



Summer 2021 Report



"I really enjoyed the course and how much it has opened my mind to the biological perspective and how important it is to look after your health and wellbeing".

Student, Jersey Recovery College

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“[The] content was great, varied, good pace and of activities and topics. [The] Tutors were knowledgeable and passionate about the topic which shone throughout. [The] discussions were interesting”.

Student, Jersey Recovery College

Executive summary

Courses

The Summer Semester was delivered from 13th April to 10th July 2021. 89% of our courses were in the classroom due to the relaxation of Government guidelines. Our classroom sizes were smaller to adhere to 2m social distancing at the beginning of the semester, halfway through this changed to 1m and we were able to invite more students to attend. We also changed the venue of some of the courses to a bigger one.

Scheduled vs Delivered

We programmed 14 courses, one to be delivered online and 13 in the classroom. Eight of the courses were multi-session courses with a minimum of two sessions. Five courses were new to the curriculum.

Overall, we delivered 13 of the 14 scheduled courses. The one course was postponed until the Autumn Semester¹.

Course	Number of sessions	Online/Classroom	Status
Running for Recovery	9	Classroom	Delivered
Resilience and Wellbeing	1	Online	Delivered
Growing into Change	1	Classroom	Delivered
Journey into Journaling	3	Classroom	Delivered
Introduction to Mindfulness	6	Classroom	Delivered
Forming Healthy Habits	3	Online	Delivered
Supporting Someone with a Mental Health Difficulty	4	Classroom	Delivered
Understanding and Managing Anxiety	3	Classroom	Delivered
Understanding Sleep	2	Classroom	Postponed
Introduction to Trauma	1	Classroom	Delivered
Immunity for Wellbeing	1	Classroom	Delivered
Understanding Family Work for Mental Health	1	Classroom	Delivered

Our delivery partners were:

- Mindfulness and Yoga for All Charity (MYA)
- HCS Drug and Alcohol Service
- Focus on Mental Illness
- Child and Adolescent Mental Health Service (CAMHS)

HCS/Government delivered 15% and other organisations delivered 48% of the courses with our peer trainers. JRC delivered the remaining 34%.

The Salvation Army was the main venue where our classroom courses were delivered.

¹ One course was postponed to the Autumn Semester due to unforeseen circumstances. All students will be transferred to the new dates.

Attendance

- 126 individual students enrolled on courses.
- 77% average attendance on single session courses.²
- 77% average attendance on multi-session courses.³
- 65% average attendance of students attending more than 50% of the multi-session courses.
- 50% of the students were new to the college.

Satisfaction levels

- 99% of students stated the course they attended met or exceeded their expectations.⁴
- 100% of students would recommend JRC to their family and friends.⁵
- 100% of trainers would work with us again.
- 94% of trainers would recommend working with us to their peers.

These high satisfaction figures are consistent with previous semesters.

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).⁶
- 94% 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).⁷

There has been a 5% increase of students feeling more connected to other people and feeling more positive for the future since the Spring, this would be due to delivering more courses in the classroom than online

“A huge thank you to the trainers for their way of running a course. I am coming out of this course with more knowledge of mental health and wish to learn and be able to help others”.

Student, Jersey Recovery College

² Based on two virtual course and five classroom courses.

³ Defined by students attending at least one session on a multi-session course.

⁴ Answering 'Much more than I hoped', 'More than I hoped' and 'What I hoped'.

⁵ Answering 'Extremely Likely' and 'Likely'.

⁶ Answering 'Very much', 'quite a lot' or 'somewhat'.

⁷ 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.
- 110 individual students (87%) were offered a place on a course, 13% were placed on the waiting list⁸. 4% of those students were offered a space and declined.
- 34 of the students were enrolled on more than one course.

Average student attendance:

- 77% average attendance on our single session courses.
- 77% average attendance on our multi-session courses.⁹
- 65% average attendance of students attending more than 50% of the multi-session courses.
- 23% average drop-out rate for students attending a single session course (these are no shows).
- 22% average drop-out rate for students attending multi-session courses.¹⁰

Course Enrolments

Semesters	Course Enrolments	No. of New Students	% of New Students
Summer 2021	195	63	50%
Spring 2021	127	41	53%
Autumn 2020	167	37	44%
Summer 2020	163	57	62%

Course No Shows

Semesters	Single Session		Multi-session			
	Notified non-attendance	No Shows	Notified non-attendance	No shows	Completed less than 50%	Completed over 50%
Summer 2021	11%	23%	8%	22%	12%	65%
Spring 2021	27%	13%	15%	12%	5%	83%
Autumn 2020	16%	15%	20%	16%	13%	71%
Summer 2020	0%	67%	13%	25%	3%	72%
Average						

⁸ Waiting list students for courses included Running for Recovery, Supporting Someone with a Mental Health Difficulty, Introduction to Trauma, Introduction to Mindfulness, Forming Healthy Habits, Introduction to Gentle Yoga and Understanding and Managing Anxiety

⁹ 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).

¹⁰ 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 2021	13	0	5	100%	99%	100%	77%	77%
Spring 2021	13	2	1	98%	97%	98%	87%	82%
Autumn 2020	14	0	4	99%	97%	100%	85%	76%
Summer 2020	9	4	9	97%	95%	94%	33%	86%
				Average				

Students

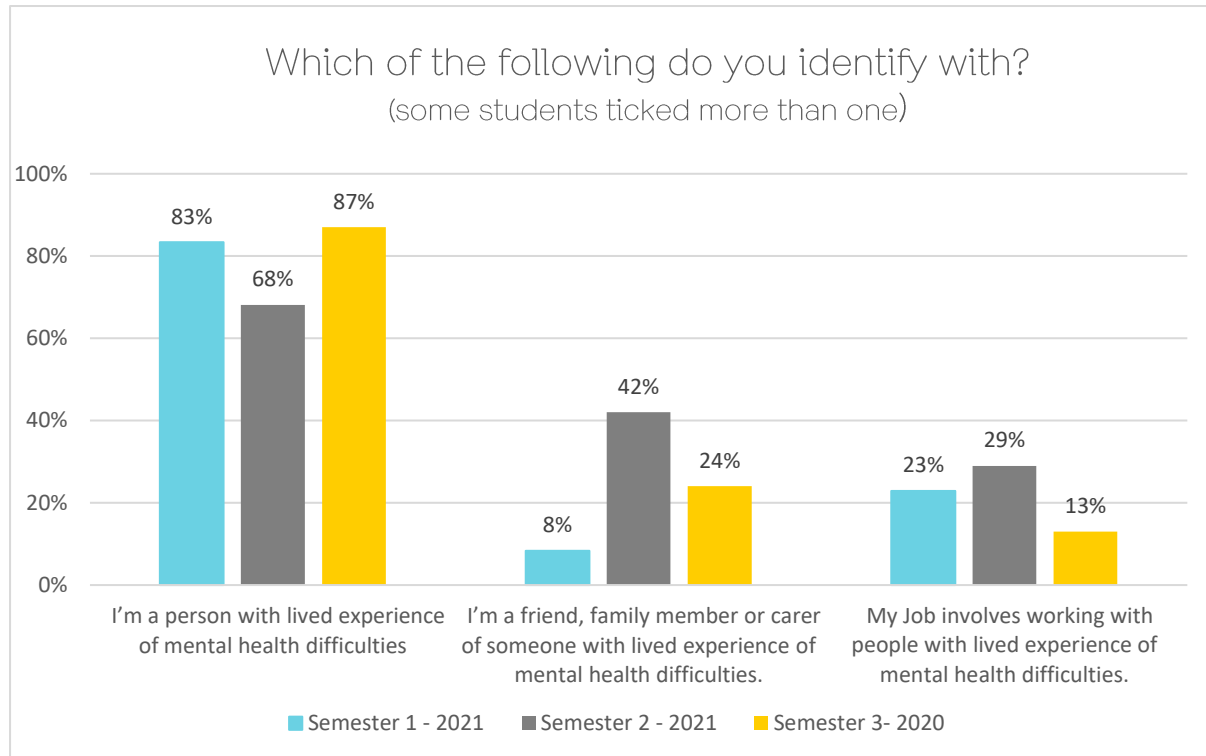
Semesters	Enrolments			When asked how much a course has		
	All Enrolments	Enrolled for more than one course	No. of places filled across curriculum	helped me feel more confident and given me more direction	helped me to feel more supported and connected to other people	helped me feel more positive for the future
Summer 2021	195	35	87%	96%	96%	96%
Spring 2021	123	31	94%	93%	95%	93%
Autumn 2020	84	41	87%	95%	94%	89%
Summer 2020	91	40	99%	92%	93%	89%
Spring 2020	138	127	92%	91%	95%	91%
				Average		

Trainers

Semesters			When asked how much a course has			Working in a co-production model	Satisfied with level of training and induction
	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		
Summer 2021	100%	94%	100%	88%	94%	100%	88%
Spring 2021	94%	100%	94%	94%	94%	100%	100%
Autumn 2020	100%	96%	96%	91%	96%	96%	100%
Summer 2020	100%	100%	100%	100%	95%	95%	100%
Average							

Demographics

Of the 75 students who attended our courses, 69 completed a demographic form, our students identified with our service criteria in the following ways:

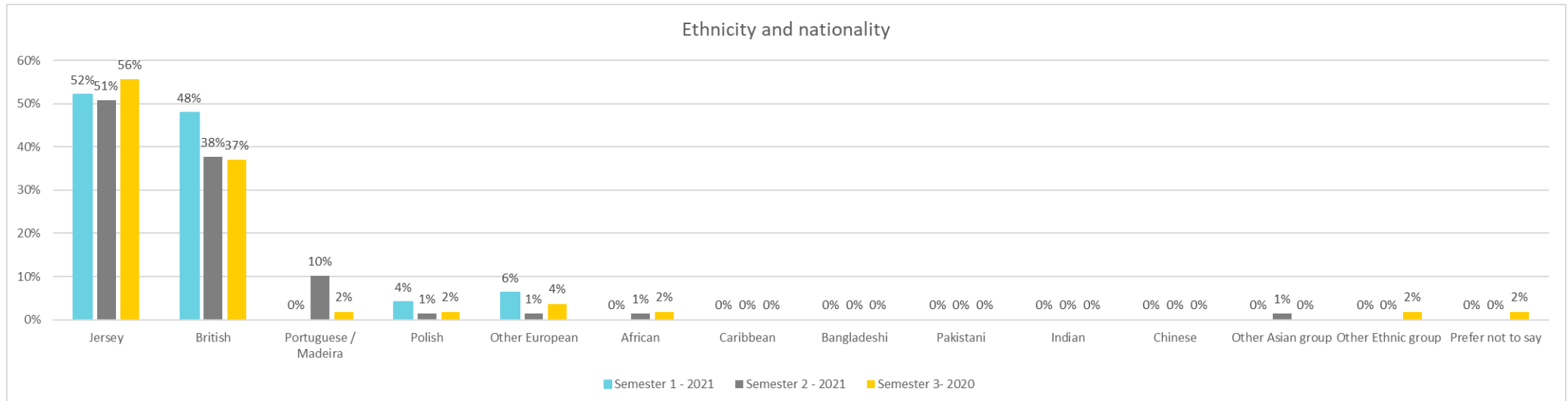
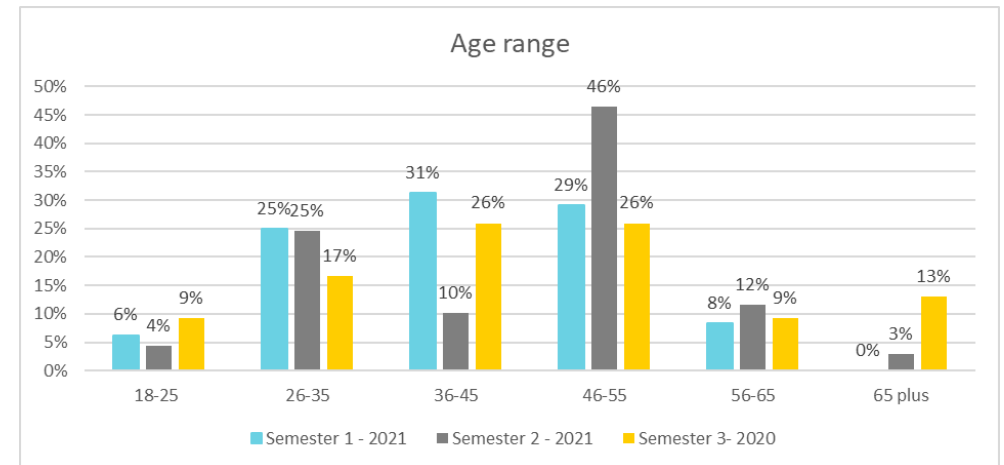
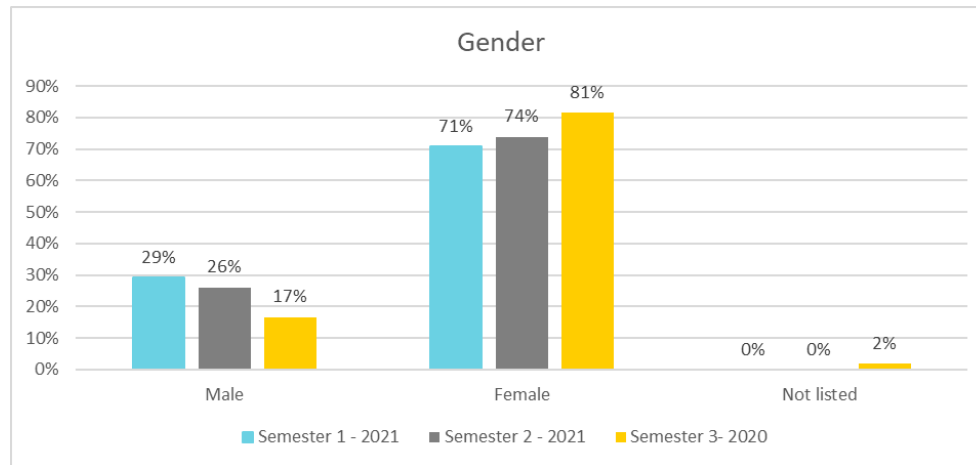


Of the 69 people who completed a demographic form the demographic split was:

- **Gender:** 26% male / 74% female / 0% not listed.
- **Age:** the age groups of students changed dramatically from the Spring to Summer. The majority were aged 46-55, this was an increase of 27% from last semester. The age group of 26-35 remained the same at 25%, an increase of 4% of those aged 56-65 and decreases in the age group of 36-45 and 8-25. This semester we had 3% of students aged 65 plus.
- **Ethnicity / Nationality¹¹:** 48% of students identified as being British or Jersey, 10% as Portuguese or from Madeira, we had 0% attend last semester. 1% of students were Polish, Other European (Irish), African and Asian (Iranian).

¹¹ Some students tick more than one box

Summer semester demographic split has been:



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 78 evaluation forms, representing 74% of eligible students.¹²

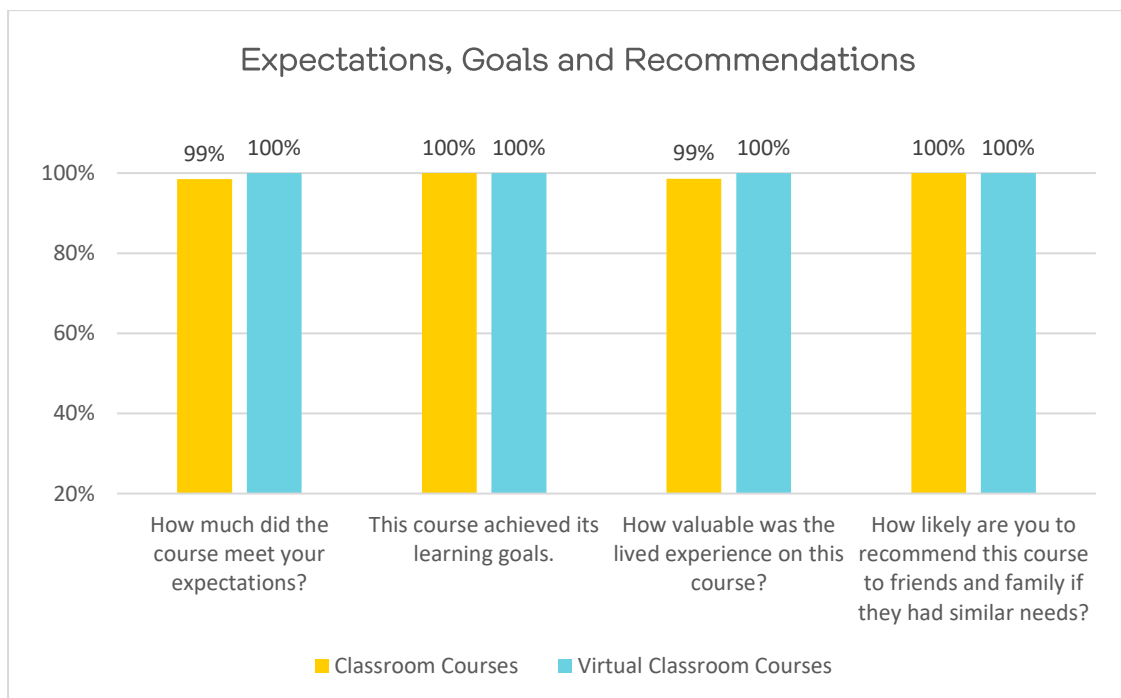
Student satisfaction – Quality of service

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

- How much did the course meet your expectations?
- This course achieved its learning goals.
- How valuable was the lived experience on this course?
- How likely are you to recommend this course to family and friends if they have similar needs?

Results for Classroom and Virtual Courses:

- 99% of respondents felt their course met expectations 'Much more than I hoped', 'More than I hoped' and 'What I hoped'.
- 100% of respondents felt their course met its learning objectives¹³.
- 99% of respondents said the lived experience shared on the courses was valuable by answering 'very much' and 'quite a lot' and 'somewhat'.
- 100% of respondents would recommend their course to their family and friends if they had similar needs.



¹² Eligible students are all those that attended a single session course and those students who completed over 50% of a multi-session course online or in the classroom.

¹³ Answering 'very much', 'quite a lot' or 'somewhat'.

Measures which show outcomes – Student self-reported goal attainment

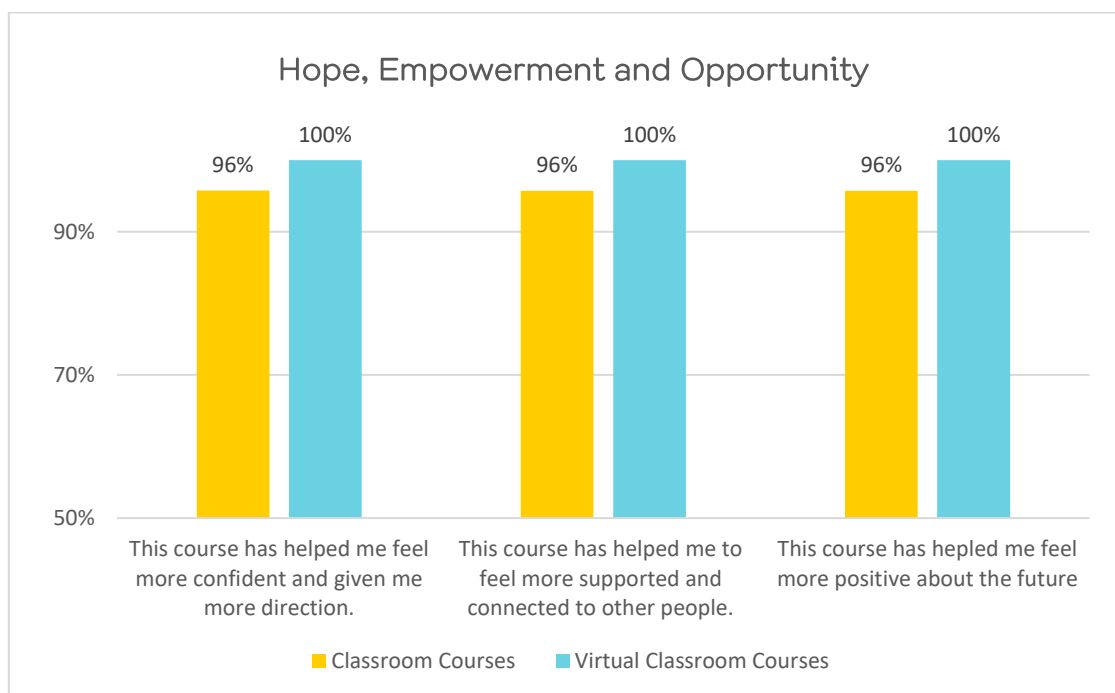
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

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 for Classroom and Virtual Courses:

An average of 98% 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).



“Both trainers were really informative and it was great to hear from both of them. It was clear that a great deal of thought and preparation went into the course design and delivery”.

Student, Jersey Recovery College

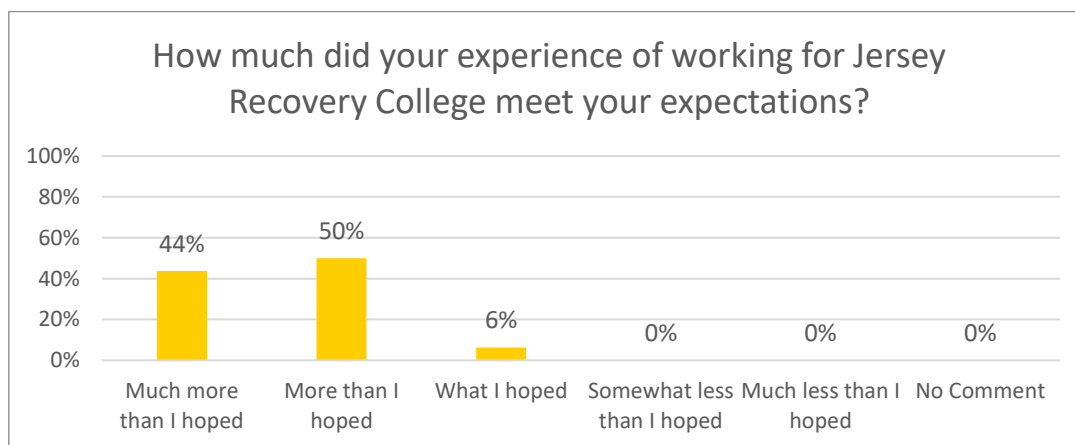
Trainer Evaluations

JRC had seven employed Peer Trainers at the beginning of the semester. We re-engaged with three of our existing co-trainers this semester from MYA (Mindfulness and Yoga for All Charity), Drug and Alcohol Service and Child and Adolescent Mental Health Services. We introduced two new co-trainers from Focus on Mental Illness and a Social Worker Student on placement from Highlands, who supported us with delivery of our courses.

We asked all trainers who delivered a course to complete an evaluation form on their experience and expectations, co-production and JRC's values. We received 50% of forms back.

Experience vs expectations

100% of our trainers felt the experience of working with JRC met their expectations.¹⁴



Trainer's expectations for their courses:

'Learning about ways to form habits, experience in teaching, opportunity to help others'.

'The chance to co-design and co-deliver a new course for JRC'.

'I was hoping to get the chance to design and create a JRC style course and see the journey a course takes from conception to end of the process. I was also hoping to get the creativity to share and promote a wellbeing activity that I enjoy and know a lot about'.

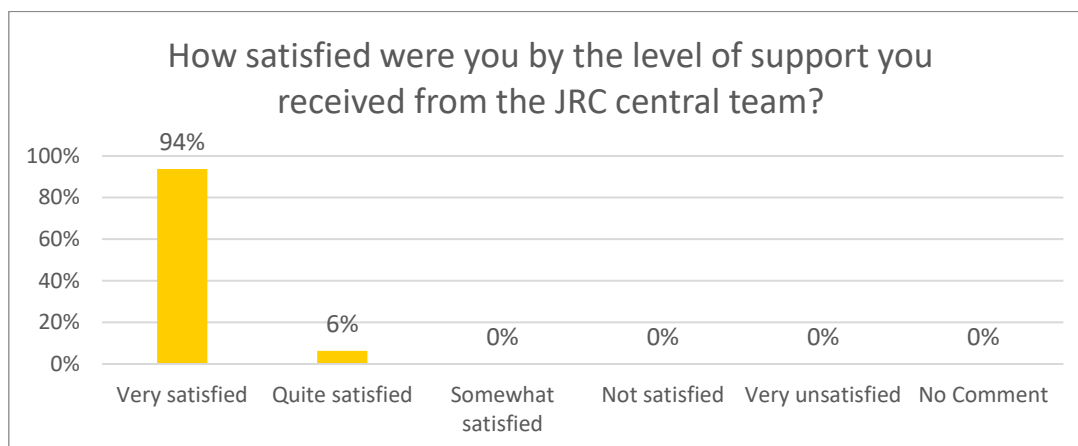
'Build community, lead by example and enhance group working skills'.

'Experience in introducing other people to the benefits of exercise that I have experienced myself'.

¹⁴ Answering 'Much more than I hoped', 'More than I hoped' or 'What I hoped'.

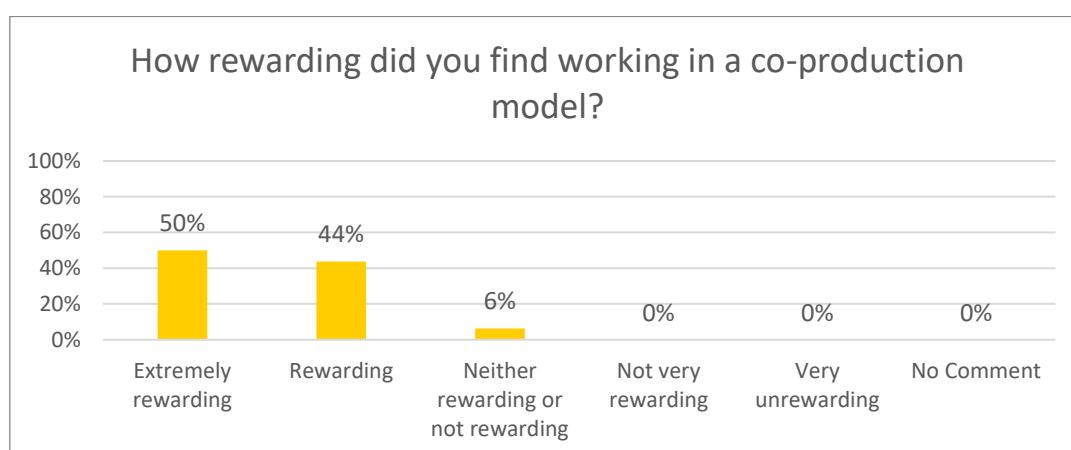
Central support and training

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.¹⁵



Working in a co-production model

100% of our trainers found working in a co-production model 'Extremely rewarding' or 'rewarding'.



Trainer's comments on co-production:

'It was great having my co-trainer's perspective which helped in terms of adding a professional angle, adding in new ideas, having someone to discuss ideas with and checking the quality of the content'.

'It is time consuming and sometimes difficult to find time to meet but very interesting learning about topics and sharing the course design is really good'.

'I find co-production is an effective way of working that levels the playing field and inspires group members'.

¹⁵ Answering 'very satisfied', 'quite satisfied' and 'somewhat satisfied'.

Continued engagement with JRC

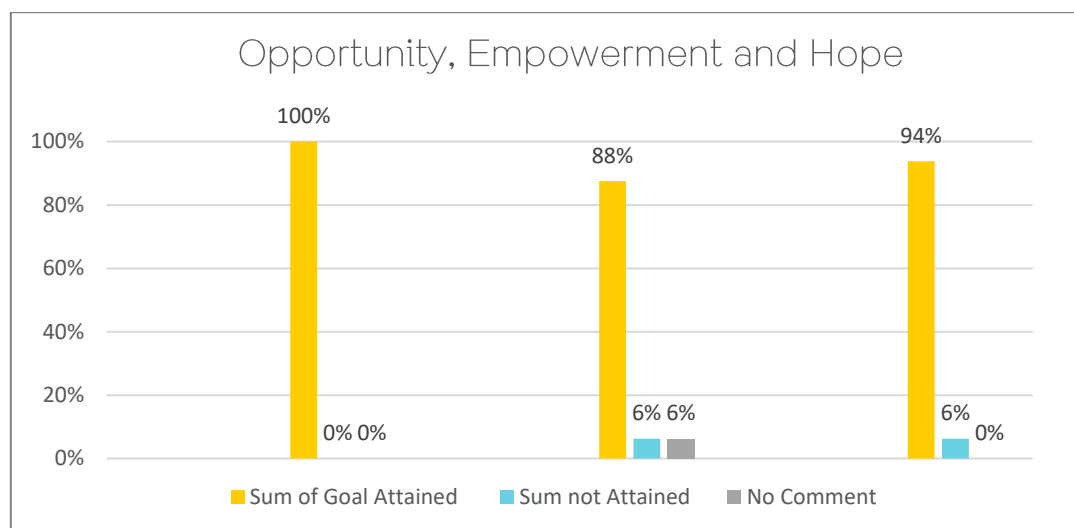
100% of the trainers said they were likely to continue working with JRC and would recommend working with JRC.¹⁶

Personal and professional development

On average, 94% 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)¹⁷.

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)



¹⁶ Answering 'Extremely likely' or 'Likely'.

¹⁷ Answering 'very much', 'quite a lot' or 'somewhat'.

JRC Spring Semester SLA KPI tracker

13th April to 10th July 2021

Indicator	Threshold	Source of Data	Result
Measures for Activity (how many)			
Number of courses planned vs course delivered	Above 70%	Teaching records	83% 14 courses planned (14 separate courses, 0 repeated courses), 13 delivered (0 repeated). <ul style="list-style-type: none"> One course was postponed to next semester due to unforeseen circumstances. All students to be transferred to the new dates.
Number of applications received vs number of places offered	No benchmark	Enrolment records	87% of applicants were offered a place on a course. We received 195 applications from 126 individual students. Of those students, 110 students accepted our offer of a place on a course and were enrolled. 34 students were enrolled on more than one course.
Average student attendance for each course	Above 60%	Attendance records	Single session courses: There was an attendance record of 77%. Multi-session courses: There was 77% 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	Drop-out before the start of a course (no shows): Average drop-out rates between the beginning of the semester and when a course began was 16% across the curriculum. This includes single session and multi-session courses, classroom and online.
Course drop-out rates (those who complete less than 50% of multi-session courses)	Aim for no more than 15%	Attendance records	Drop-out rates for multi-session courses: 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 12% average drop-out on multi-session courses.
Capturing demographic details of students	80 % completion on enrolment	Enrolment records	92% completion (total amount of forms completed vs number of individual students attended). An electronic demographic form was sent via a link to the students emails and at the beginning of the course on Zoom's chat.
Number of Peer Trainers contracted to the College	No Benchmark	Enrolment records	7 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>) 99% satisfaction.</p> <p>How likely are you to recommend this course to friends and family? (<i>Extremely likely / likely</i>) 100% 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>) 100% satisfaction</p> <p>How rewarding did you find working in a co-production model? (<i>Extremely rewarding / Rewarding</i>) 100% 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>) 88% satisfaction</p> <p>How likely are you to recommend working with JRC to colleagues, friends and family? (<i>Extremely likely / likely</i>) 94% 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 in Autumn Semester 2021 report
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. 98% attained / 2% not attained / 0% no comment</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 98% attained / 2% not attained / 0% no comment</p> <p>Goal – Hope This course has helped me feel more positive about the future 98% attained / 2% not attained / 0% no comment</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 in Autumn Semester 2021 report

JRC Summer Semester course details [delivered courses]

13th April to 10th July 2021

Course title	Trainers	Synopsis	Duration
Resilience and Wellbeing	Simon Irons, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	This module is the third of four where we will be explaining wellbeing, discussing the Wheel of Wellbeing, resilience and how to bounce back. This course has been designed to aid in personal resilience and wellbeing in everyday life.	1 x 3-hour session (online)
Understanding and Managing Anxiety	Liana Summers-Shaw, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	We will explore anxiety in the context of our own lives. Over three sessions we will cover what anxiety is, what causes it and what can we do about it. Through group discussion and activities, we will look at how our modern day lives impact on our basic needs as a social being.	3 x 2-hour sessions (classroom)
Introduction to Mindfulness	Kevin Proctor, Peer Trainer, JRC Caroyln Coverley, Mindfulness and Yoga Teacher, MYA	The course teaches students a range of mindfulness and compassion practices. Mindfulness can lead us to developing a greater tolerance and acceptance of unhelpful experiences which can then reduce our suffering and allows the development of more effective ways of coping. The course will benefit the student with: <ul style="list-style-type: none"> • Reduction of stress, anxiety and improvement of mood. • Improvement in concentration. • Increase in self-compassion and therefore becoming less critical and kinder to self. • For some it can simply be one of the above or just the awareness of breath or stillness 	6 x 2-hour sessions (classroom)
Introduction to Co-production	Karen Dingle, Peer Trainer, JRC Beth Moore, Executive Officer, JRC	Co-production is a word often used in and around health services but what does it really mean? The course explores what co-production is and how it works best, why it is an important and powerful approach to delivering services, the advantages and disadvantages of co-production and how to apply the co-production model to local projects.	1 x 3-hour session (classroom)

Immunity and Wellbeing	Kevin Proctor, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	<p>On this course we would like to empower you with knowledge about how your immune system works and how it responds to seasonal change which can have an impact on your mental health and wellbeing. When our immune system is strong, we thrive. We will explore some holistic strategies to take care of yourself, support your immune system and maintain a sense of wellbeing.</p> <p>Disclaimer The information and statements made are intended for educational purposes only. It is not a substitute for diagnosis and/or treatment of any health condition or disease. Nor is it intended to replace services or treatment of any physicians or healthcare professionals.</p>	1 x 3-hour sessions (classroom)
Running for Recovery	Rory Mitchel, Peer Trainer, JRC Luke Shobbrook, Counselling Psychologist, Drug and Alcohol Service	<p>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. The course is for people who have never run before, are returning to exercise or just want to get more active to improve their health and wellbeing. It follows an established nine week 'Couch to 5K' programme that has already helped thousands of people worldwide get into running. It starts with lots of walking and introduces running gradually, allowing participants to build up fitness and stamina over a number of weeks and work together on the shared goal of running a 5K non-stop.</p> <p>Please Note: you <u>will</u> need to train in between each session and the aim is to take part in a 5k Parkrun at the end of the 9 weeks as a group (Saturday 12th June), guidelines permitting.</p>	1 x 1/5 hour session and 8 x 1-hour sessions (classroom)
Growing into Change	Kevin Proctor, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	We all experience change; it is a natural part of life and yet we all have our individual responses to it. On this course, we will explore why we struggle with change (resistance), how we can work with it (awareness) and move forward with our lives (adaptability). We will do this through a range of individual and group activities and discussion.	1 x 3-hour session (classroom)
Supporting Someone with a Mental Health Difficulty	Karen Dingle, Peer Trainer, JRC Stephen McCrimmon, Focus on Mental Illness	This programme aims to educate anyone involved with caring for someone with a mental health difficulty. It includes sharing and learning from one another, looking after ourselves, communication skills, crisis planning, where to find support and hope for the future.	4 x 3-hours sessions (classroom)

Journey into Journaling	Liana Summers-Shaw, Peer Trainer, JRC Emma Tanner, Social Work Student on Placement at JRC, Highland College	<p>This course is an opportunity to learn and explore a variety of journaling styles and their benefits to mental health and wellbeing.</p> <p>Regardless of where you are on your journaling journey, whether you have had experience or not, this course is suitable for everyone. Over the three sessions we will look at many different types of journals and techniques to help find the right style for you.</p> <p>The course will explore how to use ‘The Feelings Wheel’ to develop emotional understanding as well as looking at fun, creative and impactful ways to develop your journaling skills.</p>	3 x 2-hours sessions (classroom)
Forming Healthy Habits	Rory Mitchel, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	<p>Do you wonder why new year's resolutions don't normally stick? We all know about the benefits of activities such as exercise, eating well, meditating, practicing gratitude etc. But we also know these things are much easier said than done and we often blame ourselves for not practicing them due to a “lack of willpower”.</p> <p>This course will show students how to use the science of behaviour to make it easier and more enjoyable to practice healthy habits and behaviours.</p> <p>Applying these principles will increase how often these behaviours are practiced and can lead to long term increases in wellbeing. We will look at myths behind willpower, the science of behaviour, clarifying our intentions behind habits, and how to make habits easier to practice.</p>	3 x 2-hours sessions (online)
Introduction to Trauma	Louise Clark, Peer Trainer, JRC Caroyln Coverley, Mindfulness and Yoga Teacher, MYA	The introduction to trauma course will be looking at what trauma is and the potential impact of traumatic experiences on us, our lives and relationships based on the latest research which particularly focuses on the body's responses. We will discuss tools that can help us with regulation and also briefly describe potential therapeutic models that are sometimes used.	1 x 3-hour session (classroom)
Understanding Family Work for Mental Health	Karen Dingle, Peer Trainer, JRC Stephen McCrimmon, Focus on Mental Illness	On this short introductory course, we will explain what Behavioural Family Therapy is and how it works. Mental health difficulties don't just affect the person who has them, they affect the whole family. Behavioural Family Therapy helps to bring the family together to address communication skills, problems and goal setting.	1 x 1.5-hours session (classroom)