



Jersey Recovery College  
Hope · Empowerment · Opportunity

# Summer Semester 2019

## Activity Report April – July 2019

'I got SO much out of it and came to the pool almost every day now and have confidence to chat to people I don't know. This has helped massively in my return to work.'

*Student, Jersey Recovery College*



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## Executive summary

### Courses

Jersey Recovery College's Summer Semester 2019 ran from 29<sup>th</sup> April to 31<sup>st</sup> July 2019. We began the semester with a programme of 12 courses. Our delivery partners were HSC Mental Health services, Mind Jersey and Birdsong Garden. Scheduled courses were:

- Introduction to Recovery
- Recovery in Action
- Exploring Self-Compassion
- Introduction to Co-Production
- Mindful Moments
- Understanding Peer Support
- Understanding Low Self-Esteem (Returning)
- Living with Anxiety (NEW)
- Supporting Someone with a Mental Health Difficulty (multi-session course)
- Open Water Swimming (multi-session course)
- Seed to Plate – Gardening (multi-session course) (NEW)
- Running for Recovery – Running (multi-session course) (NEW)

Understanding Peer Support had to be rescheduled due to unforeseen absence, 67% of students emailed accepted a place on the new date.

### Attendance

- 126 individual students enrolled on courses.
- 68% average attendance on single session courses.
- 72% average attendance on multi-session courses.<sup>1</sup>
- 63% average attendance of students attending more than 50% of the multi-session courses.

### Satisfaction levels

- 95% of students stated the course they attended met or exceeded their expectations.<sup>2</sup>
- 94% of students would recommend JRC to their family and friends.<sup>3</sup>
- 100% Trainers would work with us again and would recommend working with us to their peers.

### Impact

- 93% of students felt that attending a JRC course increased their positivity for the future (hope), confidence and direction (empowerment) and connection with others (opportunity).<sup>4</sup>
- 97% of our trainers felt working with the JRC helped them grow professionally (opportunity), feel more confident (empowerment) and feel more positive about the future (hope).<sup>5</sup>

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<sup>1</sup> Defined by students attending at least one session on a multi-session course.

<sup>2</sup> Answering 'Much more than I hoped', 'More than I hoped' and 'What I hoped'.

<sup>3</sup> Answering 'Extremely Likely' and 'Likely'.

<sup>4</sup> Answering 'Very much', 'quite a lot' or 'somewhat'.

<sup>5</sup> Answering 'Very much', 'quite a lot' or 'somewhat'.



## Student enrolment and attendance

### Number of applications received vs number of places offered:

- 126 individual students applied to attend our courses.
- 91 individual students (73%) were offered a place on a course the remaining 27% only registered for one course that was fully subscribed.<sup>6</sup>
- 52 of students were enrolled on more than one course.
- We oversubscribed courses by 7% to allow for dropouts.

### Average student attendance:

- 69% average attendance on our single session courses.
- 74% average attendance on our multi-session courses.<sup>7</sup>
- 63% average attendance of students attending more than 50% of the multi-session courses.
- 17% average drop-out rate for students attending multi-session courses.<sup>8</sup>

Semesters	Single Session		Multi-session			
	Notified non-attendance	No Shows	Notified non-attendance	No shows	Completed less than 50%	Completed over 50%
Summer 2019	11%	20%	6%	20%	17%	63%
Spring 2019	30%	37%	0%	20%	21%	59%
2018 Average	13%	38%	14%	21%	7%	63%
2017 Average	21%	17%	11%	13%	15%	73%

<sup>6</sup> Courses were full for 35 students and they had not selected any other courses or were late registering. The students were placed on a waiting list. The courses they applied for were popular courses: Living with Anxiety, Exploring Self-Compassion, Understanding Low Self-Esteem and Mindful Moments. Two students had registered for courses that were on a previous day and 15 minutes before a course was due to start.

<sup>7</sup> Calculated by the (total attendance across all sessions) ÷ (total number of sessions for each course x total number of students who attended at least one session).

<sup>8</sup> A drop-out is defined as a student who attended at least one session of a multi-session course but completed less than 50% of the course.

## At a Glance

### Courses

Semesters	Courses			Students Evaluation of the Courses			Attendance	
	No. of different courses	No. courses repeated	No. of courses New	Met Learning objectives	Exceeded or met expectations	Would recommend the course to family/friends	One-off session average attendance	Multi-sessions average attendance
Summer 2019	12	0	3	100%	95%	94%	68%	72%
Spring 2019	8	0	0	99%	98%	94%	62%	80%
2018	33	12	7	96%	95%	90%	59%	70%
2017	25	8	13	99%	95%	93%	65%	75%
				Average				

### Students

Semesters	Enrollments			When asked how much a course has		
	Students Applied	Enrolled for more than one course	No. of places filled across curriculum	helped me feel more confident and given me more direction	helped me to feel more supported and connected to other people	helped me feel more positive for the future
Summer 2019	126	52	70%	94%	94%	92%
Spring 2019	128	39	79%	92%	97%	88%
2018	401	193	94%	93%	95%	96%
2017	332	153	90%	94%	94%	99%
				Average		

### Trainers

Semesters	When asked how much a course has						
	Continue working with JRC	Recommend working with JRC	has helped me grow professionally	made me feel more positive about the future	helped me feel more confident	Working in a co-production model	Satisfied with level of training and induction
Summer 2019	100%	100%	100%	100%	90%	85%	100%
Spring 2019	100%	100%	100%	100%	100%	100%	100%
2018	95%	91%	100%	100%	100%	95%	100%
2017	100%	100%	100%	100%	88%	100%	100%
Average							

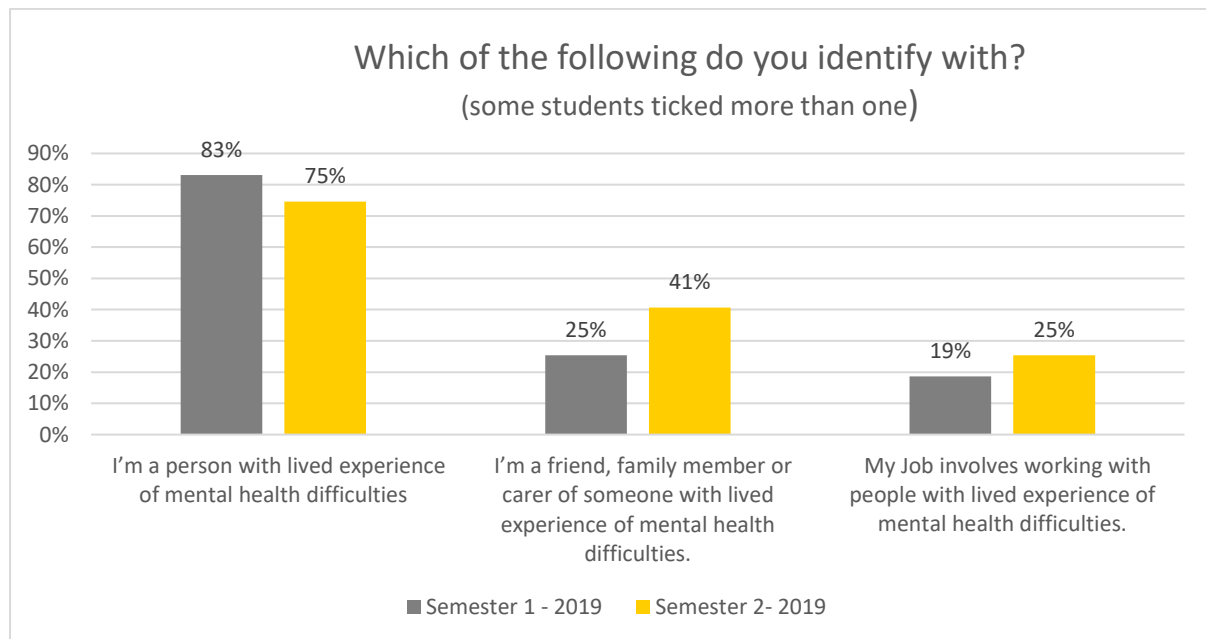


## Demographics

Of the students who attended our courses, 52% completed a demographic form<sup>9</sup>, our students identified with our service criteria in the following ways:

- 75% identified as ‘experiencing a mental health difficulty’;
- 41% as being a carer, friend or relative of someone with mental health difficulties;
- 25% as having a job working with people with lived experience of mental health difficulties.

Some students tick more than one box. These weightings align with those from previous semesters.



Comparing Summer Semester to Spring Semester 2019, we have seen an increase of 16% of family/friend carers and 7% professionals attending our courses.

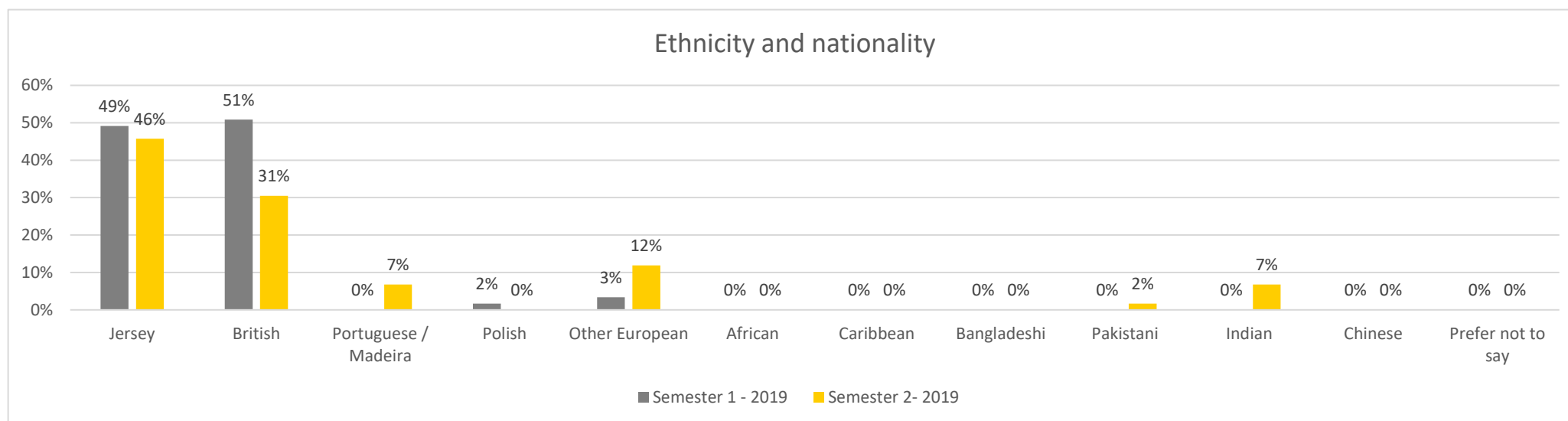
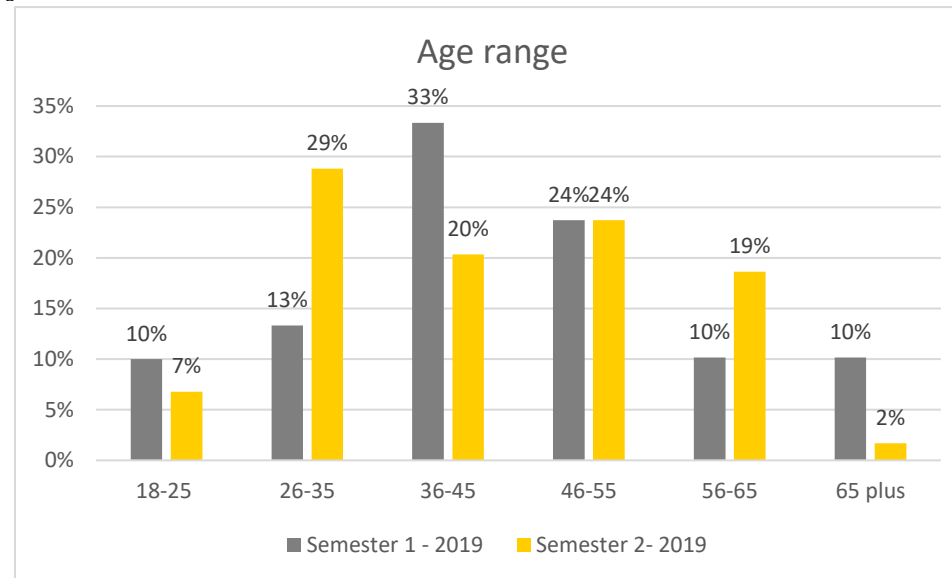
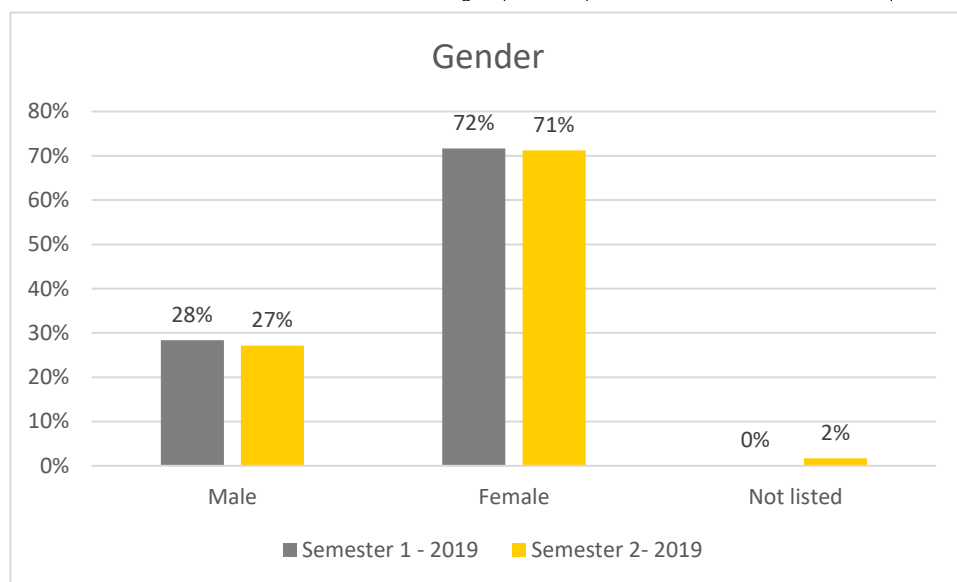
Of the 59 people who completed a demographic form the demographic split was:

- **Gender:** 27% male / 71% female, which is a similar figure to the Spring Semester and 2% of students recognised themselves as non-binary.
- **Age:** majority aged 26-35 which is a change compared to previous semesters (ages 36-45). Over 65's are significantly unrepresented. We have put in place a course specifically for older adults in the Autumn Semester.
- **Ethnicity / Nationality:** 76% of students identified as being British or Jersey and we've seen an increase in other nationalities: 12% 'other European', 7% Indian, 4% Portuguese/Madeira and 2% Pakistani.

<sup>9</sup> Every semester a student who attends our courses will be asked to complete a demographic form once.



Summer semester demographic split has been and compared to Spring Semester in 2019:







## Student evaluations

We asked all students who attended the final session of each course, and/or those who completed part of the course, to complete an evaluation form. We received 101 evaluation forms, representing 89% of eligible students.<sup>10</sup>

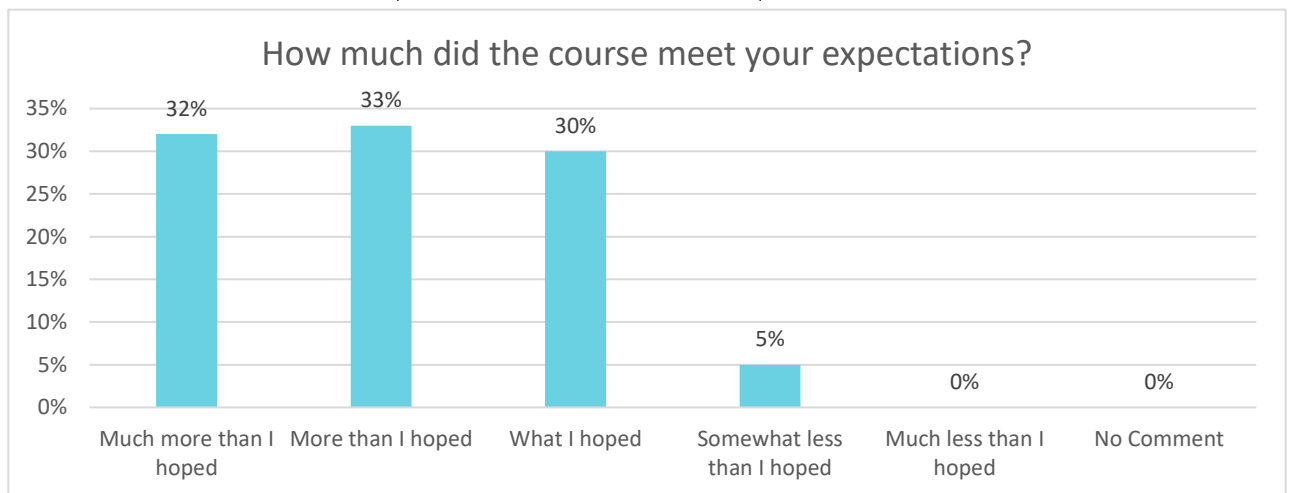
### Student satisfaction – Quality of service

We measured the quality of our service using the following questions on a Likert scale:

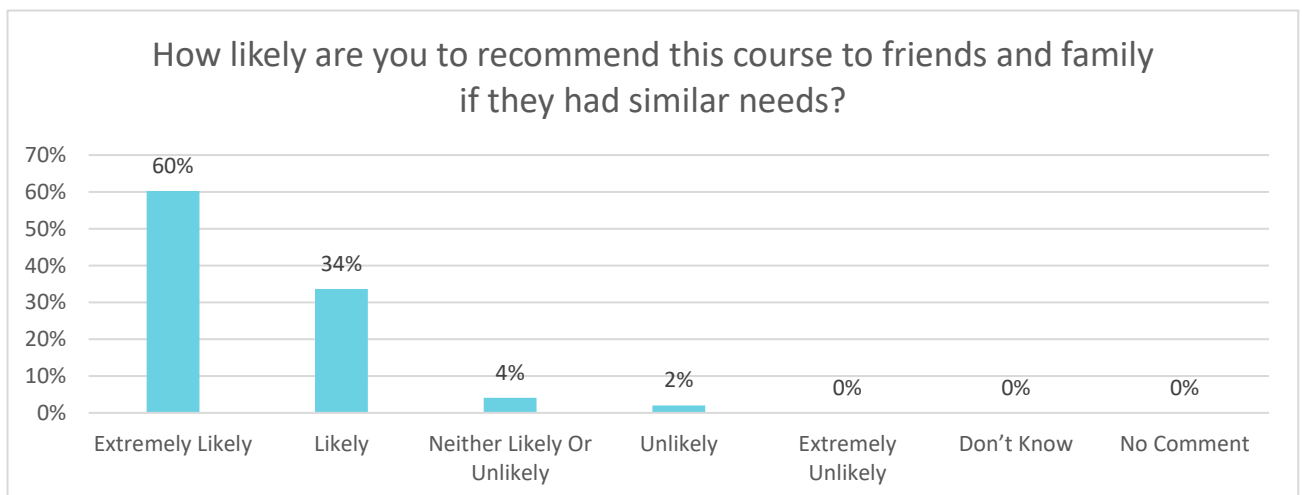
- How much did the course meet your expectations?
- How likely are you to recommend this course to family and friends if they have similar needs?

#### Results:

- 65% of respondents felt their course met expectations 'Much more than I hoped' or 'More than I hoped'
- 30% felt their course met expectations with 'What I hoped'



- 94% of respondents would recommend their course to their family and friends if they had similar needs.



<sup>10</sup> Eligible students are all those that attended a single session course and those students who completed over 50% of a multi-session course.





## Measures which show outcomes – Student self-reported goal attainment

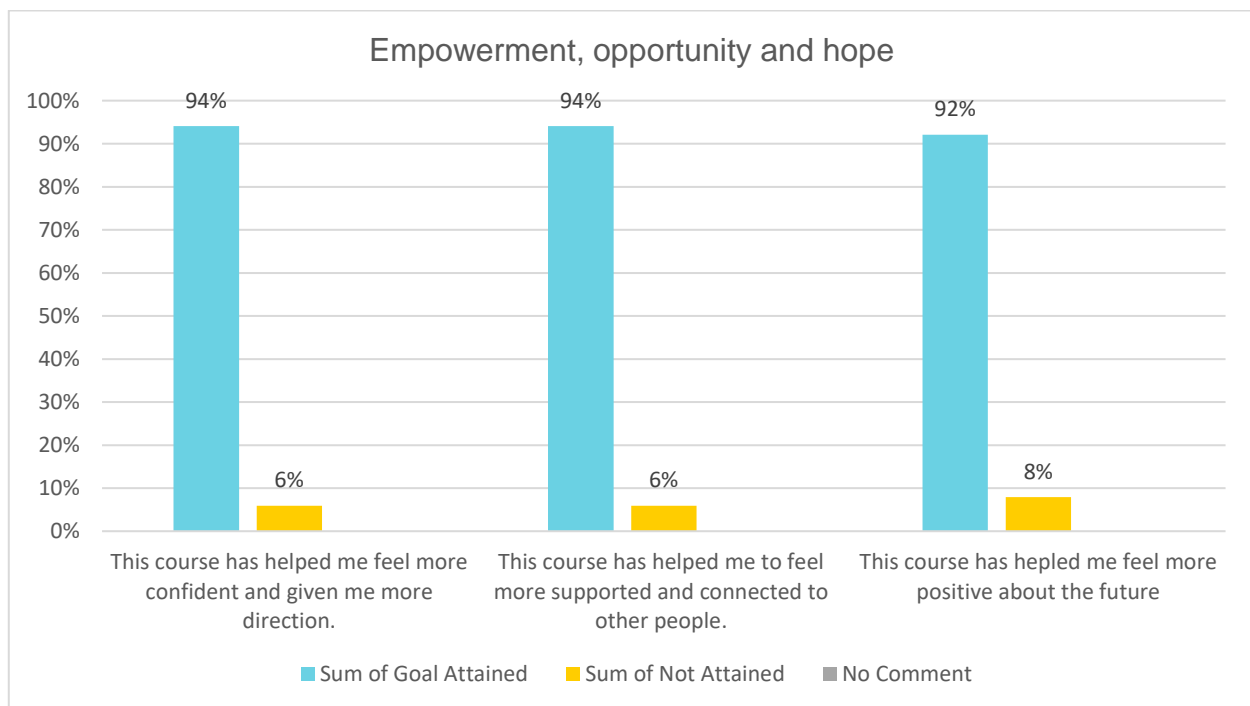
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

We asked students to rate how much they agreed with the following statements on a Likert scale:

- This course has helped me feel more confident and given me more direction. (Empowerment)
- This course has helped me to feel more supported and connected to other people. (Opportunity)
- This course has helped me feel more positive about the future (Hope)

### Results:

An average of 93% of respondents felt our courses had helped them feel more confident / have more direction (empowerment); feel more supported / connected to other people (opportunity); and, feel more positive about the future (hope).



'I have met some lovely people on this course and every week however I am feeling on the day of our course, I will always leave happy. Thank you guys.'

*Student, Jersey Recovery College*

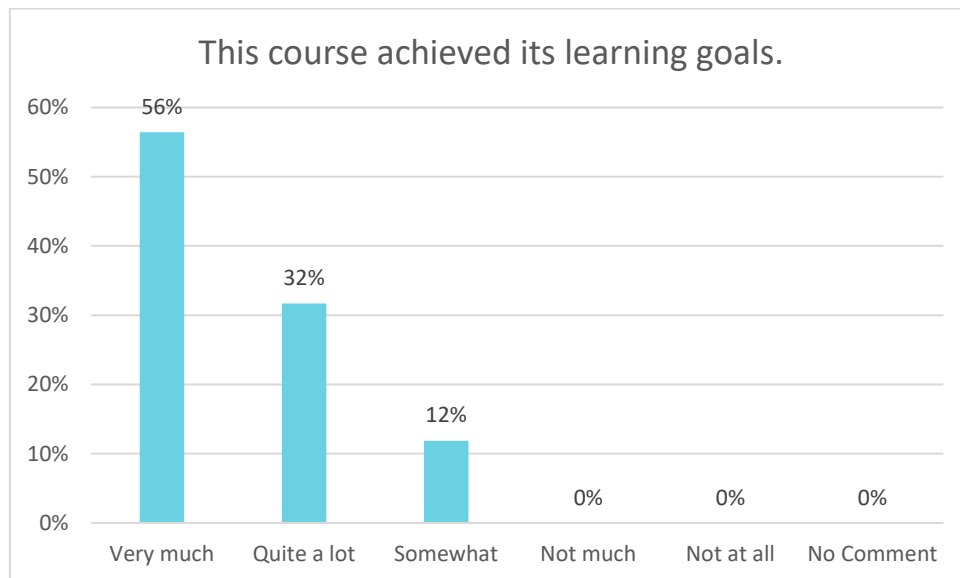


## Course evaluations

We measured the success of our courses in achieving their learning goals using a Likert scale.

### Results:

100% of respondents felt their course met it's learning objectives.



'Amazing course with such friendly, enthusiastic trainers. The best way to start and end the work week.'

*Student, Jersey Recovery College*

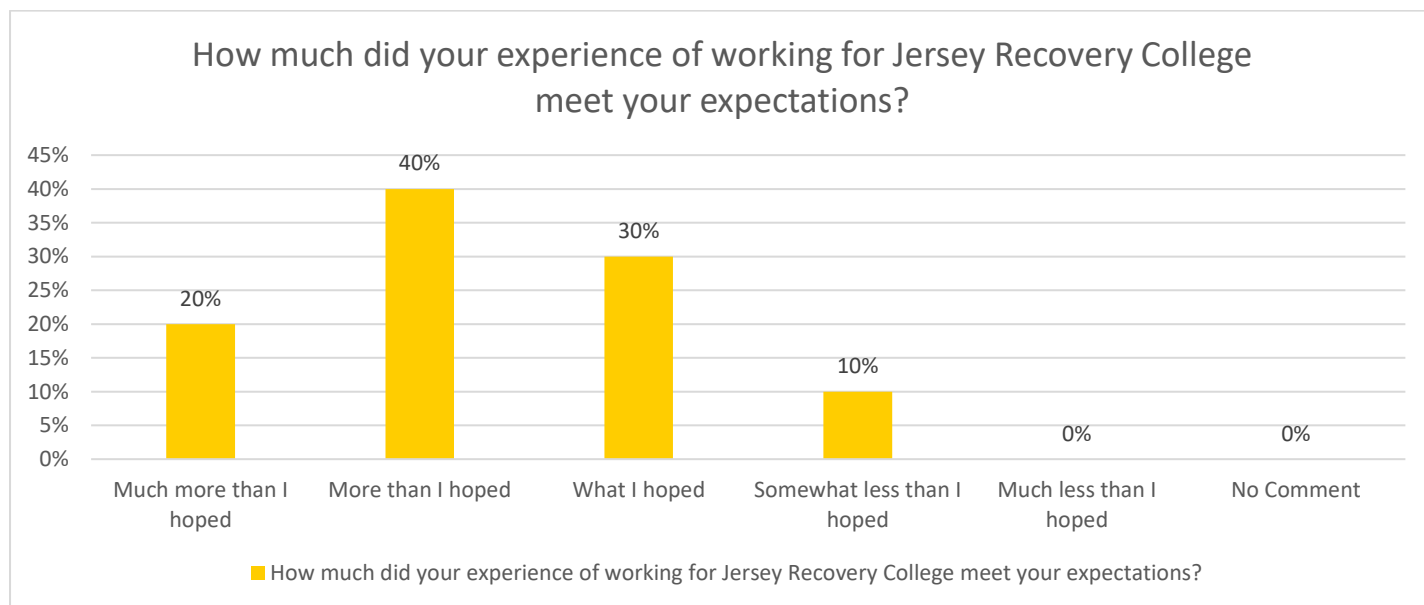


## Trainer Evaluations

JRC had five Peer Trainers deliver courses this semester. We re-engaged with our existing co-trainers, two from HCS Adult Mental Health and Mind Jersey and three independent co-trainers. We also introduced one new co-trainer from Birdsong Garden who all supported us with delivery of our courses.

### Experience vs expectations

90% of our trainers felt the experience of working with JRC met their expectations.<sup>11</sup>



### Trainers Expectations

'Be part of recovery together, improve teaching skills'.

'Continuing enjoyment and inspiration, a sense of connection with people with similar values and hopes'.

'Feeling of supporting others and making a difference'.

### Central support and training

The central team continued to support all trainers with logistics, student management, course development. 100% of the trainers felt they were satisfied by the level of support they received from the central team.<sup>12</sup>

### Continued engagement with JRC

100% of the trainers said they were likely to continue working with JRC and would recommend their peer working with JRC.<sup>13</sup>

<sup>11</sup> Answering 'Much more than I hoped', 'More than I hoped' or 'What I had hoped'.

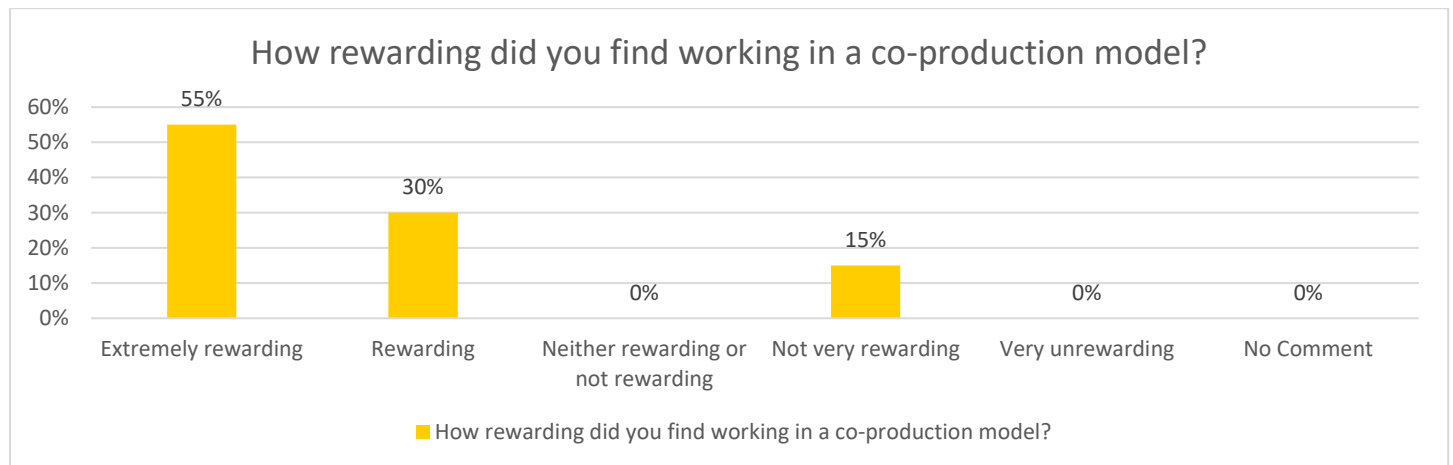
<sup>12</sup> Answering 'very satisfied', 'quite satisfied' and 'somewhat satisfied'.

<sup>13</sup> Answering 'Extremely likely' or 'Likely'.



## Working in a co-production model

85% of our trainers found working in a co-production model 'Extremely rewarding' or 'rewarding'.



'It's a powerful way to bring unity and understanding: alone we may go faster, together we go further!'

'It is great that we are becoming a leader in the area of co-production both in practice and in knowledge'.

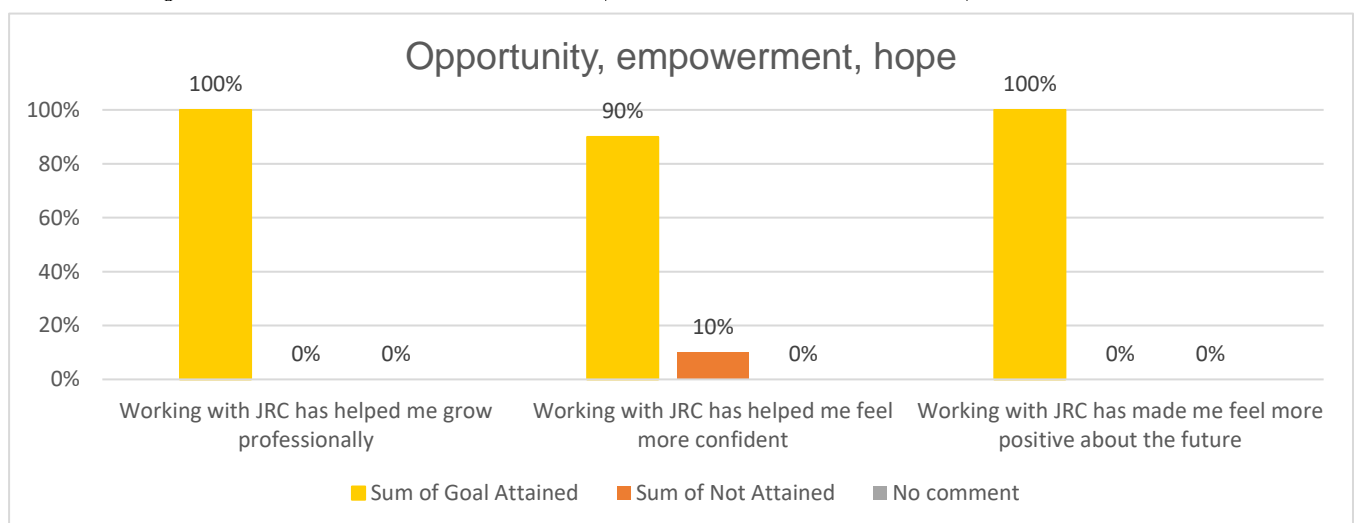
'It is a pleasure learning experience to deliver a course with someone with lived experience'.

## Personal and professional development

On average, 97% of our trainers felt working with the JRC helped them grow professionally (opportunity), feel more confident (empowerment) and feel more positive about the future (hope).<sup>14</sup>

We asked trainers to rate how much they agreed with the following statements on a Likert scale:

- Working with JRC has helped me grow professionally. (Opportunity)
- Working with JRC has helped me feel more confident. (Empowerment)
- Working with JRC has made me feel more positive about the future. (Hope)



<sup>14</sup> Answering 'very much', 'quite a lot' or 'somewhat'.



## Operations update

### Peer Trainers

JRC started 2019 with a total of five peer trainers, one of the trainers has been with the college since the soft launch in January 2017.

All five peer trainers have delivered courses and three have designed new courses for the Summer Semester. The trainer feedback has identified areas for development particularly around confidence of delivering a course. This also impacted the trainer's enjoyment of the co-production experience and is something we are working to improve. Personal developments have been discussed to ensure they are supported fully.

JRC will be advertising for new peer trainers late August with the view to deliver courses Spring 2020. The Clinical and Wellbeing Lead will be managing the recruitment process.

### Administrative and Central Team

In April JRC employed a Clinical and Wellbeing Lead to work 18.5 hours per week and an Operations and Administrator Coordinator for 25 hours per week.

The central office team has doubled in size and the recruitment of the new staff which will ensure the central team is more efficient and resilient.

JRC has outgrown their office in Lincoln Chambers and will be looking for a new office space which includes a training venue for courses.

### Communications, outreach and extra-curricular activities

The team has plans for the following events and activities:

- Wellbeing Fair at La Moye Prison
- Mental Health at Work – Corporate programme design workshops
- Coop flag collection Day
- World Mental Health Day (10 Oct) Flag Day in St Helier including the Market and a display in the Link Window
- National Stress Awareness Week (4-8 Nov) Events
- Fundraising Panel meeting once a month to arrange events for 2019
- Curriculum Panel discussing 2020



## JRC Summer Semester SLA KPI tracker

April 2019 – July 2019

Indicator	Threshold	Source of Data	Result
<b>Measures for Activity (how many)</b>			
Number of courses planned vs course delivered	Above 70%	Teaching records	92% - 12 courses planned / 11 delivered (12 separate courses, 0 repeats, 3 new courses)
Number of applications received vs number of places offered	No benchmark	Enrolment records	73% of applicants were offered a place on a course. We were unable to provide alternatives for the remaining students.  We received 126 applications. Of those students 91 students accepted our offer of a place on a course and were enrolled. 52 students were enrolled on more than one course.
Average student attendance for each course	Above 60%	Attendance records	Single session courses: An attendance record of 68%.  Multi-session courses: There was 72% attendance across our multi-session courses. (A: total number of sessions for each course x total number of students who attended at least one session) / (B: total attendance across all sessions).
Course No Shows (those who do not attend any session after confirmed enrolment)	Below 40%	Attendance records	<b>Drop-out before the start of a course (no shows):</b> Average drop-out rates between the beginning of the semester and when a course began was 27% across the curriculum. This is an average of single session (20%) and multi-session courses (20%).
Course drop-out rates (those who complete less than 50% of multi-session courses)	Aim for no more than 15%	Attendance records	<b>Drop-out rates for multi-session courses:</b> We define drop-out for a multi-session course as any student who attended at least one session of that course and completed less than 50% of the course. This semester we measured 17% average drop-out on multi-session courses.
Capturing demographic details of students	80 % completion on enrolment	Enrolment records	52% completion (total amount of forms completed vs number of individual students attended)
Number of Peer Trainers contracted to the College	No Benchmark	Enrolment records	5 Peer Trainers



Measures for Quality (how well)			
Student satisfaction level	80% satisfactory or above	Feedback forms	<p>How much did the course meet your expectations? (<i>Much more than I hoped / More than I hoped / What I hoped</i>) 95% satisfaction.</p> <p>How likely are you to recommend this course to friends and family? (<i>Extremely likely / likely</i>) 94% satisfaction.</p>
Trainer Satisfaction Levels	80% satisfactory or above	Feedback forms	<p>How much did your experience of working for Jersey Recovery College meet your expectations? (<i>Much more than I hoped / More than I hoped / What I hoped</i>) 90% satisfaction</p> <p>How rewarding did you find working in a co-production model? (<i>Extremely rewarding / Rewarding</i>) 85% satisfaction</p> <p>How satisfied were you by the level of support you received from the JRC central team? (<i>Very satisfied / Quite satisfied</i>) 100% satisfaction</p> <p>How satisfied were you by the training and induction provided to you by JRC? (<i>Very satisfied / Quite satisfied</i>) 100% satisfaction</p> <p>How likely are you to recommend working with JRC to colleagues, friends and family? (<i>Extremely likely / likely</i>) 100% satisfaction</p> <p>How likely are you to continue working with JRC? (<i>Extremely likely / likely</i>) 100% satisfaction</p>





Measures which show outcomes (made a difference)

Peer Trainer self-reported recovery measure	Per peer with lived experience	Annually	Due Autumn Semester 2019
Student self-reported goal attainment	70% attainment per student	Feedback forms	<p>Goal – Empowerment This course has helped me feel more confident and given me more direction. 94% attained / 6% not attained</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 94% attained / 6% not attained</p> <p>Goal – Hope This course has helped me feel more positive about the future 92% attained / 8% not attained</p> <p><i>(Attained: Very much / Quite a lot / Somewhat; Not attained: Not much / not at all)</i></p>
Qualitative impact measurement for students	3 case studies	Annually	Due Autumn Semester 2019



## Appendix 1 - JRC Summer semester course details [delivered courses]

April 2019 – July 2019

Course title	Trainers	Synopsis	Duration
Introduction to Recovery	Alex Black, Peer Trainer, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HCS	This workshop explores just what the "Recovery" in Jersey's Recovery College is. We will look at the meaning of recovery for people with mental health difficulties, their friends and families, and for the professionals who work with them.	1 x 3 hours session Tuesday afternoon
Recovery in Action	Louise Lancashire, Peer Trainer, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HCS	This workshop focuses on putting recovery into action; looking at some of the ways we can try to feel more hopeful, more in-control and more ready and able to create and take opportunities.	1 x 3 hours session Tuesday afternoon
Exploring Self-Compassion	Louise Clark, Peer Trainer, JRC Steve Wharmby, Primary Mental Health Worker, HCS	Self-compassion involves treating ourselves kindly, like we would a person we care about. During this introductory workshop we will explain the meaning of self-compassion and its benefits and challenges. We will invite students to participate in some brief exercises and meditations, which are designed to bring awareness to our experiences and to ourselves. We will provide some resource information for those wishing to continue to explore the subject.	1 x 3-hour session Tuesday evening
Mindful Moments	Louise Lancashire, Peer Trainer, JRC Steve Wharmby, Primary Mental Health Worker, HCS	Mindful Moments is a taster workshop for those new to mindfulness who may not have the time for long, meditative practice. We will explore what mindfulness is and isn't, and then introduce a number of short, informal practices, which can be integrated into daily life.	1 x 3-hour session Tuesday evening



Introduction to Co-production	Karen Dingle, Peer Trainer, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HCS	Co-production is a word used often in and around health services, but what does it really mean? Co-production involves professionals, usually health professionals or organisations that deliver services, working in partnership with the people using their services to design, evaluate and run them. This course explores what co-production is, how it works best and why it is an important and powerful approach to delivering services. It is suitable for anybody interested in working within a co-production model whether that is someone interested in using their lived experience to contribute to services or any health professionals or third sector organisations interested in exploring co-production within their own field. We recommend this course for anyone interested in becoming a trainer with Jersey Recovery College in the future.	1 x 3-hour session Tuesday afternoon
Understanding Peer Support	Louise Lancashire, Peer Trainer, JRC Jen Browne, Peer Support Worker Manager, Mind Jersey	Do you know what peer support is and how it can help people experiencing mental health difficulties? Have you ever thought about becoming a peer support worker? Peer support is about giving and receiving help and encouragement based on respect, mutuality and shared lived experience. The value of peer support in recovery is being increasingly accepted worldwide, and the States of Jersey has recognised its importance in its most recent Mental Health Strategy.	1 x 3-hour session. Wednesday evening  RESCHEDULED TO AUTUMN 2019
Supporting Someone with a Mental Health Difficulty	Karen Dingle, Peer Trainer, JRC Stephen McCrimmon, Peer Support Worker Manager, Mind Jersey	This course aims to educate and connect people who are supporting someone with a mental health difficulty. It includes sharing and learning from one another, looking after ourselves, communication skills, crisis planning and where to find support and hope for the future	4 x 3-hour session. Saturday morning



Open Water Swimming	Louise Clark, Peer Trainer, JRC Mike Swain, CPN, Adult Mental Health, HCS	For many years, in many cultures, people have identified the positive mental and physical benefits of open water or “wild swimming”. On this course we will introduce the benefits of open water swimming/bathing, while enjoying the opportunity to be outside in our natural Jersey surroundings.	1 x 1.5- hour session (classroom) 7 x 1-hour sessions (Havre des Pas)  Monday's and Friday's
Running for Recovery (running course)	Alex Black, Peer Trainer, JRC Luke Shobbrook, Psychologist, Drug and Alcohol, HCS	Running is a simple and effective way to improve health that requires very little equipment other than a pair of running shoes. It helps manage or relieve stress and has been shown to combat anxiety and depression through the release of the body's natural antidepressants.	1 x 1.5- hour session (classroom) 8 x 1 hour sessions (People's Park and the Avenue) Thursday evenings
Seed to Plate (gardening course)	Kevin Proctor, Peer Trainer, JRC Sebastien Valax, Birdsong Garden	This course is an opportunity to discover, experience and interact with life in an organic garden. We will use basic mindfulness practice to connect with the nourishing elements provided by our natural surroundings. We'll practice gentle gardening, cultivating awareness, discovering living soil and how to prepare it and sowing seeds and learning to recognise and provide good conditions for the plants to develop towards maturity Harvesting, preparing and enjoying the seasonal food offered by the garden	6 x 2-hour sessions Tuesday afternoons
Living with Anxiety	Louise Clark, Peer Trainer, JRC Steve Wharmby, Primary Mental Health Worker, HCS	Understanding and Managing Anxiety in a Meaningful Way Anxiety is experienced by everyone at some points in our lives. However, for some anxiety can have a major impact on their lives. On this course we will explore what anxiety is and how it impacts on body, mind and daily life. We will look at ways to help manage anxiety through a variety of self-help approaches and strategies.	1 x 3-hour session Tuesday evening
Understanding Low Self-Esteem	Karen Dingle, Peer Trainer, JRC Tracy Ruellan, Clinical Psychologist, CAMHS	This course will help us to explore what low self-esteem means to us, how it can develop, what can keep our self-esteem low and encourage us to start thinking about healthy self-esteem. It includes understanding what low self-esteem is, how low self-esteem can develop, what can keep low self-esteem going and ideas about healthy self-esteem.	1 x 4-hour session.  Saturday morning