



# Jersey Recovery College

Hope · Empowerment · Opportunity



## Summer 'virtual' Semester 2020

Activity Report  
April – July 2020

'I enjoyed the discussions with course attendees and course leaders: new insights, hope and self-belief.

Before the course recovery seemed so big, distant, and daunting. Through the exercises and activities, it now seems more attainable. Recovery has been broken down into manageable chunks. I feel I now have some building blocks and tools to work with'.

. Student, Jersey Recovery College

## Contents

<u>Executive Summary</u>	Pg. 3
<u>Student enrolment and attendance</u>	Pg. 4
<u>At a glance</u>	Pg. 5
<u>Demographics</u>	Pg. 6-7
<u>Student Evaluations</u>	Pg. 8-10
<u>Trainer Evaluations</u>	Pg. 11-12
<u>Operations Update</u>	Pg. 13
<u>SLA KPI tracker</u>	Pg. 14-16
<u>JRC spring semester course details</u>	Pg. 17-18

‘The whole session went well. Everybody is more comfortable, and you can see the positive changes in everyone. People are more confident in sharing, more supportive, today we heard many positive feedback regarding techniques stated in previous lessons. My favourite session so far’.

*Student, Jersey Recovery College*

## Executive summary

### Courses

The Summer Semester was delivered between from 20<sup>th</sup> April to 17<sup>th</sup> July 2020. We appreciated that in the current climate it was more important than ever for the community to have access to mental health and wellbeing support. We worked hard to come up with an alternative learning experience for the students during the challenging climate and we provided courses via a virtual platform called Zoom.

### Scheduled vs Delivered

We programmed 14 virtual courses, including four repeats. 13 of the courses were multi-session courses with a minimum of two sessions.

- What is Recovery?
- Goal Setting in Recovery
- Resilience and Wellbeing (delivered twice)
- Steps to Recovery
- Living with Depression (single session)
- Understanding and Managing Anxiety (delivered twice)
- Balanced Living for Beginners
- Introduction to Mindfulness (delivered twice)
- Understanding and Managing Fear and Stress \*NEW\* (delivered three times)

Our delivery partners were:

- HCS Drug and Alcohol Services
- Mindfulness and Yoga for All Charity (MYA)

### Attendance

- 91 individual students enrolled on courses.
- 33% average attendance on single session courses.<sup>1</sup>
- 86% average attendance on multi-session courses.<sup>2</sup>
- 72% average attendance of students attending more than 50% of the multi-session courses.
- 62% of the students were new to the college.

### Satisfaction levels

- 95% of students stated the course they attended met or exceeded their expectations.<sup>3</sup>
- 95% of students would recommend JRC to their family and friends.<sup>4</sup>
- 100% Trainers would work with us again and would recommend working with us to their peers.

### Impact

- 91% of students felt that attending a JRC course increased their positivity for the future (hope), confidence and direction (empowerment) and connection with others (opportunity).<sup>5</sup>

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<sup>1</sup> We only ran one single session course, *Living with Depression*, this statistic reflects the fact that of the 9 booked students, only 3 attended.

<sup>2</sup> Defined by students attending at least one session on a multi-session course.

<sup>3</sup> Answering 'Much more than I hoped', 'More than I hoped' and 'What I hoped'.

<sup>4</sup> Answering 'Extremely Likely' and 'Likely'.

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

- 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),<sup>6</sup>

## Student enrolment and attendance

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

- 91 individual students applied to attend our courses.
- 90 individual students (99%) were offered a place on a course the remaining 1% were placed on the waiting list.
- 40 of the students were enrolled on more than one course.

### Average student attendance:

- 33% average attendance on our single session courses (based on one course).
- 86% average attendance on our multi-session courses.<sup>7</sup>
- 72% average attendance of students attending more than 50% of the multi-session courses.
- 67% average drop-out rate for students attending a single session course (these are no shows).
- 3% average drop-out rate for students attending multi-session courses.<sup>8</sup>

## 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 2020	0%	67%	13%	25%	3%	72%
Spring 2020	14%	28%	21%	27%	21%	52%
Autumn 2019	46%	24%	37%	34%	11%	55%

<sup>6</sup> Answering 'Very much', 'quite a lot' or 'somewhat'.

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

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

## At a Glance

### Courses

Semesters	Courses			Students Evaluation of the Courses			Attendance	
	No. of different courses	No. courses repeated	No. of courses New	Met Learning objectives	Exceeded or met expectations	Would recommend the course to family/friends	One-off session average attendance	Multi-sessions average attendance
Summer 2020	9	4	9	97%	95%	94%	33%	86%
Spring 2020	16	2	5	100%	90%	91%	72%	79%
Autumn 2019	16	2	9	98%	96%	85%	72%	73%
				Average				

### Students

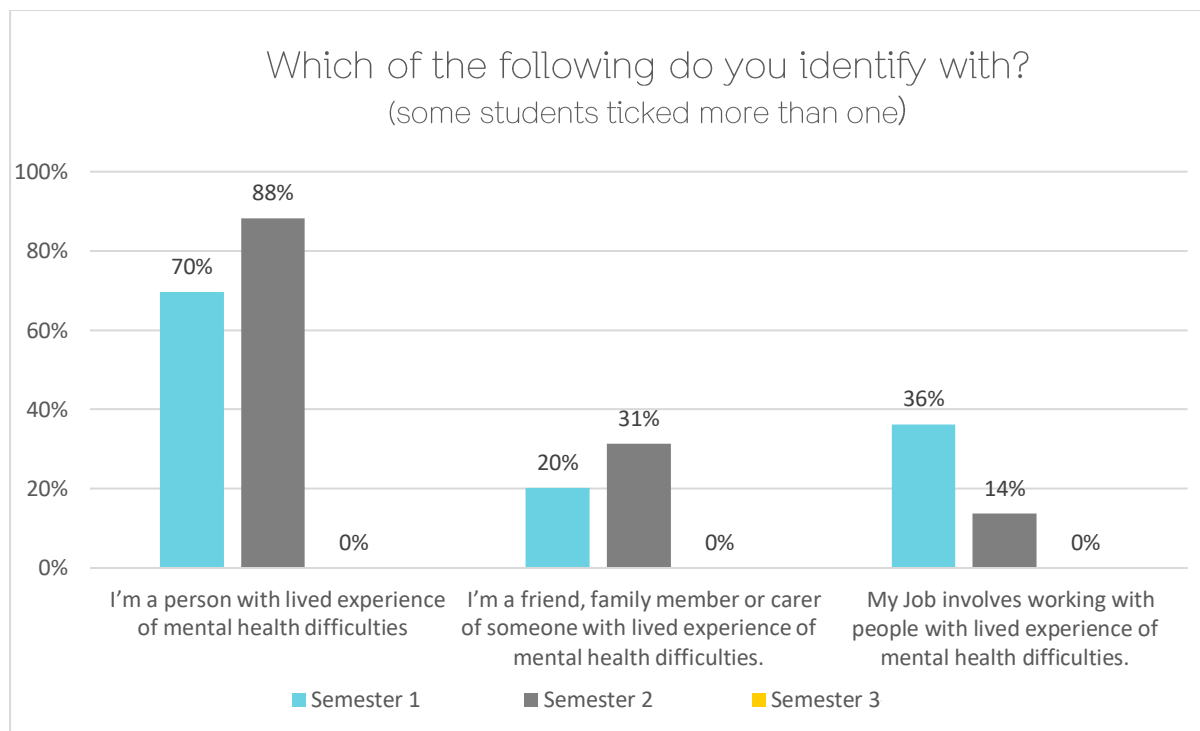
Semesters	Enrolments			When asked how much a course has		
	Students Applied	Enrolled for more than one course	No. of places filled across curriculum	helped me feel more confident and given me more direction	helped me to feel more supported and connected to other people	helped me feel more positive for the future
Summer 2020	91	40	99%	92%	93%	89%
Spring 2020	138	127	92%	91%	95%	91%
Autumn 2019	196	78	79%	92%	93%	89%
				Average		

### Trainers

Semesters	When asked how much a course has						
	Continue working with JRC	Recommend working with JRC	has helped me grow professionally	made me feel more positive about the future	helped me feel more confident	Working in a co-production model	Satisfied with level of training and induction
Summer 2020	100%	100%	100%	100%	95%	95%	100%
Spring 2020	90%	90%	90%	90%	90%	90%	90%
Autumn 2019	100%	100%	100%	95%	95%	95%	95%
Average							

## Demographics

Of the 90 students who attended our courses, 51 completed a demographic form<sup>9</sup>, our students identified with our service criteria in the following ways:



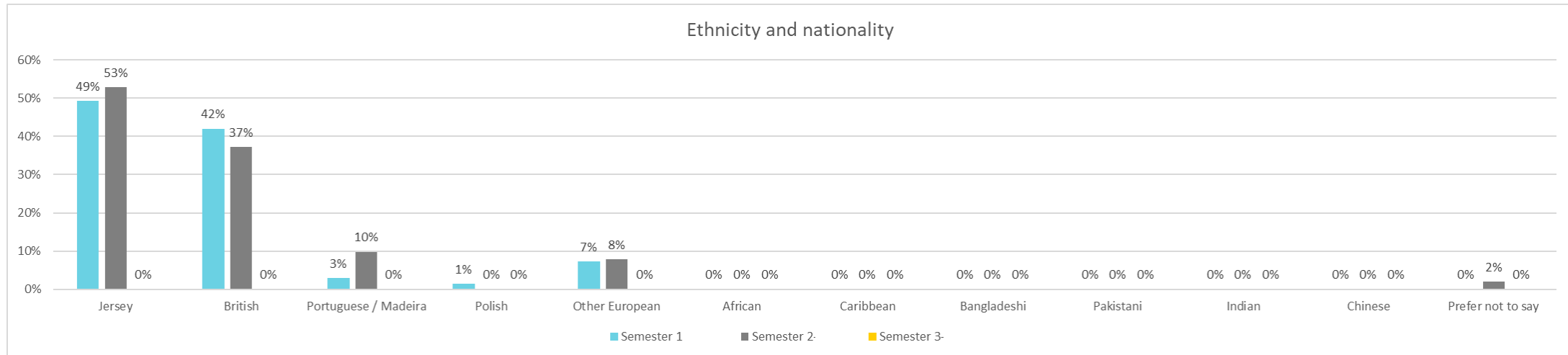
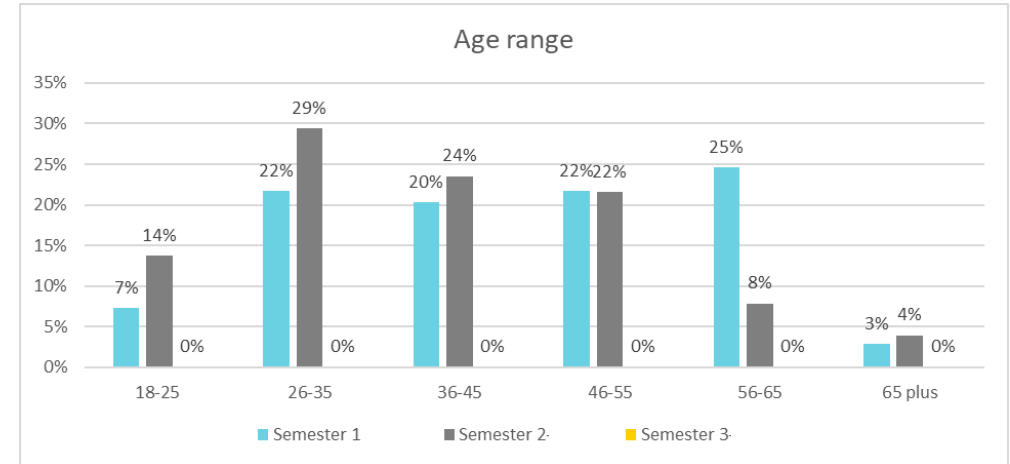
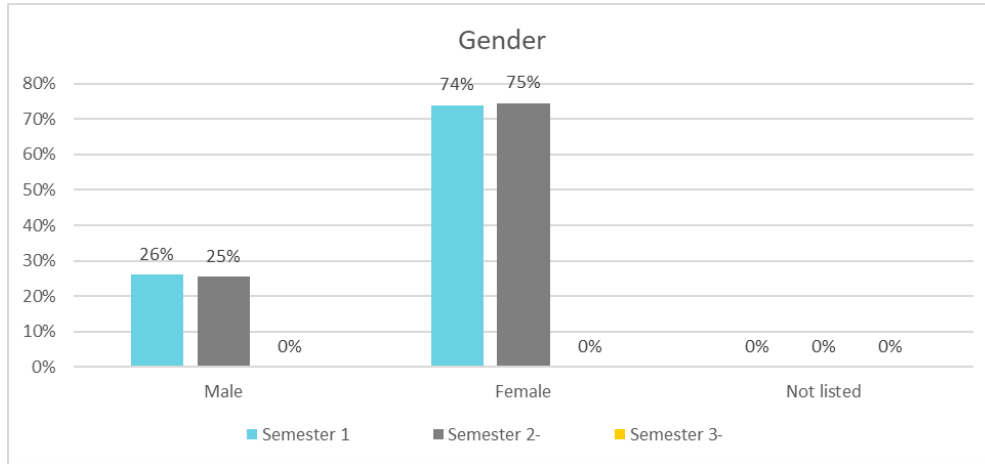
Of the 51 people who completed a demographic form the demographic split was:

- **Gender:** 25% male / 75% female / 0% not listed
- **Age:** majority aged 26-55 (75%), there was an increase in students aged 18-25 to 14% and 12% were over 56 plus.
- **Ethnicity / Nationality<sup>10</sup>:** 90% of students identified as being British or Jersey, 10% were Portuguese/Madeira, 8% of 'other European' students and 2% preferred not to say.

<sup>9</sup> 90 students attended a course completed a demographic form.

<sup>10</sup> 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 61 evaluation forms, representing 60% of eligible students.<sup>11</sup>

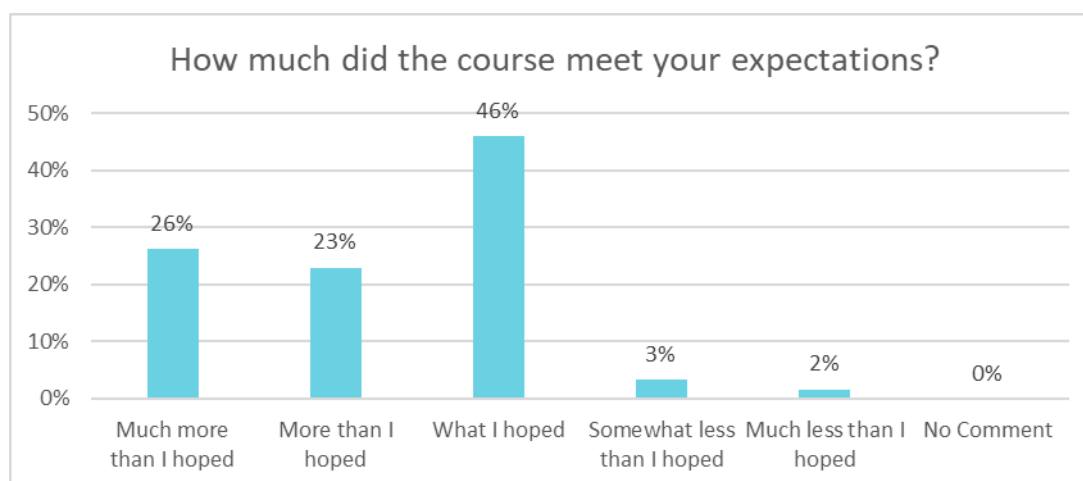
### Student satisfaction – Quality of service

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

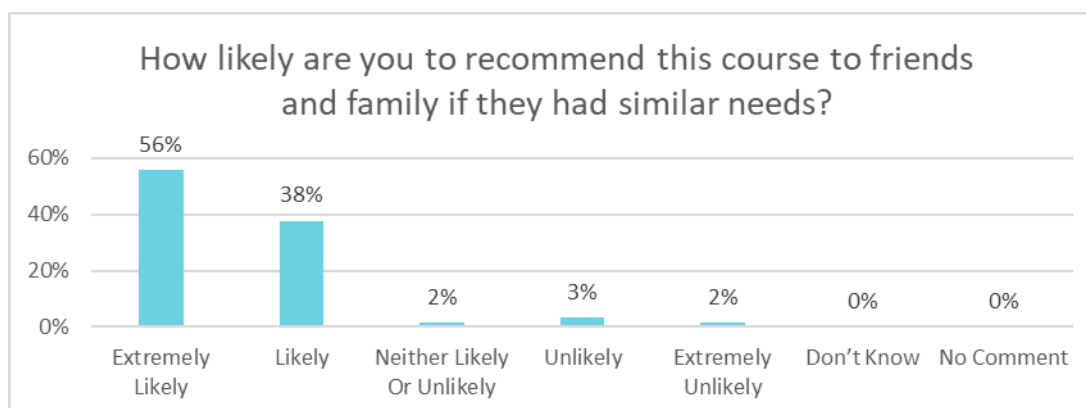
- How much did the course meet your expectations?
- How likely are you to recommend this course to family and friends if they have similar needs?

#### Results:

- 49% of respondents felt their course met expectations ‘Much more than I hoped’, ‘More than I hoped’
- 46% felt their course met expectations with ‘What I hoped’.



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



<sup>11</sup> Eligible students are all those that attended a single session course and those students who completed over 50% of a multi-session course.



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

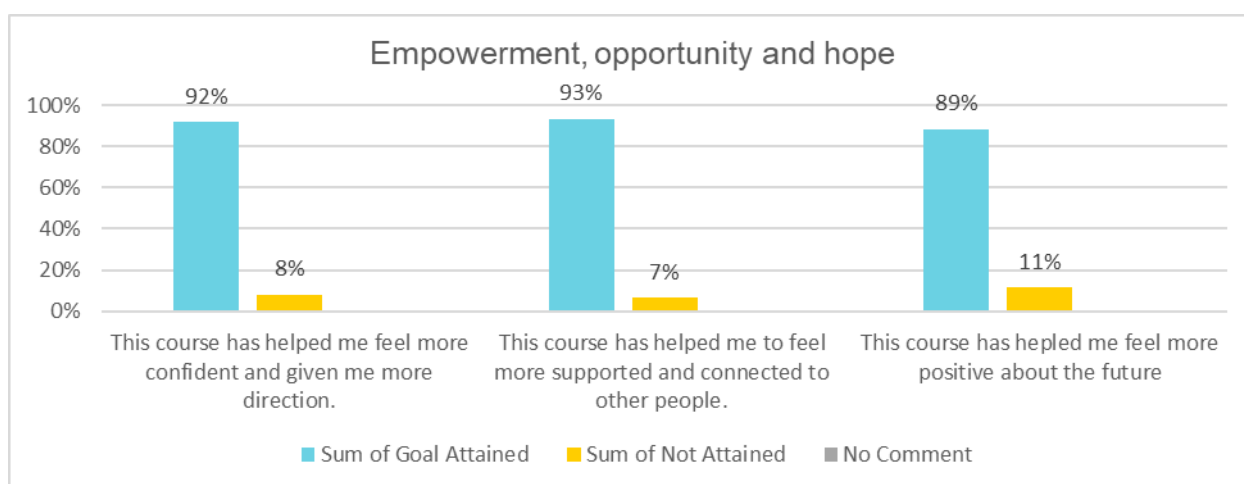
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

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

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

### Results:

An average of 91% 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).



‘The tutors and other participants were incredibly welcoming and supportive throughout the course, helping me feel comfortable enough to open up about my personal experiences and ask for advice. There was a good mix of different exercises and the course material was delivered in an engaging way that was easy to understand’.

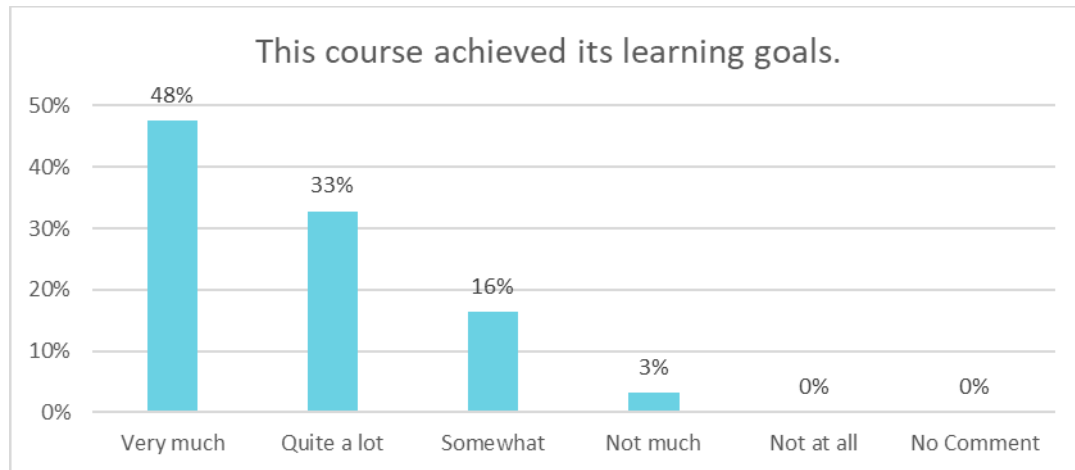
*Student, Jersey Recovery College*

## Measures which show outcomes – course evaluation

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

### Results:

97% of respondents felt their course met it's learning objectives<sup>12</sup>.



“I found sharing different ideas with course participants to be very helpful - particularly the exercise in the second session where we had to find and talk about something that had supported our wellbeing during lockdown. The supportive nature of the group was also a positive experience in itself. It's good to be reminded that you're not alone.”

*Student, Jersey Recovery College*

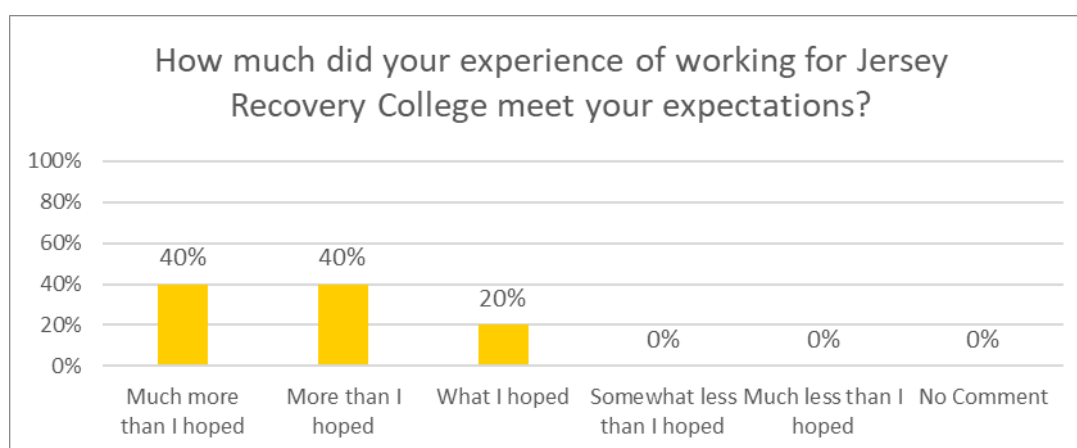
<sup>12</sup> Answering 'very much', 'quite a lot' or 'somewhat'.

## Trainer Evaluations

JRC had six employed Peer Trainers at the beginning of the semester. We re-engaged with two of our existing co-trainers this semester from Drug and Alcohol Service and MYA (Mindfulness and Yoga for All Charity) who supported us with delivery of our courses.

### Experience vs expectations

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



#### Trainer's expectations for their courses:

'More confident at delivering courses'

'Helping people overcome their fear, and showing them how it links into stress and how bad that is for the body'.

'Experience of delivering online courses via Zoom, more confidence with my ability to lead a group and experience of designing and delivering JRC courses'.

'Opportunity to share the benefits and my knowledge of mindfulness, particularly at time when many are finding it hard due to the lockdown and anxiety over Covid'.

### Central support and training

The central team continued to support all trainers with logistics, student management, course development. 100% of the trainers felt they were satisfied by the level of support they received from the central team.<sup>14</sup>

### Continued engagement with JRC

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

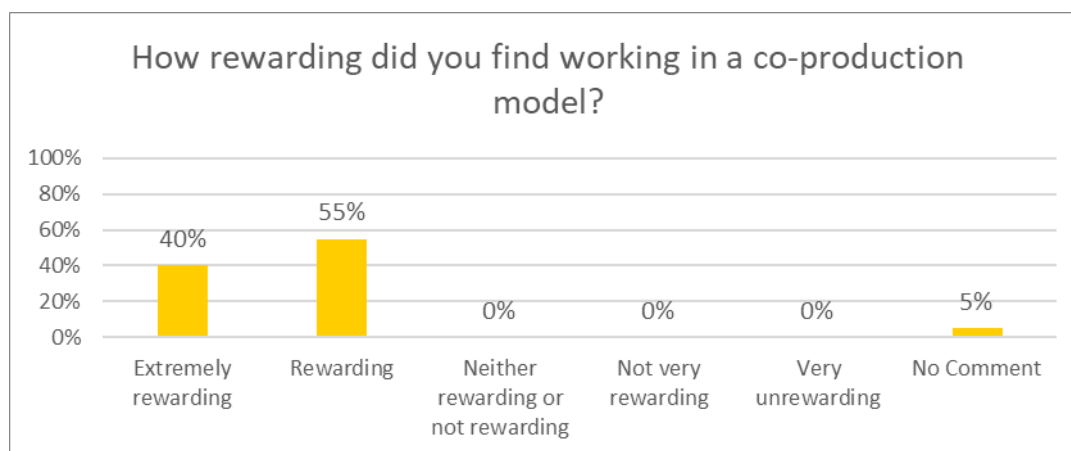
<sup>13</sup> Answering 'Much more than I hoped', 'More than I hoped' or 'What I hoped'.

<sup>14</sup> Answering 'very satisfied', 'quite satisfied' and 'somewhat satisfied'.

<sup>15</sup> Answering 'Extremely likely' or 'Likely'.

## Working in a co-production model

95% of our trainers found working in a co-production model 'Extremely rewarding' or 'rewarding'. 5% of the evaluation forms were left blank.



### Trainers comments on co-production:

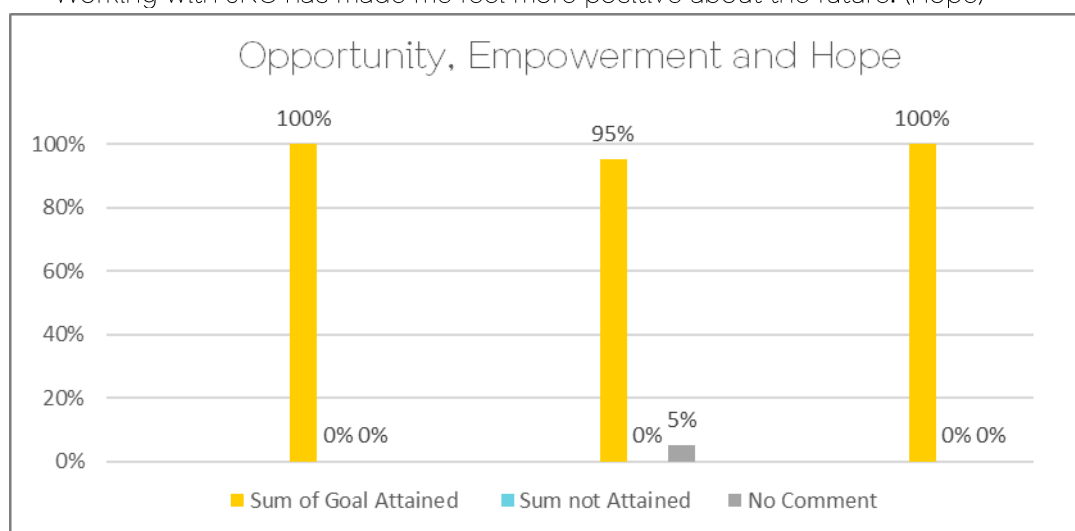
'Co-production is an incredibly powerful way of bringing the knowledge of the co-trainer and experience of the peer-trainer together to benefit students. I enjoy working through co-production because you can bounce ideas off each other and encourage/support each other when delivering the course'.

## Personal and professional development

On average, 98% of our trainers felt working with the JRC helped them grow professionally (opportunity), feel more confident (empowerment) and feel more positive about the future (hope)<sup>16</sup>. No comment shows that 5% of the evaluation forms were left blank.

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

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



<sup>16</sup> Answering 'very much', 'quite a lot' or 'somewhat'.

## Operations update

### Students

We welcomed our 1,000th student in March. We have now welcomed nearly 1,100 students to JRC.

### New Virtual Offering

When COVID hit, JRC immediately began work on transferring to an online service to continue to support our students during this unsettling time.

We investigated different options for delivering our courses online and to emulate what we do in the classroom. It was important to us that the students had as similar an experience whether attending an online or classroom course.

From the time we started working from home to the day of course delivery, it took us four weeks to establish a new service which included training the trainers and students, new student and trainer zoom guides, new/updated policies, new course data inputting and communications on accessplanit.

- The central team introduced the peer trainers to Zoom on 24<sup>th</sup> March.
- Training commenced for all peer and co-trainers on 25<sup>th</sup> March.
- The central team announced our courses would be delivered via Zoom and offered training sessions at the beginning of April.
- The prospectus was distributed on 8<sup>th</sup> April.
- Our very first course was delivered on 20<sup>th</sup> April.

From the beginning of April, the co-trainers and peer trainers worked extremely hard to convert out courses from classroom to a virtual offering.

Overall, the feedback from both students and trainers have been glowing and it was such a huge achievement for the team to be able to offer our courses to the community.

### Resourcing

Since the beginning of 2020 we have had three peer trainers step down from their position with JRC. We have filled one of these posts and are currently undergoing recruitment to fill the remaining vacancies.

### Communications, outreach and extra-curricular activities

JRC has started the process of getting two projects launched again which were postponed due to COVID. They are:

- Mental Health at Work programme – working with a launch partner
- Recovery Transformation Project – working with HCS

During Lockdown the team joined the national wide fundraiser '2.6 Challenge' through JustGiving to raise funds for the college. In addition to this, our second year of the 100 Club has also begun. Other events, such as, flag days, bag packing and quiz night all have been postponed.

## JRC Summer 'Virtual' Semester SLA KPI tracker

20<sup>th</sup> April to 17<sup>th</sup> July 2020

Indicator	Threshold	Source of Data	Result
<b>Measures for Activity (how many)</b>			
Number of courses planned vs course delivered	Above 70%	Teaching records	100% 14 courses planned (9 separate courses, 4 repeated courses), 14 delivered (4 repeated).
Number of applications received vs number of places offered	No benchmark	Enrolment records	99% of applicants were offered a place on a course. We received 163 applications from 91 individual students. Of those students, 90 students accepted our offer of a place on a course and were enrolled. 40 students were enrolled on more than one course.
Average student attendance for each course	Above 60%	Attendance records	Single session courses: 3 out of the 9 individual students enrolled on our single session course attended. An attendance record of 33%. Multi-session courses: There was 86% attendance across our multi-session courses. (A: total number of sessions for each course x total number of students who attended at least one session) / (B: total attendance across all sessions).
Course No Shows (those who do not attend any session after confirmed enrolment)	Below 40%	Attendance records	<b>Drop-out before the start of a course (no shows):</b> Average drop-out rates between the beginning of the semester and when a course began was 27% across the curriculum. This 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	<b>Drop-out rates for multi-session courses:</b> We define drop-out for a multi-session course as any student who attended at least one session of that course and completed less than 50% of the course. This semester we measured 3% average drop-out on multi-session courses.
Capturing demographic details of students	80 % completion on enrolment	Enrolment records	60% 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	6 Peer Trainers (one peer trainer resigned from the college during the summer 'virtual' semester after they delivered their course)

Measures for Quality (how well)			
Student satisfaction level	80% satisfactory or above	Feedback forms	<p>How much did the course meet your expectations? (<i>Much more than I hoped / More than I hoped / What I hoped</i>) 95% satisfaction.</p> <p>How likely are you to recommend this course to friends and family? (<i>Extremely likely / likely</i>) 94% satisfaction.</p>
Trainer Satisfaction Levels	80% satisfactory or above	Feedback forms	<p>How much did your experience of working for Jersey Recovery College meet your expectations? (<i>Much more than I hoped / More than I hoped / What I hoped</i>) 100% satisfaction</p> <p>How rewarding did you find working in a co-production model? (<i>Extremely rewarding / Rewarding</i>) 95% 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 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. 92% attained / 8% not attained / 0% no comment</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 93% attained / 7% not attained / 0% no comment</p> <p>Goal – Hope This course has helped me feel more positive about the future 89% attained / 11% 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 2020 report



## JRC Summer 'virtual' semester course details [delivered courses]

20<sup>th</sup> April to 17<sup>th</sup> July 2020

Course title	Trainers	Synopsis	Duration
What is Recovery?	Karen Dingle, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	<p>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.</p> <p>This course has been designed to aid a better understanding of recovery and what is available to all our students.</p>	2 x 1.5-hour session
Goal Setting in Recovery	Holly Benning, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	<p>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.</p> <p>This course has been designed as an interactive workshop to aid with goal settings in everyday life.</p>	2 x 1.5-hour session
Resilience and Wellbeing	Holly Benning, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	<p>This module is the third of four where we will be explaining wellbeing, discussing the Wheel of Wellbeing, resilience and how to bounce back.</p> <p>This course has been designed to aid in personal resilience and wellbeing in everyday life.</p>	2 x 1.5-hour session (delivered twice)
Steps to Recovery	Holly Benning, Peer Trainer, JRC Ronan Benson, Recovery Lead, JRC	<p>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.</p>	2 x 1.5-hour session

Balanced Living for Beginners	Louise Lancashire, 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 2-hours sessions
Understanding and Managing Anxiety	Louise Clark, 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 (delivered twice)
Living with Depression	Alex Black, 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.	1 x 1.5-hour session
Introduction to Mindfulness	Kevin Proctor, Peer Trainer, JRC Caroyln Coverley, Mindfulness and Yoga Teacher, Mindfulness and Yoga for All (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"> <li>• Reduction of stress, anxiety and improvement of mood.</li> <li>• Improvement in concentration.</li> <li>• Increase in self-compassion and therefore becoming less critical and kinder to self.</li> <li>• For some it can simply be one of the above or just the awareness of breath or stillness</li> </ul>	6 x 1.5-hour sessions (delivered twice)
Understanding and Managing Fear and Stress	Louise Lancashire, Peer Trainer, JRC Michelle Wedgbury, Health Coach (ICG certified)	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 (delivered three times)