limited access to computers. retaining information as not using daily like you will at home. Lack of sleep affects concentration.
8. Sometimes I find learning new things challenging.
9. I found some days are harder than others because of my mental health.
10. PLC being closed.
11. Using the computer to create posters, to create images and print them out and laminate them. I've had expert advice and I have become more adept at using the tools.
12. I'm always happy when the PLC is open for my placements. Last year I fell behind partially due to lack of PLC placements. This year that challenge is done. I'm now ahead in my TMA's. More PLC access is always welcomed.
13. Anything printed on white paper is tricky for me to read. I get easily distracted because of my ADHD.
14. I have found it not challenging but had one issue not having enough time, but I make time now to resolve this.
15. I have not found any challenging areas in 2024 in relation to learning.
16. My pronunciations and accent.
17. My spelling is bad and I need a lot of help with it.
18. I found using the Excel programme to be challenging, but made it in the end.
19. Getting over the fear of failure, the fear of not being smart enough to begin and succeed.
20. The PLC being closed, not getting my course materials on time. Not having a tutors call.
21. N/A
22. I found remember certain skills trick (had to ask for help). Doing formulas to work out the value of things.
23. None
24. No internet access, as there are more opportunities to learn on the web.
25. Not getting the opportunity to attend. Found it difficult to get back into routine. Some exercise difficult. Staff there to help.
26. Writing, listening. I would like talk fluently.
27. Having a limited period of learning has been a challenge.

### **2 Suggestions for Improvement**

1. More PLC sessions per week.
2. Unsure.
3. No improvements needed.
4. Doing level 4 will help me as I will be doing things I have done on level 3 but slightly more difficult.
5. I got no ideas/suggestions.
6. Can't think of anything just now. Course was very good as it is just now.
7. Thought it was a very good group.
8. To give more clear instructions.
9. Could be done in less weeks than we did.
10. Listen to people. Be motivated.
11. Very good as it is.
12. Course could have happened sooner to have a chance of completing all ICDL courses.

13. New staff member.
14. To be quicker to finish my work.
15. No suggestions to improve the course as everything was straightforward.
16. Communications with others.
17. Very good as it is.
18. Updated the animal food.
19. None, there is a good balance.
20. No suggestions to improve course, as everything was straight forward.