



Spring Semester 2019

Activity Report

February – April 2019

'This course was my first introduction to mindfulness, I thoroughly enjoyed it and now wish to learn more. Wonderful calming trainers with the perfect balance of humour and knowledge'

Student, Jersey Recovery College



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Executive summary

Courses

Jersey Recovery College's Spring Semester 2019 ran from 4th February to 12th April 2019. We began the semester with a programme of 8 courses.

Our delivery partners were HSSD Mental Health services and Mind Jersey.

Scheduled courses were:

- Introduction to Recovery
- Recovery in Action
- Exploring Self-Compassion
- Co-production in action
- Balanced Living for Beginners (multi-session course)
- Mindful Moments
- Introduction to Kundalini Yoga (multi-session course)
- Understanding Peer Support

Attendance

- 101 individual students enrolled on courses.
- 62% average attendance on our single session courses.
- 80% average attendance on our multi-session courses.¹
- 59% average attendance of students attending more than 50% of the multi-session courses.

Satisfaction levels

- 94% of students who would recommend JRC to their family and friends.²
- 98% of students stated the course they attended met or exceeded their expectations.³
- 100% of Trainers were satisfied working with us and found working in a co-production model rewarding.
- 100% Trainers would work with us again and would recommend working with us to their peers.

Impact

- 92% of students felt that attending a JRC course increased their positivity for the future (hope), confidence and direction (empowerment) and connection with others (opportunity).⁴
- 100% 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).⁵

¹ Defined by students attending at least one session on a multi-session course.

² Answering 'Extremely Likely' and 'Likely'.

³ Answering 'Much more than I hoped', 'More than I hoped' and 'What I hoped'.

⁴ Answering 'Very much', 'quite a lot' or 'somewhat'.

⁵ Answering 'Very much', 'quite a lot' or 'somewhat'.

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
Spring 2019	8	0	0	99%	98%	94%	62%	80%
Autumn 2018	7	0	0	91%	96%	80%	56%	70%
Summer 2018	15	6	5	98%	93%	94%	72%	56%
Spring 2018	11	6	2	100%	97%	96%	50%	83%
Autumn 2017	11	3	5	99%	97%	91%	61%	67%
Summer 2017	8	4	2	99%	94%	90%	84%	85%
Spring 2017	6	1	6	99%	95%	97%	51%	73%

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
Spring 2019	128	39	79%	92%	97%	88%
Autumn 2018	86	29	88%	93%	94%	91%
Summer 2018	169	90	97%	94%	94%	99%
Spring 2018	146	74	97%	91%	96%	97%
Autumn 2017	152	70	100%	98%	98%	99%
Summer 2017	106	59	80%	93%	91%	100%
Spring 2017	74	24	89%	90%	94%	98%

Trainers

Semesters	Continue working with JRC	Recommend working with JRC	When asked how much a course has			Working in a co-production model	Satisfied with level of training and induction
			has helped me grow professionally	made me feel more positive about the future	helped me feel more confident		
Spring 2019	100%	100%	100%	100%	100%	100%	100%
Autumn 2018	100%	100%	100%	100%	100%	100%	100%
Summer 2018	100%	86%	100%	100%	100%	100%	100%
Spring 2018	86%	86%	100%	100%	100%	86%	100%
Autumn 2017	100%	100%	100%	100%	100%	100%	100%
Summer 2017	100%	100%	100%	86%	79%	100%	100%
Spring 2017	100%	100%	100%	100%	86%	100%	100%
Extremely likely' or 'likely'			answered 'very much', 'quite a lot' or 'somewhat'			Extremely rewarding' or 'rewarding'	

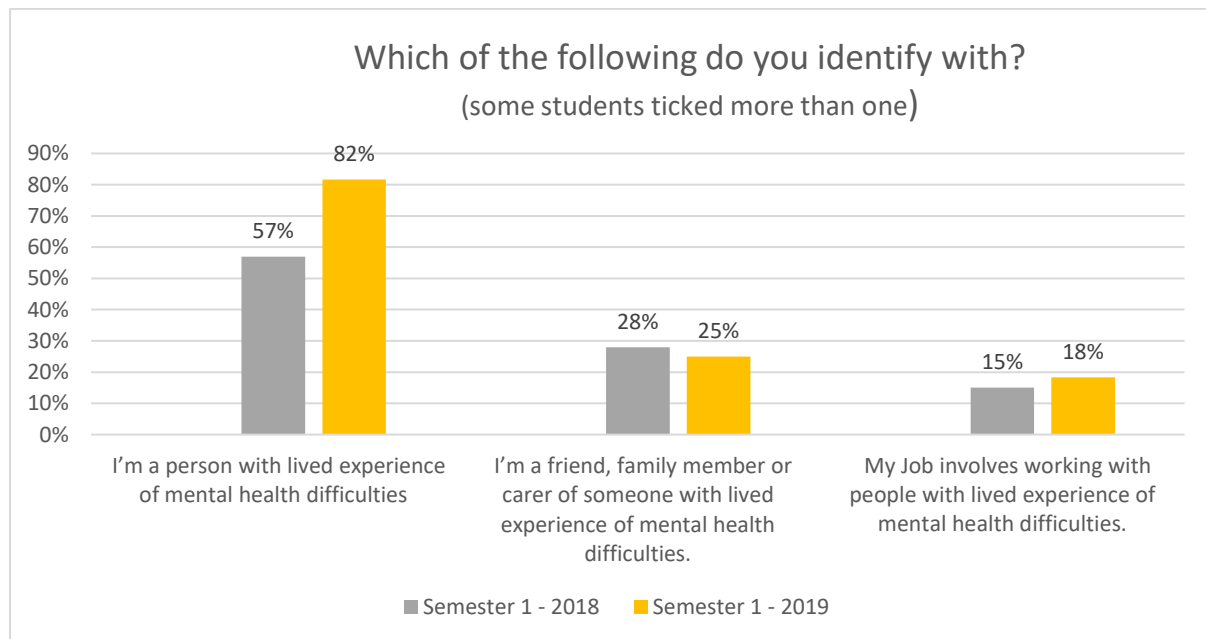


Demographics

Of the students who attended our courses, 100% completed a demographic form⁶, our students identified with our service criteria in the following ways:

- 82% identified as 'experiencing a mental health difficulty';
- 25% as being a carer, friend or relative of someone with mental health difficulties;
- 18% 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 Spring Semester in 2018 to Spring Semester 2019, we have seen 25% more students with lived experience of a mental health difficulty and an increase of 3% of professionals attending our courses.

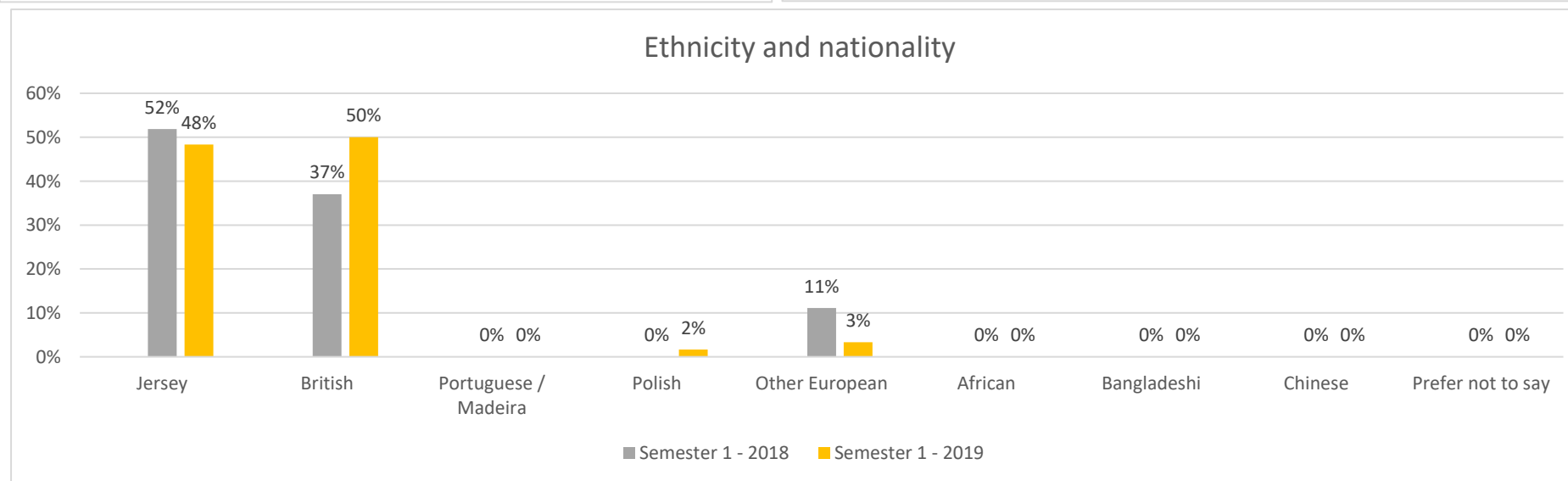
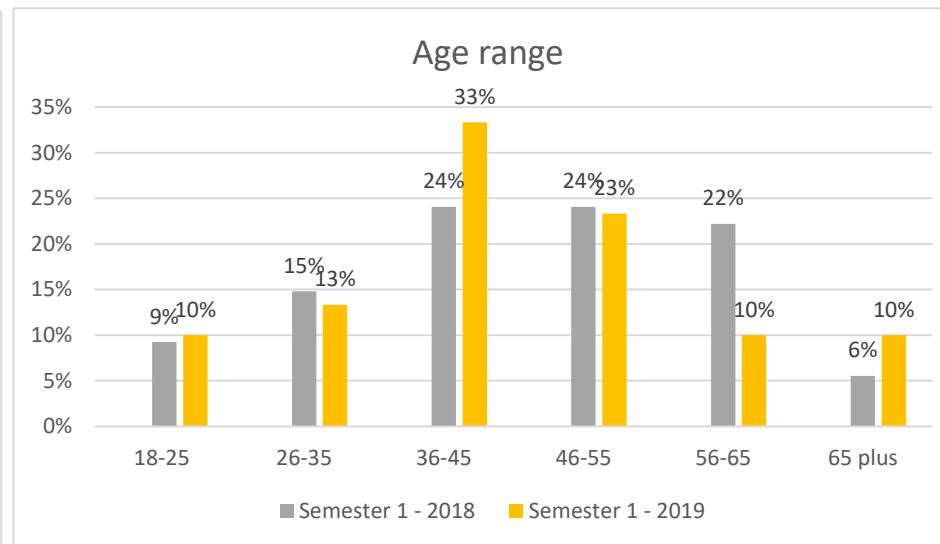
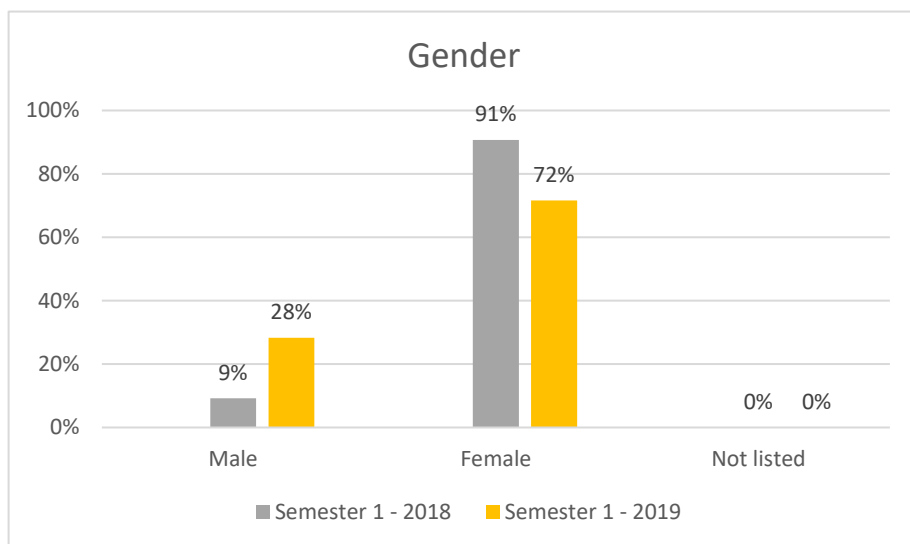
Of the 60 people who completed a demographic form the demographic split was:

- **Gender:** 28% male / 72% female, the number of males attending courses have increased by 19% from Spring Semester in 2018
- **Age:** majority aged 36-55 (57%), 23% students were 18-35 and 20% were over 55.
- **Ethnicity / Nationality:** 98% of students identified as being British or Jersey, 3% 'other European' and 2% Polish

⁶ Every semester a student who attends our courses will be asked to complete a demographic form once.



Spring semester demographic split has been and compare to Spring Semester in 2018:





Student enrolment and attendance

Number of applications received vs number of places offered:

- 128 individual students applied to attend our courses.
- 101 individual students (79%) were offered a place on a course the remaining 21% only registered for one course that was fully subscribed.⁷
- 39 of our students were enrolled on more than one course.
- We oversubscribed our courses by 10% to allow for dropouts.

Average student attendance:

- 62% average attendance on our single session courses.
- 80% average attendance on our multi-session courses.⁸
- 59% average attendance of students attending more than 50% of the multi-session courses.
- 33% of those enrolled onto courses were 'no shows'.⁹
- 21% average drop-out rate for students attending multi-session courses.¹⁰

Semesters	Single Session		Multi-session			
	Notified non-attendance	No Shows	Notified non-attendance	No shows	Completed less than 50%	Completed over 50%
Spring 2019	30%	37%	0%	20%	21%	59%
Autumn 2018	12%	44%	15%	20%	9%	71%
Summer 2018	15%	27%	11%	18%	6%	50%
Spring 2018	13%	44%	16%	24%	7%	69%
Autumn 2017	18%	23%	9%	0%	14%	86%
Summer 2017	23%	13%	14%	26%	17%	57%
Spring 2017	-	15%	11%	12%	13%	75%

⁷ Courses were full for 27 students and they had not selected any other courses. The students were placed on a waiting list. The courses they applied for were popular courses: Introduction to Kundalini Yoga (11 students, 1 applied on the day it was due to start), Exploring Self-Compassion (7 students), Mindful Moments (4 students), Understanding Peer Support (2 student) and Recovery in Action (2 students)

⁸ 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).

⁹ A 'no show' is a student who is enrolled for a course and does not show up at all.

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.



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 77 evaluation forms, representing 85% of eligible students.¹¹

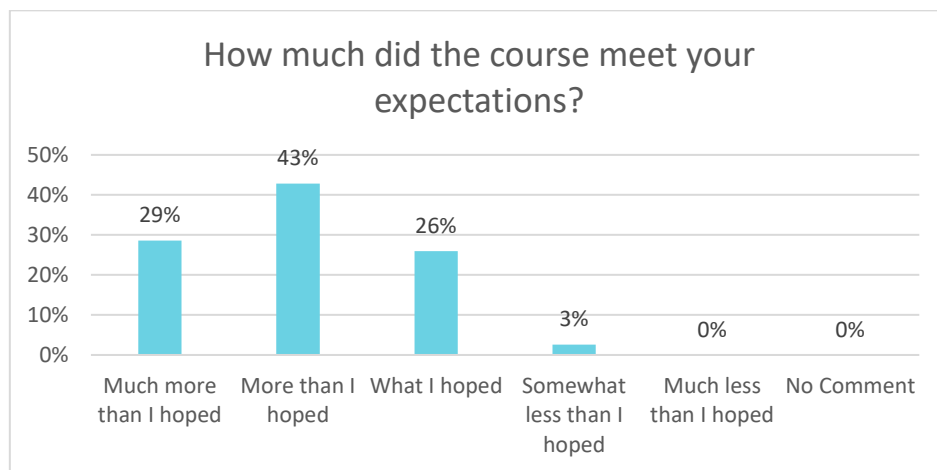
Student satisfaction – Quality of service

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

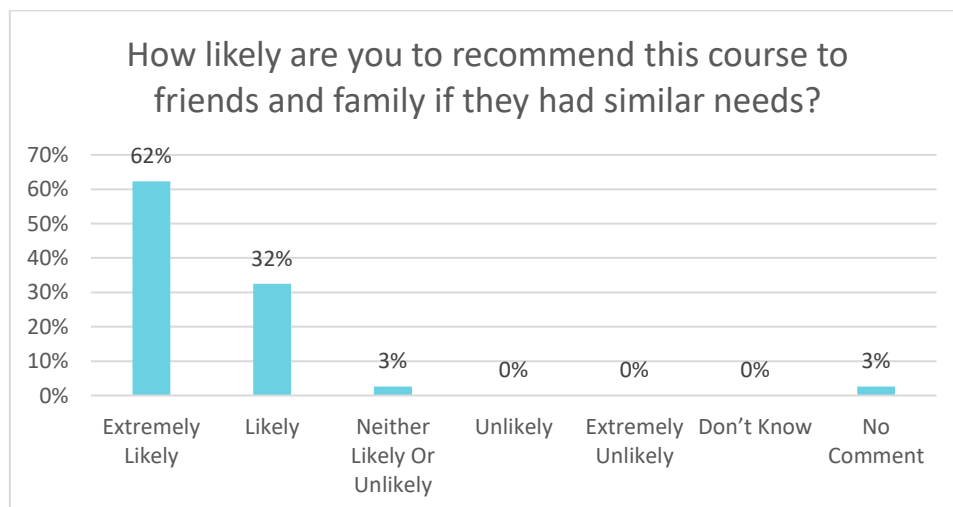
- How much did the course meet your expectations?
- How likely are you to recommend this course to family and friends if they have similar needs?

Results:

- 71% of respondents felt their course met expectations ‘Much more than I hoped’ or ‘More than I hoped’
- 26% felt their course met expectations with ‘What I hoped’.



- 95% of respondents would recommend their course to their family and friends if they had similar needs.



¹¹ 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

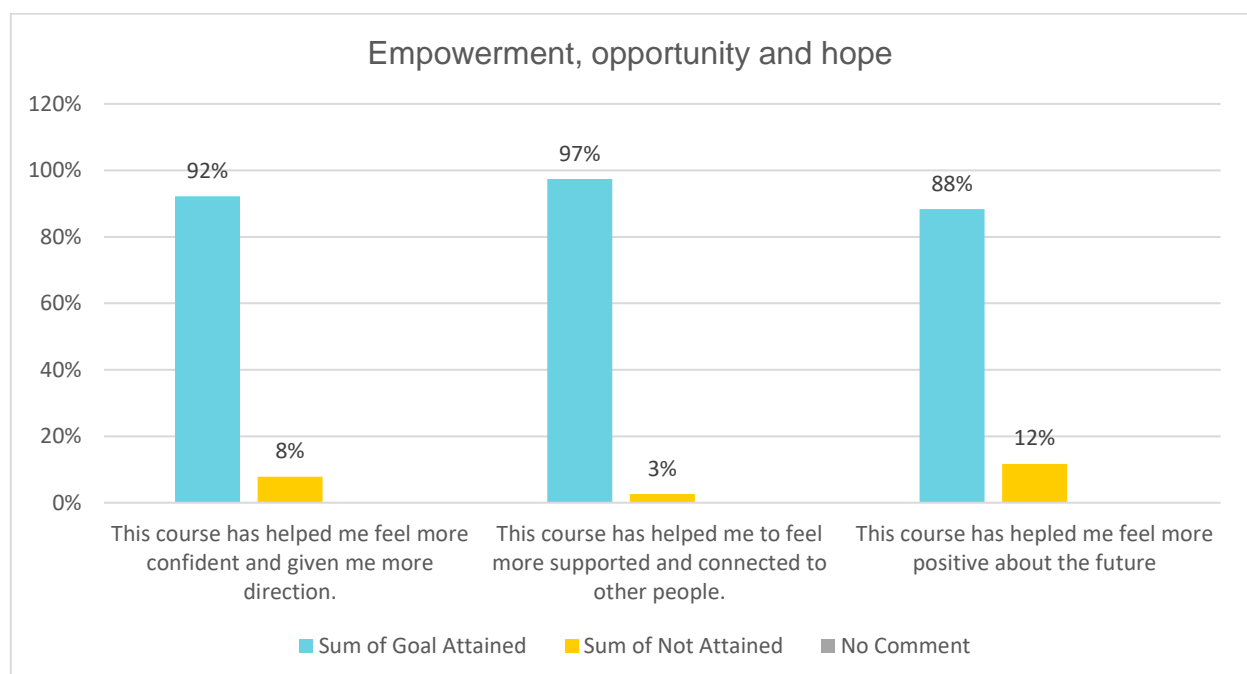
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

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 92% 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).



'It was a very interesting course with great ideas. The trainers are very competent and also have humour as well as knowledge'

Student, Jersey Recovery College

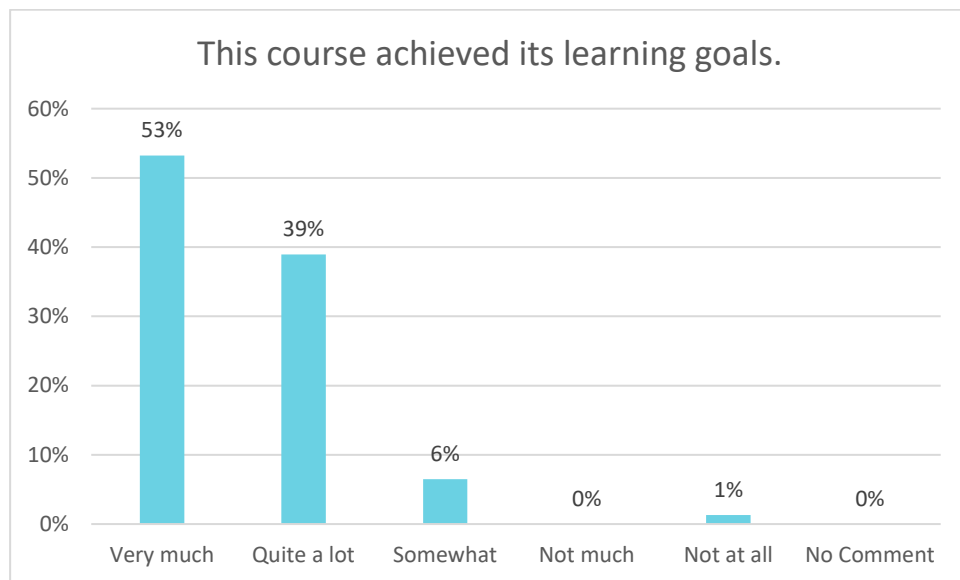


Course evaluations

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

Results:

99% of respondents felt their course met it's learning objectives.



'I think the course was perfectly pitched - the group relaxed and shared humour, experience and learning from each other'

Student, Jersey Recovery College

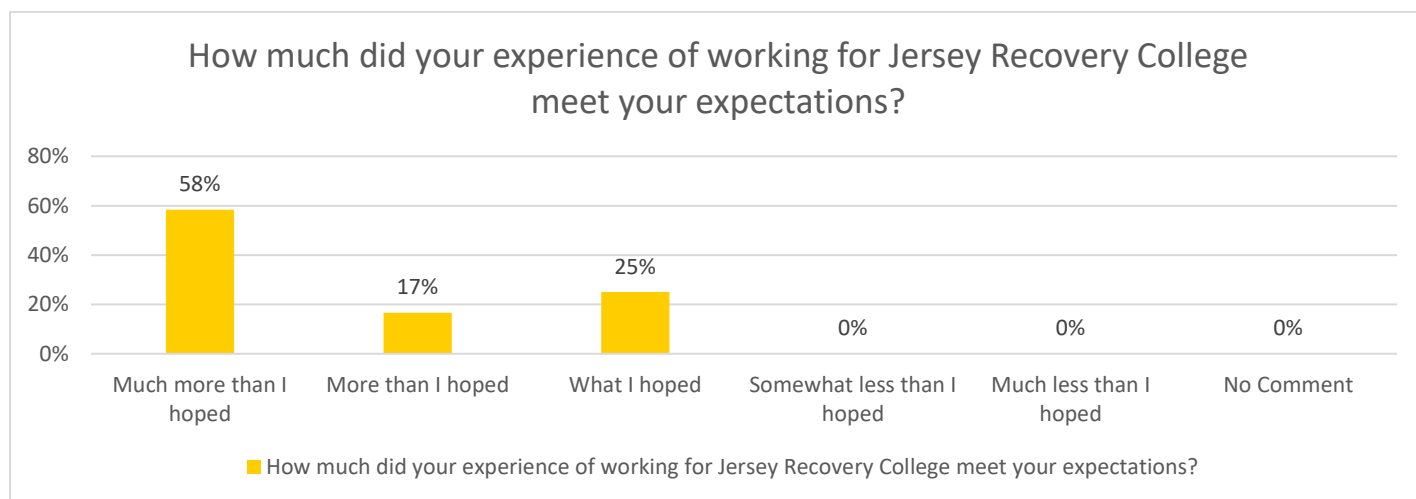


Trainer Evaluations

JRC had four Peer Trainers deliver courses this semester. We re-engaged with five of our existing co-trainers this semester. HSSD Adult Mental Health and Mind Jersey supported us with delivery of our courses.

Experience vs expectations

100% of our trainers felt the experience of working with JRC met their expectations.¹²



'A kind of purpose – starting the process of being an active peer trainer. A chance to share my experiences of mental health and support others'

'I was hoping to continue strengthen the relationship between MJ [Mind Jersey] and JRC'

'The opportunity to empower myself in a supported environment to give hope to others for the future'

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.¹³

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.¹⁴

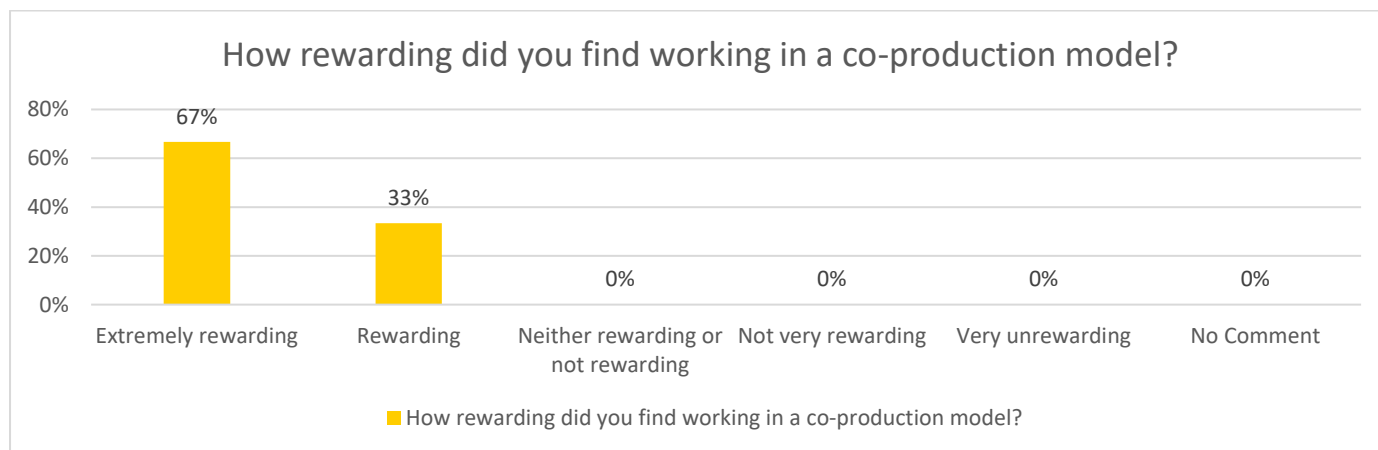
¹² Answering 'Much more than I hoped', 'More than I hoped' or 'What I had hoped'.

¹³ Answering 'very satisfied', 'quite satisfied' and 'somewhat satisfied'.

¹⁴ Answering 'Extremely likely' or 'Likely'.

Working in a co-production model

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



'I love the fact that we try to use co-production in as many areas of JRC as we can'

'Co-production provides useful means for ensuring equal input and validating the lived experience of peer trainers'

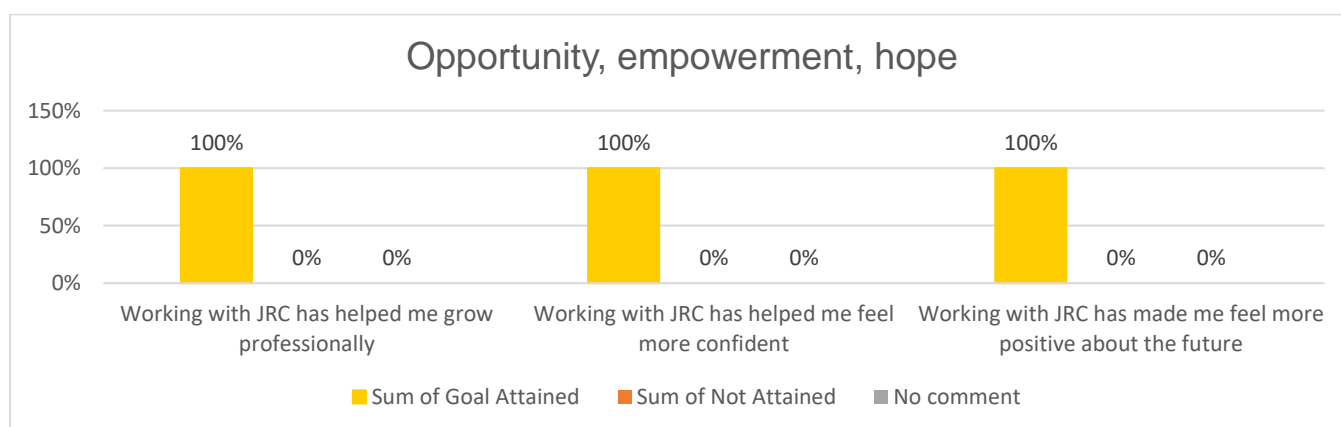
'It is at the forefront of JRC and a strong ethos'

Personal and professional development

100% 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).¹⁵

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)



¹⁵ 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.

Three of the four new peer trainers delivered their very first course in the Spring Semester. The remaining peer trainer will be delivering a course in the Summer Semester.

Administrative and Central Team

JRC have received funding for an in-house clinician to support our development and growth of our Peer Trainers and courses. This position was open for applications and closed 31st December 2018 with no successful applicants. The role has been advertised publicly and will be interviewed in April.

JRC had two administrators working between 6-7.5 hours per week. The contracts were due to end in March 2019, with this in view, the administrator function has been made redundant.

JRC has advertised for an Operations and Administrator Coordinator for 25 hours per week with the view to take on more responsibilities by assisting the College Manager and Service Manager and ensuring the central team is more resilient.

Communications, outreach and extra-curricular activities

The team has plans for the following events and activities:

- Wellbeing Fair at La Moye Prison
- Marketplace every other month at La Moye Prison
- Corporate training possibilities
- Coop flag day and bag pack
- Flag day in the Market
- Window display in the Link Window
- World Mental Health Day Flag Day in St Helier
- Summer of Compassion
- Fundraising Panel meeting once a month to arrange events for 2019
- Curriculum Panel discussing Summer Semester 2019
- Outreach work with
 - Law at work
 - JFSC
 - HSBC
 - Orchard House
 - Ports of Jersey



JRC Spring Semester SLA KPI tracker

February 2019 – April 2019

Indicator	Threshold	Source of Data	Result
Measures for Activity (how many)			
Number of courses planned vs course delivered	Above 70%	Teaching records	100% 8 courses planned (8 separate courses, 0 repeats)
Number of applications received vs number of places offered	No benchmark	Enrolment records	79% of applicants were offered a place on a course. We were unable to provide alternatives for the remaining students. We received 128 applications. Of those students 101 students accepted our offer of a place on a course and were enrolled. 39 students were enrolled on more than one course.
Average student attendance for each course	Above 60%	Attendance records	Single session courses: 80 out of the 101 students were enrolled on a single session course attended. An attendance record of 62%. Multi-session courses: There was 80% 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 33% across the curriculum. This includes single session and multi-session courses.
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 21% average drop-out on multi-session courses.
Capturing demographic details of students	80 % completion on enrolment	Enrolment records	100% 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>) 97% satisfaction.</p> <p>How likely are you to recommend this course to friends and family? (<i>Extremely likely / likely</i>) 95% 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>) 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. 92% attained / 8% not attained</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 97% attained / 3% not attained</p> <p>Goal – Hope This course has helped me feel more positive about the future 88% attained / 12% 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 Spring semester course details [delivered courses]

February 2019 – April 2019

Course title	Trainers	Synopsis	Duration
Introduction to Recovery	Kevin Proctor, Peer Trainer, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HSSD	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 Clark, Peer Trainer, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HSSD	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	Beth Moore, College Manager, JRC Steve Wharmby, Senior Occupational Therapist, Adult Mental Health, HSSD	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	Beth Moore, College Manager, JRC Steve Wharmby, Senior Occupational Therapist, Adult Mental Health, HSSD	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



Co-Production in action	Karen Dingle, Peer Trainer, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HSSD	<p>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.</p> <p>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.</p>	1 x 3-hour session Tuesday afternoon
Balanced Living for Beginners	Siobhan Poingdestre, Service Manager, JRC Luke Shobbrook, Psychologist, Drug and Alcohol, HSSD	This six-week course is for anyone who wants to learn techniques to help restore balance to their life. It teaches a number of key skills that would be useful for anyone that regularly experiences difficult and stressful situations. With practice these skills can help you respond more flexibly and more effectively to all kinds of problems.	6 x 1.5- hour session Thursday evening
Understanding Peer Support	Louise Lancashire, Peer Trainer, JRC Jenny Browne, Peer Support Worker Manager, Mind Jersey	<p>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.</p> <p>It is aimed at people who are interested in understanding the principles and benefits of peer support, in particular those who may be considering becoming peer support workers.</p>	1 x 3-hour session. Wednesday afternoon