



Jersey Recovery College Spring 2021 Report



'Thank you so much, it was really helpful, thank you for being here for us in such difficult times.'

Student, Jersey Recovery College

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‘I liked the friendly relaxed and approachable atmosphere, enjoyed being offered a space for everyone to speak if they wanted to. I liked being able to get ideas from other people.’

Student, Jersey Recovery College

Executive summary

Courses

The Spring Semester was delivered from 12th January to 1st April 2021. Following Government guidelines and ensuring staff and students were safe, the curriculum was split with 67% of the courses in the classroom and 33% online. Our classroom sizes were smaller to adhere to 2m social distancing and we were unable to over-subscribe classroom courses to cover any 'no shows' due to venue numbers.

Scheduled vs Delivered

We programmed 18 courses, five to be delivered online and 13 in the classroom. Nine of the courses were multi-session courses with a minimum of two sessions. One course was new to the curriculum.

Overall, we delivered 15 of the 18 scheduled courses. Due to COVID restrictions, some of our courses were rescheduled until later in the semester, three courses were moved online, two courses were postponed to the Summer semester and one course was cancelled¹. 47% of the courses were delivered online until restrictions reduced later in the semester.

Course	Number of sessions	Online/Classroom	Status
Understanding and Managing Fear and Stress	1	Classroom	Delivered
Understanding Sleep	2	Classroom	Delivered
Essential Oils for Wellbeing <i>*NEW*</i>	2	Classroom	Delivered
Immunity for Wellbeing	1	Classroom	Delivered
Introduction to Mindfulness	6	Online	Delivered
Understanding and Managing Fear and Stress	2	Online	Delivered
Understanding and Managing Anxiety	4	Online	Delivered
Understanding Sleep	2	Online	Delivered
Balanced Living for Beginners	6	Moved to online	Delivered
What is Recovery?	1	Moved to online	Delivered
Goal Setting in Recovery	1	Moved to online	Delivered
Resilience and Wellbeing	1	Classroom	Delivered
Steps to Recovery	1	Classroom	Delivered
Introduction to Co-Production	1	Classroom	Delivered
Living with Depression	1	Classroom	Delivered
Living with Depression	1	Online	Cancelled
Introduction to Gentle Yoga	6	Classroom	Postponed to Summer
Understanding and Managing Anxiety	3	Classroom	Postponed to Summer

Our delivery partners were:

- Child and Adolescent Mental Health Service
- Mindfulness and Yoga for All Charity (MYA)
- HCS Drug and Alcohol Service
- LV / Listening Lounge
- Mind Jersey

HCS/Government delivered 25% and other organisations delivered 39% of the courses with our peer trainers. JRC delivered the remaining 33%.

¹ One course was postponed to the Summer Semester due to unforeseen circumstances; one course was postponed to the Summer Semester due to COVID restrictions and one course was cancelled due to low registrations. All students were transferred to the new dates.

Attendance

- 72 individual students enrolled on courses.
- 87% average attendance on single session courses.²
- 82% average attendance on multi-session courses.³
- 83% average attendance of students attending more than 50% of the multi-session courses.
- 53% of the students were new to the college which has increased by 9% from last semester.

This semester was delivered in a similar way to the Autumn 2020 Semester, we had a split the curriculum to be delivered online and in the classroom. The number of students attending one-off sessions in the Spring Semester increased by 2% and multi-session courses by 6%.

The students attending with mental health difficulties have decreased by 5% in the last three semesters and the professionals who support them have increased by 9%.

Satisfaction levels

- 97% of students stated the course they attended met or exceeded their expectations.⁴
- 98% of students would recommend JRC to their family and friends.⁵
- 94% of trainers would work with us again.
- 100% of trainers would recommend working with us to their peers.

These high satisfaction figures are consistent with previous semesters, particularly over the last year when the island was in lockdown and we moved our courses online.

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

Some students commented that they were feeling disconnected when attending courses online, since programming courses in the classroom there has been an increase of students feeling more connected to other people and 4% of students feel more positive for the future.

"I enjoyed the content and the group discussions and gained some tips and ideas to support recovery. The trainers were really informative and spoke about their personal experiences which really helped. The course itself actually went really fast and it did not seem like 3 hours."

Student, Jersey Recovery College

² Based on one virtual course and four 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:

- 77 individual students applied to attend our courses.
- 72 individual students (94%) were offered a place on a course the remaining 6% were placed on the waiting list.
- 30 of the students were enrolled on more than one course.

Average student attendance:

- 87% average attendance on our single session courses.
- 82% average attendance on our multi-session courses.⁸
- 83% average attendance of students attending more than 50% of the multi-session courses.
- 13% average drop-out rate for students attending a single session course (these are no shows).
- 5% average drop-out rate for students attending multi-session courses.⁹

Course Enrolments

Semesters	Course Enrolments	No. of New Students	% of New Students
Spring 2021	127	41	53%
Autumn 2020	167	37	44%
Summer 2020	163	57	62%
Spring 2020	329	17	12%

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 2021	27%	13%	15%	12%	5%	83%
Autumn 2020	16%	15%	20%	16%	13%	71%
Summer 2020	0%	67%	13%	25%	3%	72%
Spring 2020	14%	28%	21%	27%	21%	52%
Average						

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 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 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%
Spring 2020	16	2	5	100%	90%	91%	72%	79%
Average								

Students

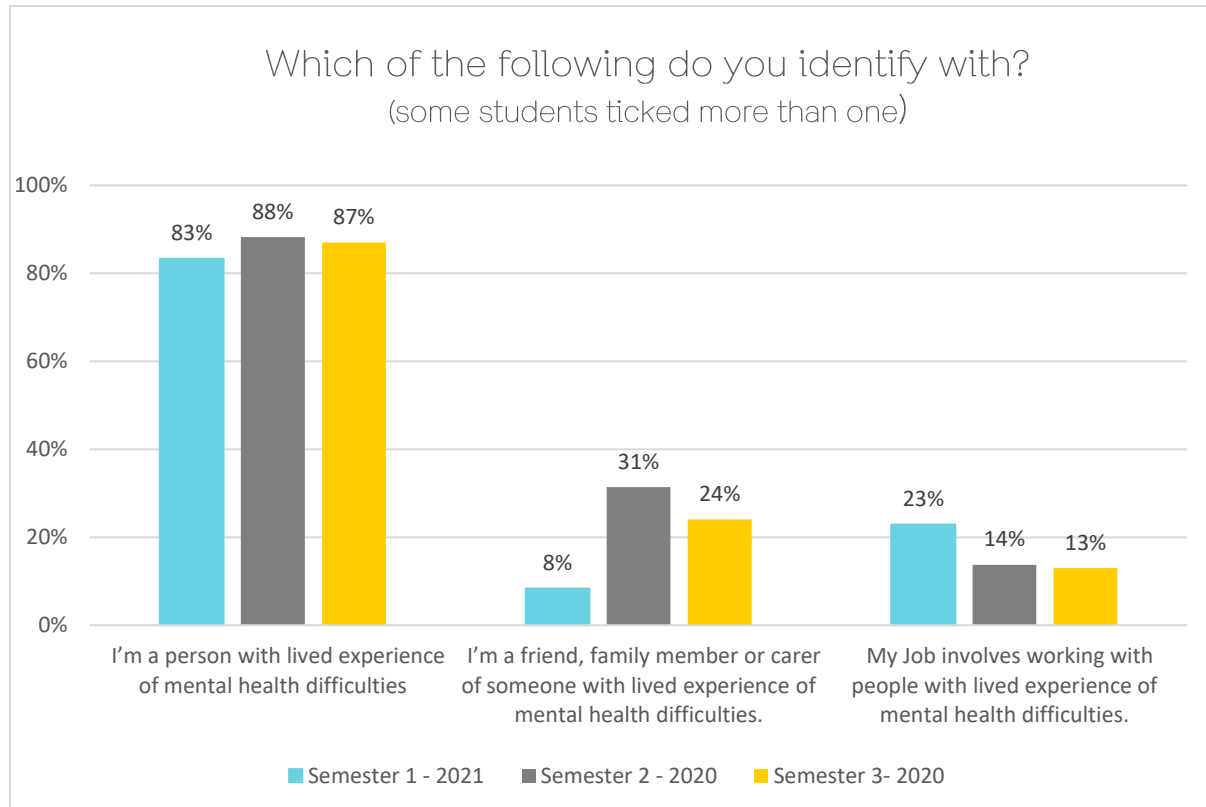
Semesters	Enrolments			When asked how much a course has		
	All Enrolments	Enrolled for more than one course	No. of places filled across curriculum	helped me feel more confident and given me more direction	helped me to feel more supported and connected to other people	helped me feel more positive for the future
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		
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%
Spring 2020	90%	90%	90%	90%	90%	90%	90%
Average							

Demographics

Of the 49 students who attended our courses, 48 completed a demographic form, our students identified with our service criteria in the following ways:



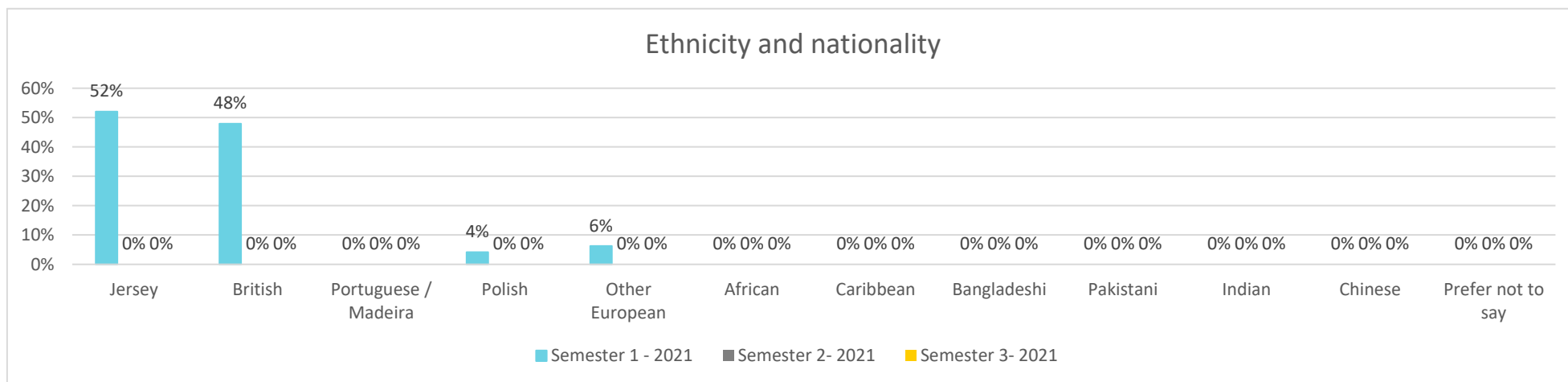
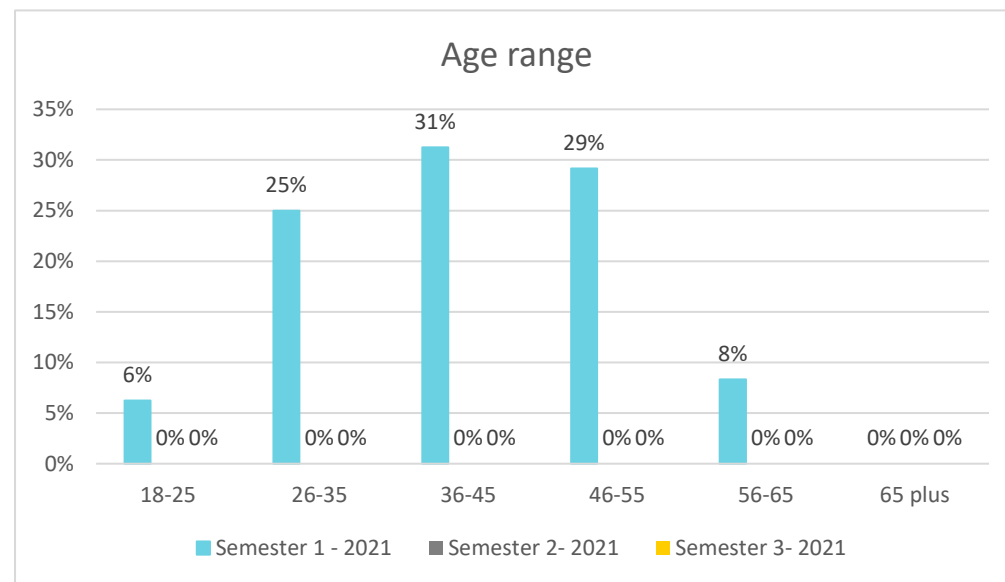
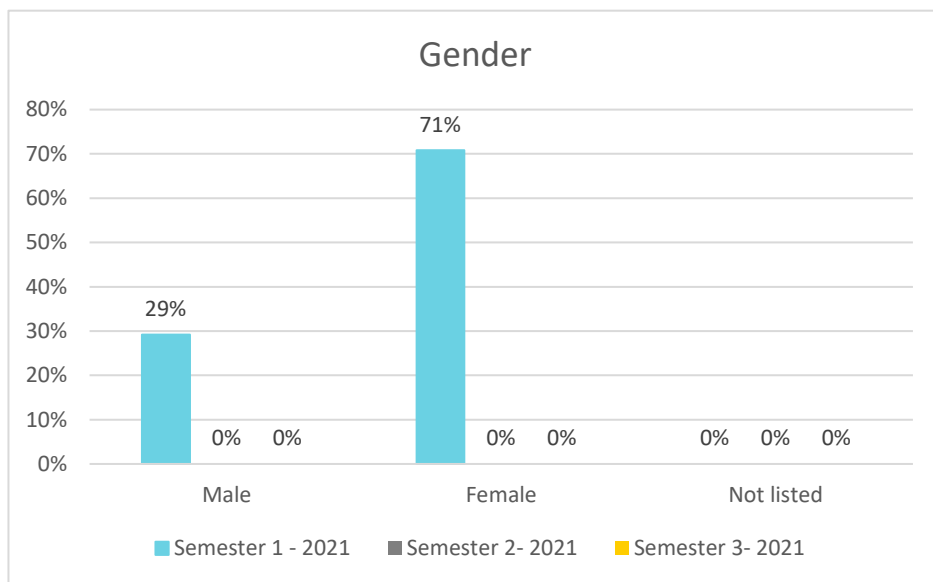
Compared to the Summer and Autumn Semesters in 2020, the students attending with mental health difficulties have decreased by 5% in the last three semesters. The professionals who support people with lived experience has increased by 9% over the same time.

Of the 48 people who completed a demographic form the demographic split was:

- **Gender:** 29% male, an increase by 8% from last semester / 71% female / 0% not listed.
- **Age:** the majority of students were aged 26-55, there was an increase of 8% aged 26-35, 5% in 36-45 and 3% in 46-55. There was a decrease in the 18-25 age group to 6% and 8% of students were aged 56-65, there were no students aged 65 plus.
- **Ethnicity / Nationality¹⁰:** 100% of students identified as being British or Jersey, 6% 'other European' and an increase of Polish students to 4%.

¹⁰ Some students tick more than one box

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 59 evaluation forms, representing 79% of eligible students.¹¹

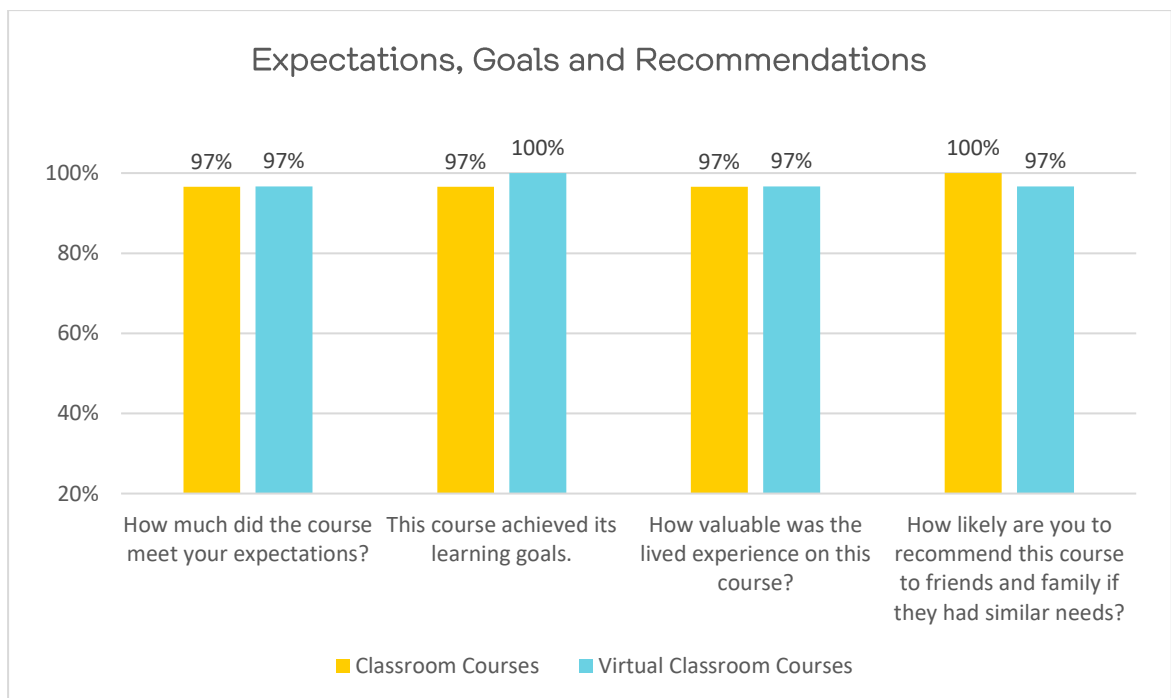
Student satisfaction – Quality of service

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:

- 70% of respondents felt their course met expectations 'Much more than I hoped', 'More than I hoped'. 27% answered 'What I hoped'.
- 99% of respondents felt their course met its learning objectives¹².
- 87% of respondents said the lived experience shared on the courses was valuable by answering 'very much' and 'quite a lot', 10% answered 'somewhat'.
- 99% 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 online or in the classroom.

¹² Answering 'very much', 'quite a lot' or 'somewhat'.

Measures which show outcomes – Student self-reported goal attainment

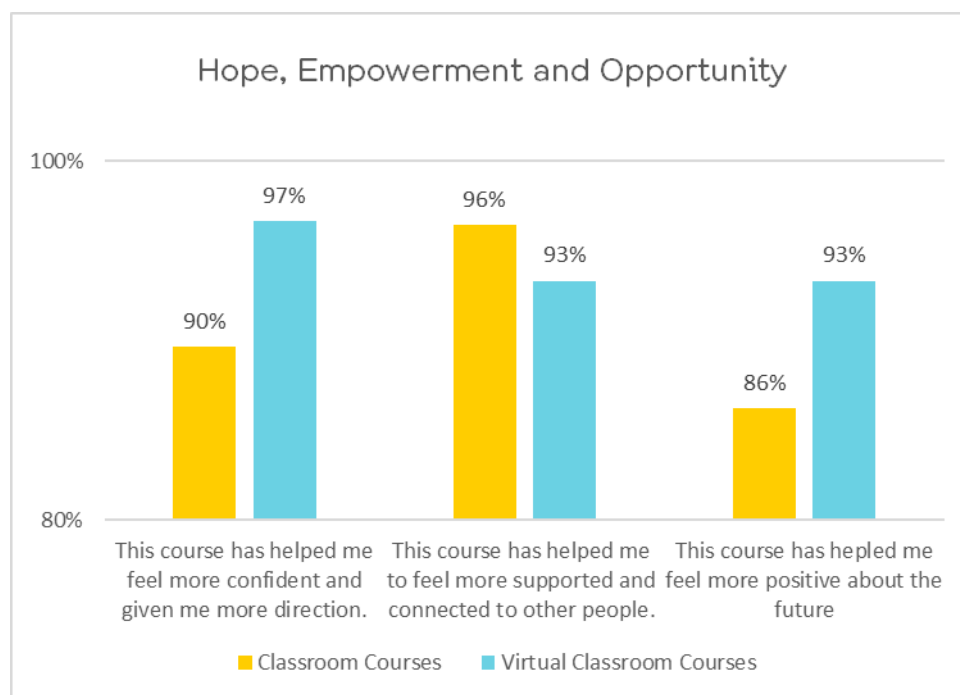
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

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 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 enjoyed the interaction with others and hearing about other peoples issues. I also enjoyed the meditation aspects and learning techniques to help me understand why I feel the way I do..'

Student, Jersey Recovery College

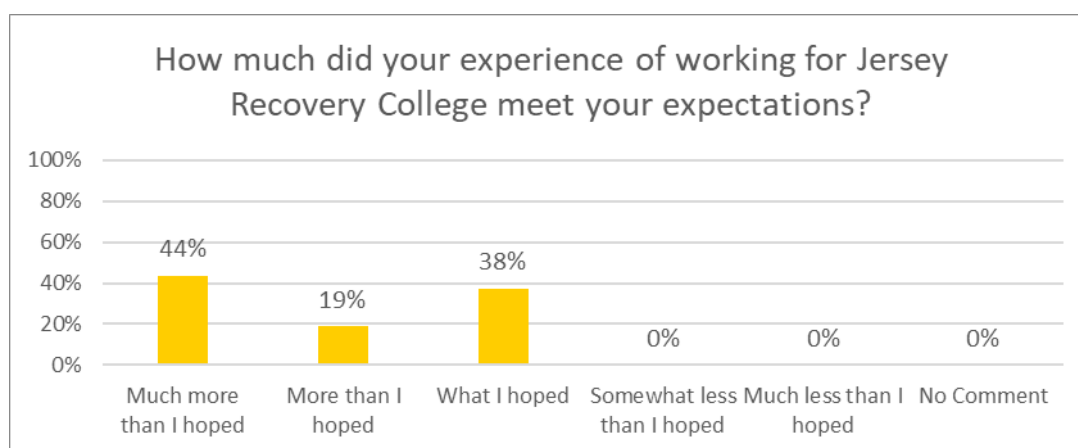
Trainer Evaluations

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 LV/Listening Lounge and Mind Jersey, 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 62% of forms back.

Experience vs expectations

100% of our trainers felt the experience of working with JRC met their expectations.¹³



Trainer's expectations for their courses:

'Learning about mental health recovery, in order to improve my knowledge and improve my own life. Have a sense of connection with students. Use my recovery journey to help others.'

'The opportunity to improve my performance in courses and appear more confident and knowledgeable.'

'Experience working with other people/ new co-trainers and trying a variety of courses.'

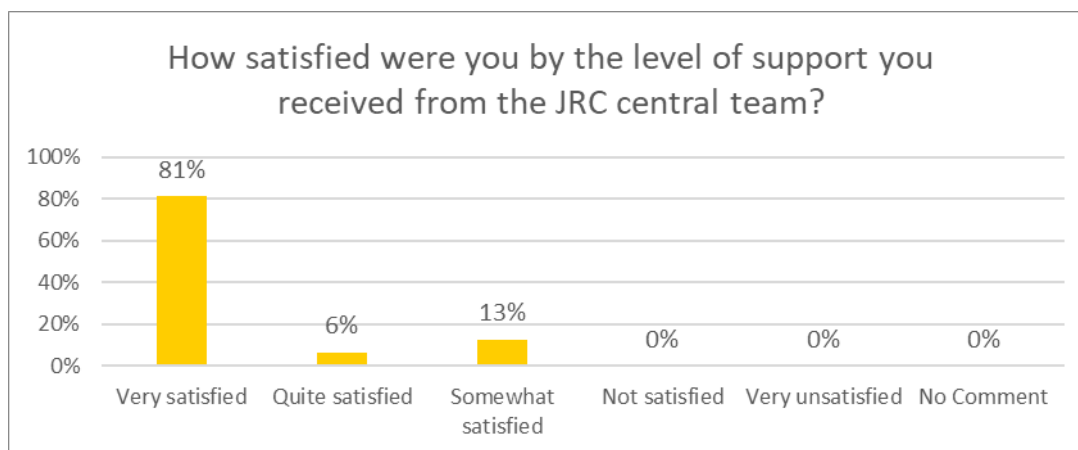
'To connect with other and to share my knowledge of recovery.'

'I was hoping to deliver a clear message and empathise, and to try to show my support for the students.'

¹³ Answering 'Much more than I hoped', 'More than I hoped' or 'What I hoped'.

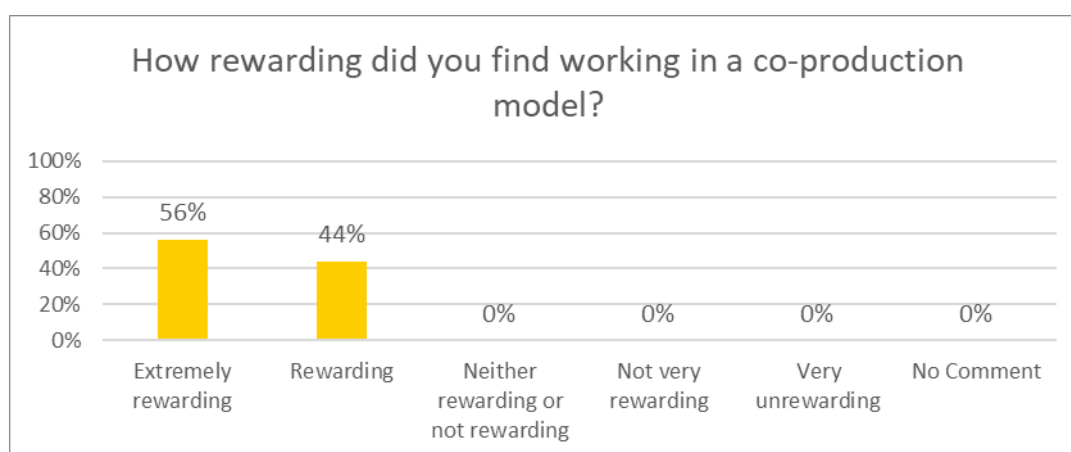
Central support and training

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.¹⁴



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:

'I really enjoyed getting to work with other people - I was a bit worried as I know it can be tricky if you've got personalities and styles which clash but I really got on with the new co-trainers I worked with. It's opened my eyes to some different skills.'

'I feel the co-production model has been very appealing and rewarding to myself to feel inclusive into the college. I have enjoyed working alongside other co trainers, who have all been very kind and supportive , and delivering the courses together on an equal platform.'

'I feel that co-production can work very well in some ways, but it can be a hindrance in others. I also find that the balance of dynamic in co-trainers and peer trainers can be very blurry and that the expectations and training wasn't as effective for the role as I'd hoped it would be.'

¹⁴ Answering 'very satisfied', 'quite satisfied' and 'somewhat satisfied'.

Continued engagement with JRC

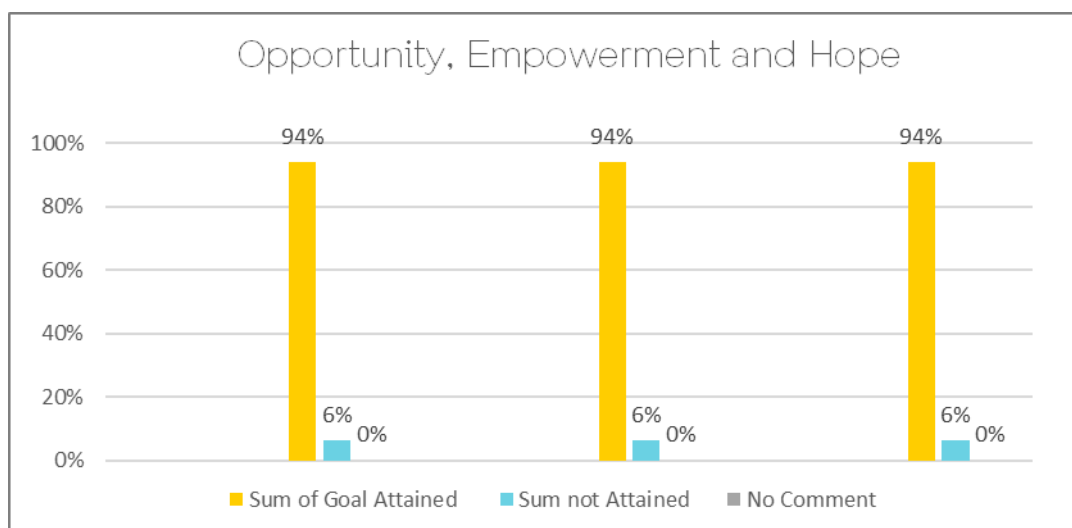
100% of the trainers said they were likely to continue working with JRC and would recommend working with JRC.¹⁵

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)¹⁶.

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 'Extremely likely' or 'Likely'.

¹⁶ Answering 'very much', 'quite a lot' or 'somewhat'.

JRC Spring Semester SLA KPI tracker

12th January to 1st April 2021

Indicator	Threshold	Source of Data	Result
Measures for Activity (how many)			
Number of courses planned vs course delivered	Above 70%	Teaching records	83% 18 courses planned (14 separate courses, 4 repeated courses), 15 delivered (2 repeated). <ul style="list-style-type: none"> One course was postponed to next semester due to unforeseen circumstances. One course was postponed to next semester due to COVID restrictions. One course was cancelled due to one registration. All students were transferred to the new dates.
Number of applications received vs number of places offered	No benchmark	Enrolment records	94% of applicants were offered a place on a course. We received 123 applications from 77 individual students. Of those students, 72 students accepted our offer of a place on a course and were enrolled. 30 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 87%. Multi-session courses: There was 82% 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 13% 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 5% average drop-out on multi-session courses.
Capturing demographic details of students	80 % completion on enrolment	Enrolment records	98% 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>) 97% satisfaction.</p> <p>How likely are you to recommend this course to friends and family? (<i>Extremely likely / likely</i>) 98% 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>) 94% 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>) 94% 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. 93% attained / 7% not attained / 0% no comment</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 95% attained / 5% not attained / 0% no comment</p> <p>Goal – Hope This course has helped me feel more positive about the future 90% attained / 10% 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 Spring Semester course details [delivered courses]

12th January to 1st April 2021

Course title	Trainers	Synopsis	Duration
What is Recovery?	Liana Summers-Shaw, Peer Trainer, JRC Lisa Kennedy, Training and Development Lead, LV (Listening Lounge)	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-hour session (online)
Goal Setting in Recovery	Liana Summers-Shaw, Peer Trainer, JRC Lisa Kennedy, Training and Development Lead, LV (Listening Lounge)	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 3-hour session (online)
Resilience and Wellbeing	Liana Summers-Shaw, Peer Trainer, JRC Hugo Forrester, Operations Manager, Mind Jersey	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 (classroom)
Steps to Recovery	Rory Mitchell, Peer Trainer, JRC Ronan Benson, Recovery 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-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.	4 x 1.5-hour sessions (online)
Living with Depression	Simon Irons, Peer Trainer, JRC Ronan Benson, Recovery 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.	2 x 1.5-hour session (online)
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 (online)
Understanding and Managing Fear and Stress	Carrie Wilkinson, Peer Trainer, JRC, Rory Mitchell, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	Stress affects most people at some point in their lives. This course covers the major factors why we believe we are undergoing stress, the effects on our body, mind and daily lives and ways to manage and interrupt the stress response.	2 x 1.5-hour sessions (online) 1 x 3-hour session (classroom)
Immunity and Wellbeing	Kevin Proctor, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	Moving into the colder months we want to empower you with knowledge about how your immune system works and how it responds to seasonal change. We will provide some holistic strategies to taking care of yourself and supporting your immune system.	2 x 1.5-hour sessions (online)

Understanding Sleep	Louise Lancashire, Peer Trainer, JRC Simon Irons, Peer Trainer, JRC Alison Pell, Clinical Nurse Specialist, Neurodevelopment, Nurse Independent Prescriber, Dialectical Behavioural Therapy Practitioner, Child & Adolescent Mental Health Service	This course will outline the basic need we have as humans to sleep and what natural sleep looks like. We will cover the benefits of sleep and the detrimental impact of sleep deprivation on both our physical and mental health. The course hopes to offer practical solutions to common sleep difficulties with an easy to follow plan, which students will be invited to evaluate in the second week. We will look at sleep medications and the impact that these can have on our natural sleep cycle, alongside common sleep disorders and signposting students to where they can seek additional support should they suspect these.	2 x 2-hour sessions (online) 2 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)
Balanced Living for Beginners	Rory Mitchel, Peer Trainer, JRC Luke Shobbrook, Counselling Psychologist, Drug and Alcohol Service	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 difficulties.	6 x 2-hours sessions (online)
Essential Oils for Wellbeing	Kevin Proctor, Peer Trainer, JRC Caroyln Coverley, Mindfulness and Yoga Teacher, MYA	There is research demonstrating the use of essential oils to improve and maintain mental health. The sense of smell is closely linked to emotions and memory and the sensory experience itself can have an uplifting effect. The course will introduce what essential oils are, how they can support mental wellbeing (including reducing stress, improving sleep, enhance present moment awareness) in a safe and effective way. The course will provide information on how the oils work, what their uses are and how to use them. We will look at a few oils in more detail and invite you to explore a couple of selected oils.	2 x 2-hours sessions (classroom)