



Spring Semester 2020

Activity Report

January – April 2020

'I'm looking forward to my new journey with you and learning more to face my fears and demons and find a calm happy meaningful life, thank you for your support'.

Student, Jersey Recovery College

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Executive summary

Courses

The Spring Semester was due to be delivered between from 20th January to 17th April 2020. Due to the pandemic we closed the semester early to focus on delivering an online service for the Summer Semester. The last course to be delivered in the classroom was on 12th March.

Scheduled vs Delivered

We began the semester with a programme of 16 courses, 14 individual courses and two were repeated. Before the coronavirus we delivered 10 courses.

- What is Recovery?
- Goal Setting in Recovery
- Resilience and Wellbeing
- Steps to Recovery
- Living with Depression (delivered twice)
- Suicide Awareness
- Understanding and Managing Anxiety (multi-session course, scheduled twice)
- Balanced Living for Beginners (multi-session)
- Introduction to Gentle Yoga **NEW** (multi-session)

Cancelled courses were:

- Living with Psychosis **NEW** (JRC decision to postpone this course)
- Introduction to Mindfulness (multi-session) (cancelled due to COVID-19)
- Introduction to Co-Production (cancelled due to COVID-19)
- Understanding and Managing Anxiety (*multi-session*) (cancelled due to COVID-19)
- Understanding and Managing Fear and Stress **NEW** (cancelled due to COVID-19)
- Expressing Creativity with Jewellery **NEW** (cancelled due to COVID-19)

Five of the six courses scheduled were cancelled due to the coronavirus. This affected 75 individual students who were booked to attend the courses. Three courses of the six were to be available on our new virtual classroom platform, 47 of the 75 individuals were offered a place.

Our delivery partners were:

- HCS Mental Health services
- HCS Drug and Alcohol Services
- GoJ HSC – Suicide Prevention
- Mindfulness and Yoga for All Charity (MYA)

Attendance

- 138 individual students enrolled on courses.
- 72% average attendance on single session courses.
- 79% average attendance on multi-session courses.¹
- 52% average attendance of students attending more than 50% of the multi-session courses.

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

Satisfaction levels

- 90% of students stated the course they attended met or exceeded their expectations.²
- 91% of students would recommend JRC to their family and friends.³
- 90% 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
- 90% 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

‘It’s useful to have co-presentation with one person with lived mental health experience. I like the group interaction too. More people in group work make discussions, ideas exchanges more fruitful’.

Student, Jersey Recovery College

² Answering ‘Much more than I hoped’, ‘More than I hoped’ and ‘What I hoped’.

³ Answering ‘Extremely Likely’ and ‘Likely’.

⁴ Answering ‘Very much’, ‘quite a lot’ or ‘somewhat’.

⁵ Answering ‘Very much’, ‘quite a lot’ or ‘somewhat’.

Student enrolment and attendance

Number of applications received vs number of places offered:

- 138 individual students applied to attend our courses.
- 127 individual students (92%) were offered a place on a course the remaining 8% were placed on the waiting list.
- 69 of students were enrolled on more than one course.

Average student attendance:

- 72% average attendance on our single session courses.
- 79% average attendance on our multi-session courses.⁶
- 52% average attendance of students attending more than 50% of the multi-session courses.
- 28% average drop-out rate for students attending a single session course (these are no shows).
- 21% average drop-out rate for students attending multi-session courses.⁷

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%
Spring 2020	14%	28%	21%	27%	21%	52%
Autumn 2019	46%	24%	37%	34%	11%	55%
Summer 2019	11%	20%	6%	20%	17%	63%
Spring 2019	30%	37%	0%	20%	21%	59%

⁶ 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).

⁷ 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
Spring 2020	16	2	5	100%	90%	91%	72%	79%
Autumn 2019	16	2	9	98%	96%	85%	72%	73%
Summer 2019	12	0	3	100%	95%	94%	68%	72%
Spring 2019	8	0	0	99%	98%	94%	62%	80%
				Average				

Students

Semesters	Enrolments			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 2020	138	127	92%	91%	95%	91%
Autumn 2019	196	78	79%	92%	93%	89%
Summer 2019	126	52	70%	94%	94%	92%
Spring 2019	128	39	79%	92%	97%	88%
				Average		

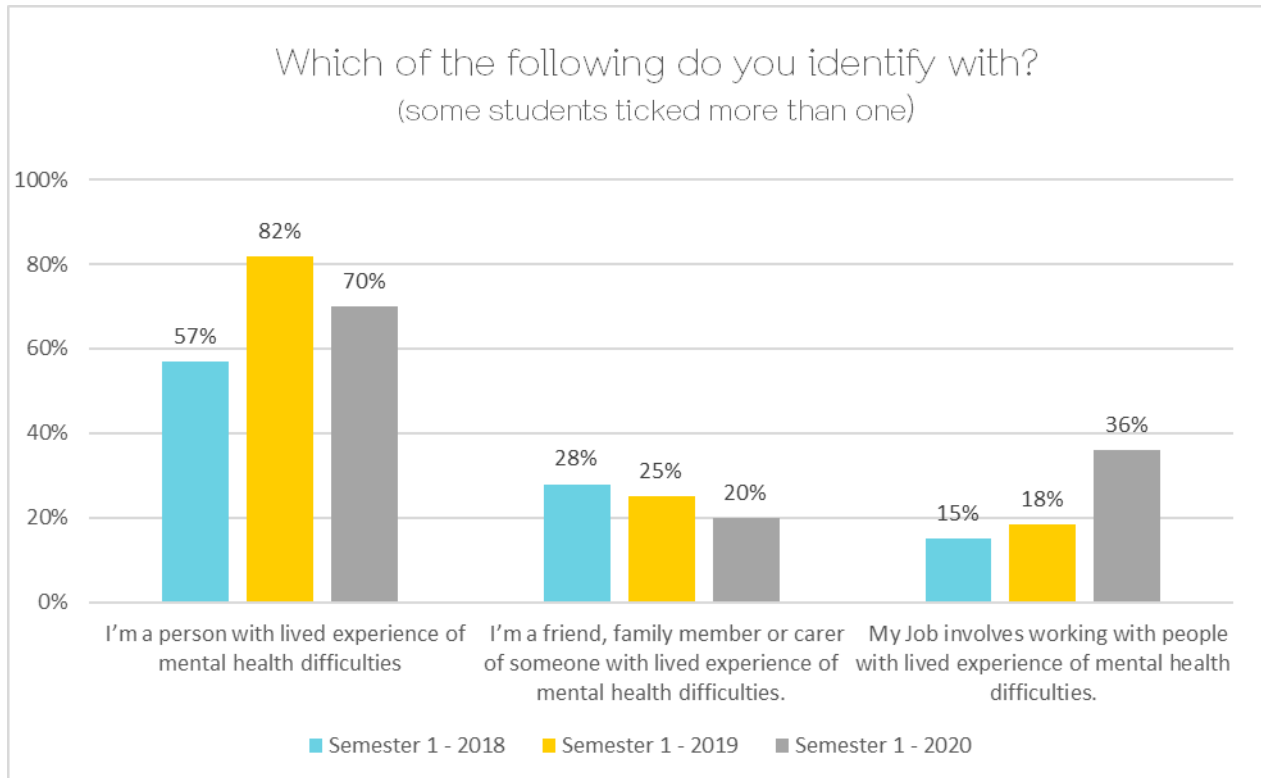
Trainers

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 2020	90%	90%	90%	90%	90%	90%	90%
Autumn 2019	100%	100%	100%	95%	95%	95%	95%
Summer 2019	100%	100%	100%	100%	90%	85%	100%
Spring 2019	100%	100%	100%	100%	100%	100%	100%
Average							

Demographics

Of the 69 students who attended our courses, 69 completed a demographic form⁸, our students identified with our service criteria in the following ways:

Comparing the figures over the last three years (2018-present), semester one as slowing seeing a decrease in carers attending the courses and an increase in professionals.

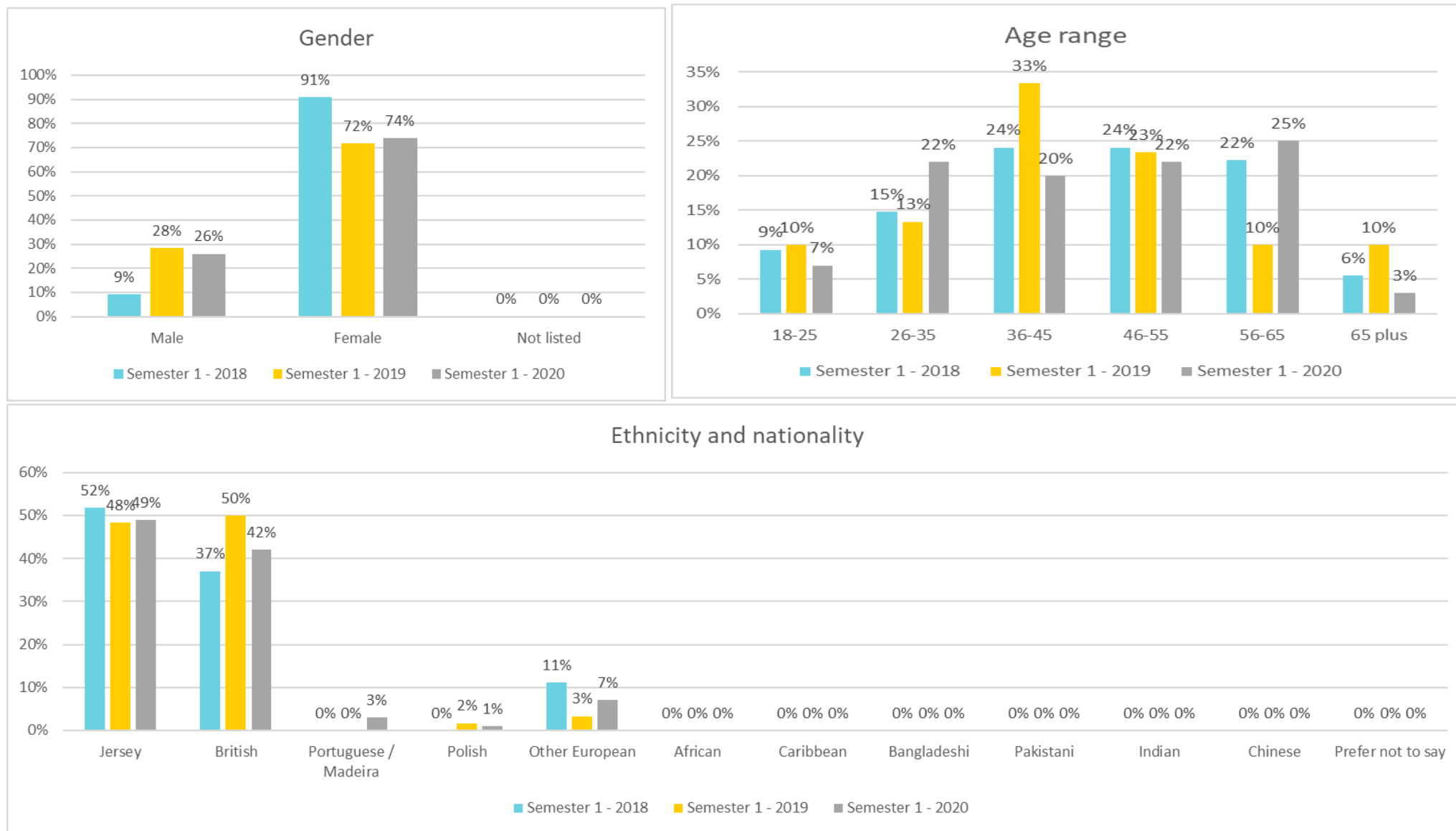


Of the 69 people who completed a demographic form the demographic split was:

- **Gender:** 26% male / 74% female / 0% not listed
- **Age:** majority aged 26-65 (89%), 7% students were 18-25 and 3% were over 65 plus. The age groups between 26-65 are between 20-25%.
- **Ethnicity / Nationality:** 91% of students identified as being British or Jersey, 7% of 'other European' students, 3% were Portuguese/Madeira, which is an increase from previous semesters and 1% polish.

⁸ 109 students attended a course completed a demographic form; some students completed a form more than once.

Spring 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.⁹

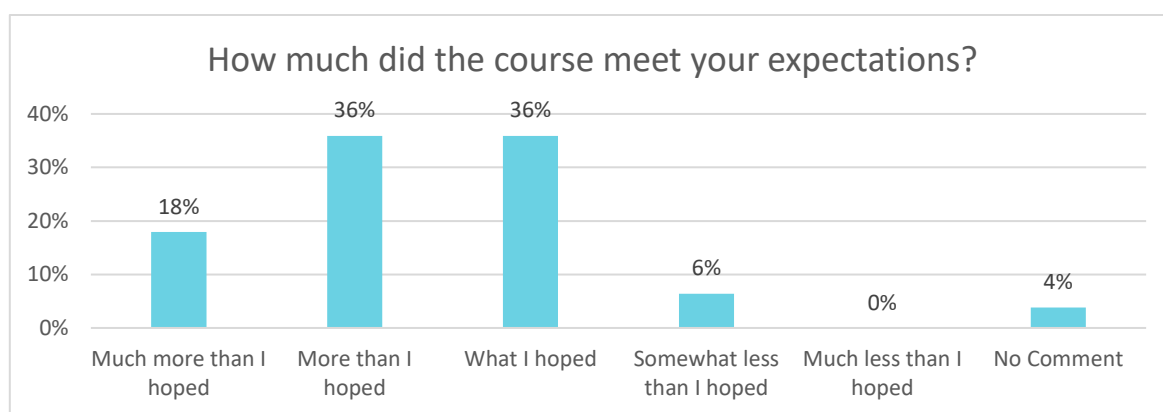
Student satisfaction – Quality of service

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

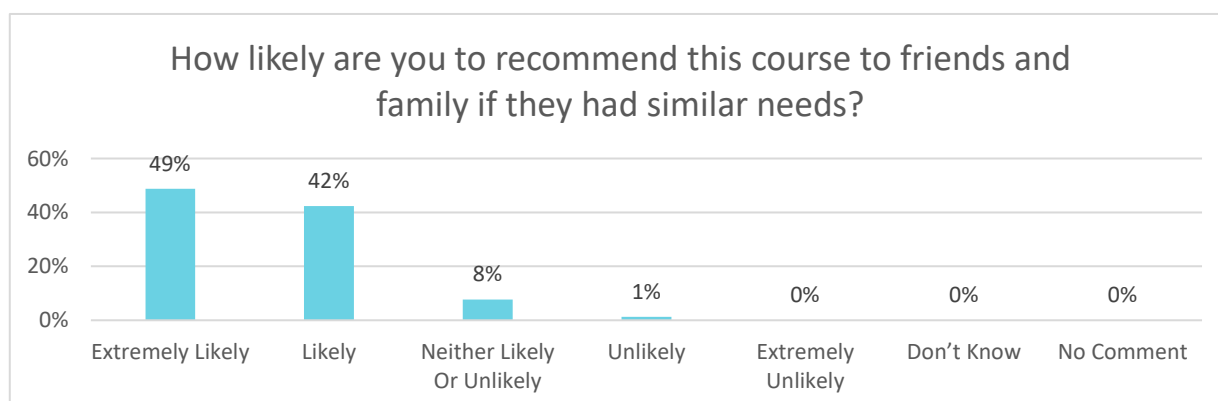
- How much did the course meet your expectations?
- How likely are you to recommend this course to family and friends if they have similar needs?

Results:

- 54% of respondents felt their course met expectations 'Much more than I hoped', 'More than I hoped'
- 36% felt their course met expectations with 'What I hoped'.



- 91% of respondents would recommend their course to their family and friends if they had similar needs.



⁹ 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

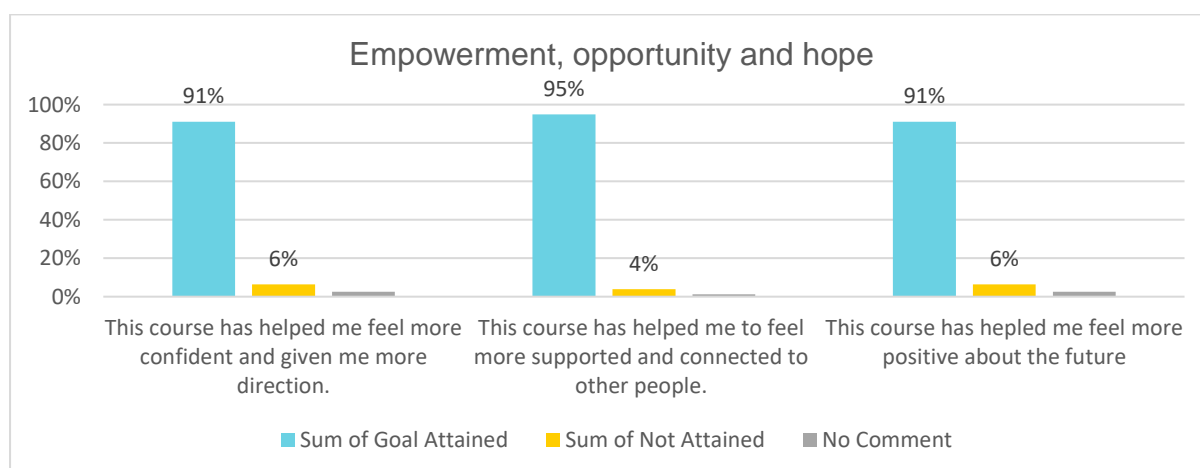
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

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).



“Being able to discuss with other people, understanding and non-judgemental trainers, interesting points and science”.

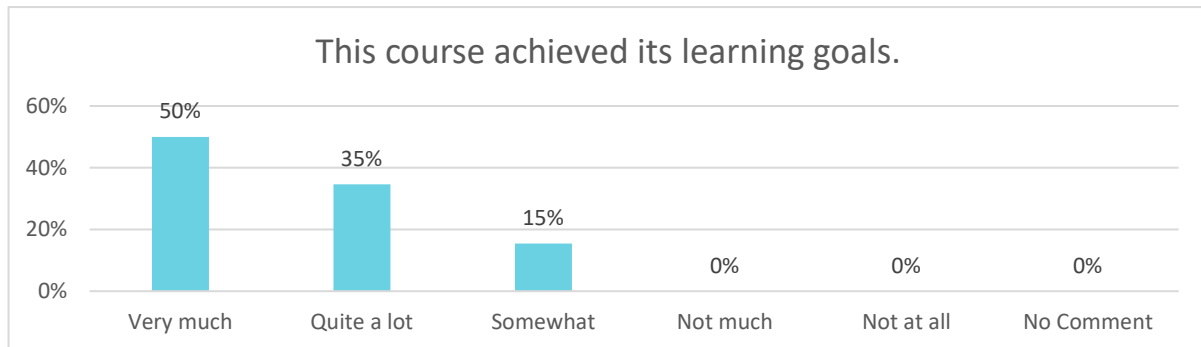
Student, Jersey Recovery College

Measures which show outcomes – course evaluation

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.



"I enjoyed everything, it was mind opening, talking and relating to other people who have had their own individual hardships to deal with was interesting and humbling".

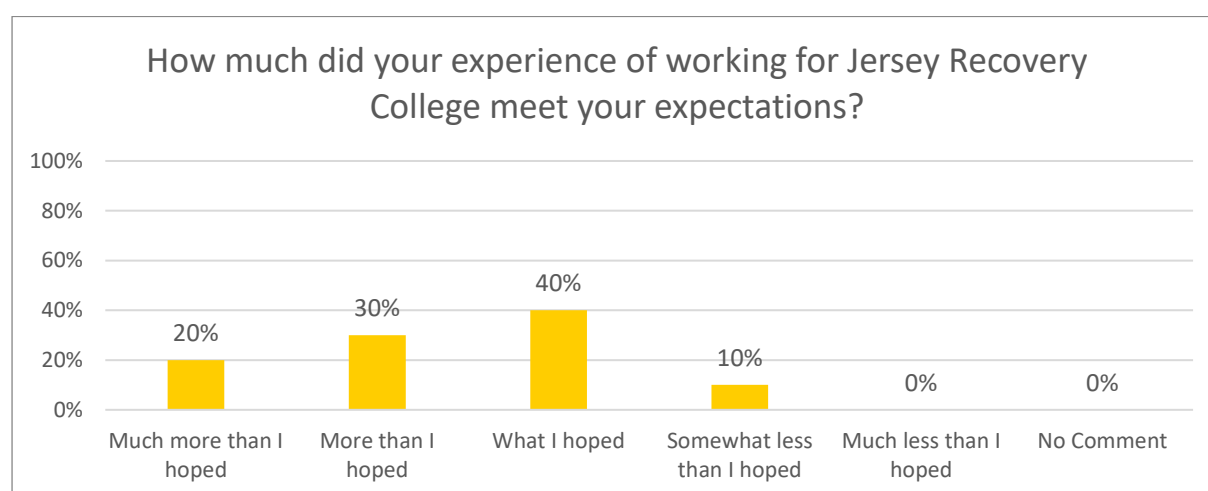
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Trainer Evaluations

JRC had 8 employed Peer Trainers at the beginning of the semester. We re-engaged with three of our existing co-trainers this semester. HCS Adult Mental Health Services, Drug and Alcohol Service, HSC Suicide Prevention and MYA (Mindfulness and Yoga for All Charity) supported us with delivery of our courses.

Experience vs expectations

90% of our trainers felt the experience of working with JRC met their expectations.¹⁰



Trainer's expectations for their courses:

- 'To help people to learn about recovery and inspire them to investigate further.'
- 'Helping aid the recovery of others whilst keeping myself on the right path'.
- 'Better understanding of training design and more confidence in delivering training.'
- 'Fulfilment from helping others'.

Central support and training

The central team continued to support all trainers with logistics, student management, course development. 90% of the trainers felt they were satisfied by the level of support they received from the central team.¹¹

Continued engagement with JRC

90% of the trainers said they were likely to continue working with JRC and would recommend their peer working with JRC.¹²

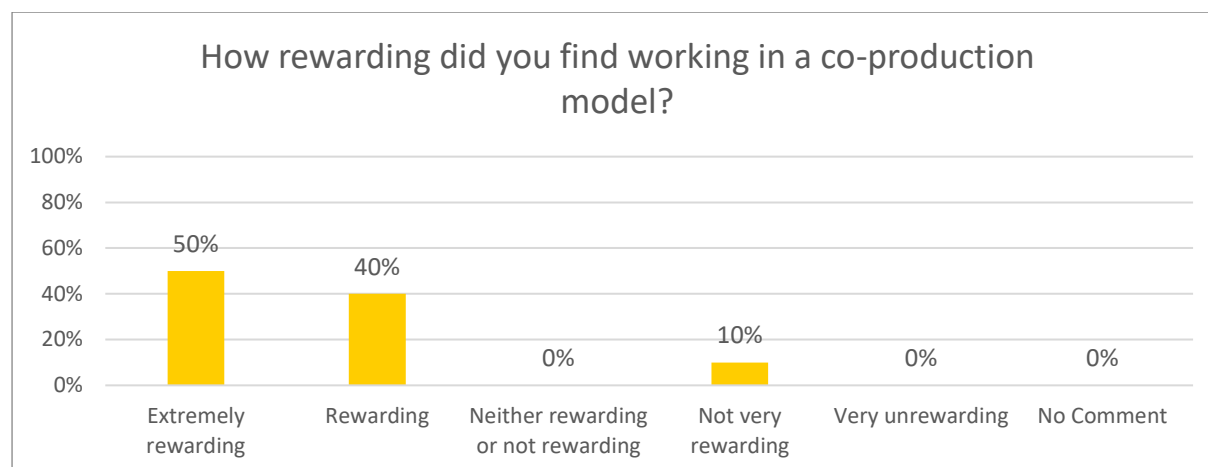
¹⁰ Answering 'Much more than I hoped', 'More than I hoped' or 'What I hoped'.

¹¹ Answering 'very satisfied', 'quite satisfied' and 'somewhat satisfied'.

¹² Answering 'Extremely likely' or 'Likely'.

Working in a co-production model

90% of our trainers found working in a co-production model 'Extremely rewarding' or 'rewarding'.



Trainers comments on co-production:

'Enjoyed developing the course with my training partner'.

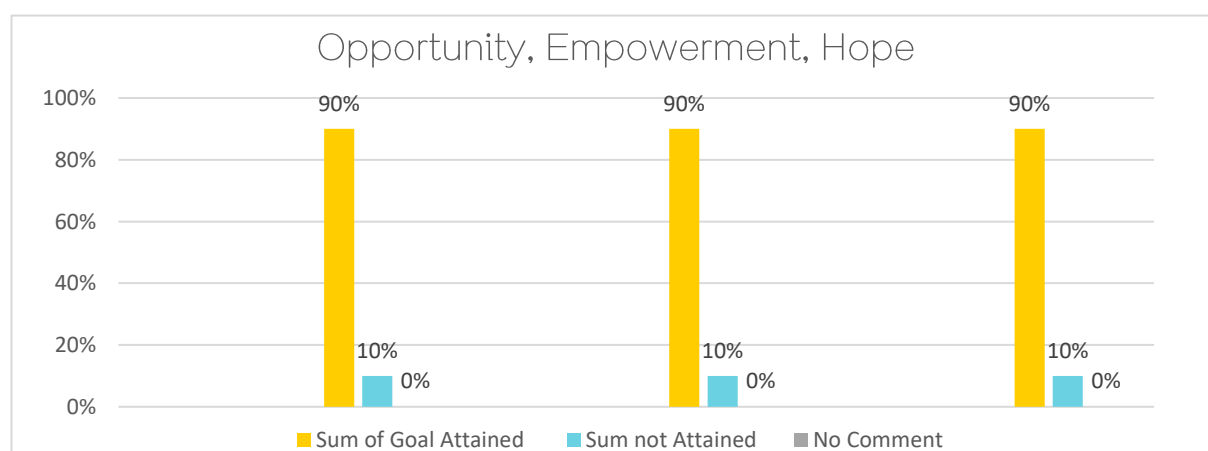
'Wish it was used everywhere'.

Personal and professional development

On average, 90% 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).¹³

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)



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

Operations update

Resourcing

Last year our focus has been to strengthen our team with enough capacity to absorb absence due to illness. In 2020 our focus was on fundraising.

An advert was placed for a fundraiser and the successful candidate was to join the team in April. With the pandemic, we had to withdraw the offer due to funding.

Two peer trainers resigned from their position with JRC. We were due to introduce a new peer trainer to the team to assist with the Mental Health at Work programme we were producing, due to the pandemic, we had to withdraw the offer as the programme was cancelled for the foreseeable future.

Communications, outreach and extra-curricular activities

The following extra-curricular activities have been put on hold.

Mental Health at Work programme – working with Ports of Jersey

Recovery Transformation Project – working with HCS and Orchard House

Awareful produced some meditation events as part of 'Winter of Wellbeing' with any donations for the college.

We also were the beneficiaries of the Leadership Jersey event in February where Beth Moore, JRC's Executive Officer, announced the Mental Health at Work programme.

JRC Spring Semester SLA KPI tracker

20th January to 15th April 2020

Indicator	Threshold	Source of Data	Result
Measures for Activity (how many)			
Number of courses planned vs course delivered	Above 70%	Teaching records	63% 16 courses planned (14 separate courses, 2 repeated courses), 10 delivered (2 repeated). Due to the coronavirus we cancelled five courses.
Number of applications received vs number of places offered	No benchmark	Enrolment records	92% of applicants were offered a place on a course. We were unable to provide alternatives for the remaining students. We received 329 applications from 138 individual students. Of those students, 127 students accepted our offer of a place on a course and were enrolled. 69 students were enrolled on more than one course.
Average student attendance for each course	Above 60%	Attendance records	Single session courses: 71 out of the 92 individual students enrolled on one or more single session courses attended. An attendance record of 72%. Multi-session courses: There was 79% 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 25% 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	8 Peer Trainers (two peer trainers resigned from the college during the spring semester)

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>) 90% satisfaction.</p> <p>How likely are you to recommend this course to friends and family? (<i>Extremely likely / likely</i>) 91% 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>) 90% 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>) 90% satisfaction</p> <p>How satisfied were you by the training and induction provided to you by JRC? (<i>Very satisfied / Quite satisfied</i>) 90% satisfaction</p> <p>How likely are you to recommend working with JRC to colleagues, friends and family? (<i>Extremely likely / likely</i>) 90% satisfaction</p> <p>How likely are you to continue working with JRC? (<i>Extremely likely / likely</i>) 90% 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 2020 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. 91% attained / 6% not attained / 3% no comment</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 95% attained / 4% not attained / 1% no comment</p> <p>Goal – Hope This course has helped me feel more positive about the future 91% attained / 6% not attained / 3% 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 2020 report

JRC spring semester course details [delivered courses]

20th January to 15th April 2020

Course title	Trainers	Synopsis	Duration
What is Recovery?	Ronan Benson, Clinical and Wellbeing Lead, JRC Ian Baudains, Peer Trainer, JRC	This module is the first of four where we will be looking at describing recovery principles, what helps in Recovery and evaluating what recovery means for ourselves. This course has been designed to aid a better understanding of recovery and what is available to all our students.	1 x 3-hours session
Goal Setting in Recovery	Kevin Proctor, Peer Trainer, JRC Ronan Benson, Clinical and Wellbeing Lead, JRC	This module is the second of four where we will be explaining Maslow's Hierarchy of Needs, introducing you to SMART principles, identify your personal needs and creating a personalised SMART plan based on Maslow's Hierarchy of Needs. This course has been designed as an interactive workshop to aid with goal settings in everyday life.	1 x 2-hours session
Resilience and Wellbeing	Kevin Proctor, Peer Trainer, JRC Ronan Benson, Clinical and Wellbeing 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-hours session
Steps to Recovery	Holly Benning, Peer Trainer, JRC Ronan Benson, Clinical and Wellbeing Lead, JRC	This is our final module where we will be looking at how to keep yourself well, how to recognise when you are not well and what you can do in times of difficulty. You will learn how to maintain your recovery with a personalised action plan for everyday life.	1 x 3-hours session

Balanced Living for Beginners	Alex Black, Peer Trainer, 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-hours sessions
Understanding and Managing Anxiety	Louise Clark, Peer Trainer, JRC Ronan Benson, Clinical and Wellbeing 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-hours sessions
Introduction to Gentle Yoga	Louise Clark, Peer Trainer, JRC Carolyn Coverley, Mindfulness and Yoga Teacher, Mindfulness and Yoga for All (MYA)	This will be a gentle introduction to the practice of yoga. The course will include some breathing practices, yoga poses and relaxation. This will involve gentle movement based on stretch and developing flexibility and does not require any previous experience. The aim of the course is to provide a space where students can focus on their own needs, relax and develop greater mindfulness of body and breath.	6 x 1-hour sessions
Living with Depression	Alex Black, Peer Trainer, JRC Ronan Benson, Clinical and Wellbeing Lead, JRC	Depression is the most commonly diagnosed mental health difficulty. We will explore this topic and how it affects our lives. Through individual and small group work will cover what it is, what causes it and strategies to overcome it.	1 x 3-hours session (delivered twice)
Suicide Awareness	Karen Dingle, Peer Trainer, JRC Steve Tumelty, Suicide Prevention Training Officer, GOJ	This session aims to create empathy and challenge stigma by developing understanding of suicidal behaviour. You will know your role in suicide prevention and be able to respond to someone in distress and be able to use the resources provided to know how to seek help.	1 x 2.5-hours session