

Spring Semester 2018  
Activity Report  
January - April 2018





## Contents

<u>Executive Summary</u>	Pg. 2
<u>At a glance</u>	Pg. 3 - 4
<u>Demographics</u>	Pg. 5 - 6
<u>Student enrolment and attendance</u>	Pg. 7
<u>Student Evaluations</u>	Pg. 8 - 10
<u>Trainer Evaluations</u>	Pg. 11 - 13
<u>Operations Update</u>	Pg. 14
<u>SLA KPI tracker</u>	Pg. 15 - 17
<u>JRC spring semester course details</u>	Pg. 28 - 32





## Spring Semester 2018

### Executive summary

#### Courses

Jersey Recovery College's Spring Semester 2018 was scheduled to run from 13<sup>th</sup> January – 6<sup>th</sup> April 2018 with seventeen courses programmed, six of which were repeats. Two courses were new this semester. Our partners this semester were HSSD Mental Health services, Mind Jersey and Jersey Talking Therapies. Our scheduled courses were:

- *Introduction to Recovery* (repeated)
- *Recovery in Action* (repeated)
- *Understanding Low Self-Esteem* (repeated)
- *Balanced Living for Beginners Lite* (repeated)
- *Balanced Living for Beginners*
- *Exploring Self-Compassion* (repeated)
- *Co-production in action*
- *Facilitation skills*
- *Understanding Peer Support*
- *Introduction to Yoga* (repeated)
- *Carer and Family Education Programme*

At the college we all have lived experience of a mental health issue and/or support others that do. With regret this resulted in some courses being cancelled this semester. In total seven courses were cancelled and some were rescheduled to different dates which extended our semester to 14<sup>th</sup> April. Students were transferred to the different course dates and provided alternatives. With cancellations we ran ten courses in our Spring semester, they were:

- *Introduction to Recovery*
- *Recovery in Action*
- *Understanding Low Self-Esteem* (repeated)
- *Balanced Living for Beginners Lite*
- *Exploring Self-Compassion* (repeated)
- *Introduction to Yoga* (repeated)
- *Carer and Family Education Programme*

#### Attendance

We enrolled 146 students this semester. Attendance on our single session courses was 50% and 83% on our multi-session courses. Of those who attended at least one session of a multi-session course 69% of students completed more than half the sessions.

#### Satisfaction levels

Satisfaction levels increased from 92% to 96% of students saying they would recommend JRC to their family and friends<sup>1</sup> and 97% of students stated the course they attended met or exceeded their expectations.<sup>2</sup>

Satisfaction levels among JRC trainers were recorded at 71% of trainers were satisfied working with us and 86% found working in a co-production model rewarding. 86% of trainers would work with us again and recommend working with us to their peers.

---

<sup>1</sup> Answering 'Extremely Likely' and 'Likely'

<sup>2</sup> Answering 'Much more than I hoped', 'More than I hoped' and 'What I hoped'.



## Impact

95% 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>3</sup>

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), answering 'very much', 'quite a lot' or 'somewhat'.

"I really enjoyed the course - it was really empowering and instilled confidence and self-belief. Loved the balance of yoga and mindfulness meditation."

*Student, Jersey Recovery College*

---

<sup>3</sup> 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 2018	10	3	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			Students identified as			When asked how much a course has		
	Students Enrolled	Enrolled on more than one course	No. of places filled across curriculum	Mental Health Difficulty	Carers	Professionals	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 2018	146	74	97%	57%	28%	15%	91%	96%	97%
Autumn 2017	152	70	100%	59%	25%	16%	98%	98%	99%
Summer 2017	106	59	80%	58%	24%	18%	93%	91%	100%
Spring 2017	74	24	89%	35%	28%	18%	90%	94%	98%

some students ticked more than one

answered 'very much', 'quite a lot' or 'somewhat'



## Trainers

Semesters	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 2018	86%	100%	100%	100%	86%	100%
Autumn 2017	100%	100%	100%	100%	100%	100%
Summer 2017	100%	100%	86%	79%	100%	100%
Spring 2017	100%	100%	100%	86%	100%	100%
answered 'very much', 'quite a lot' or 'somewhat'					Extremely rewarding' or 'rewarding'	

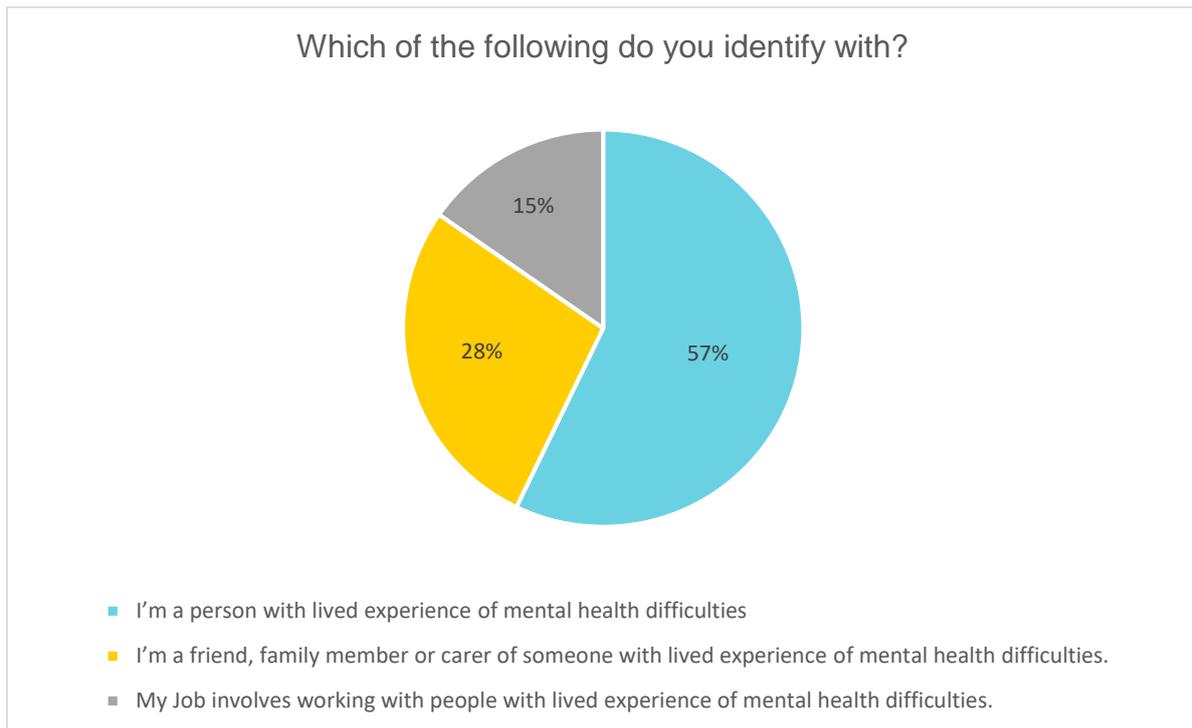


## Demographics

Of the students who attended our courses, 54 completed an evaluation form<sup>4</sup>, our students identified with our service criteria in the following ways:

- 57% identified as 'experiencing a mental health difficulty';
- 28% as being a carer, friend or relative of someone with mental health difficulties;
- 15% 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.



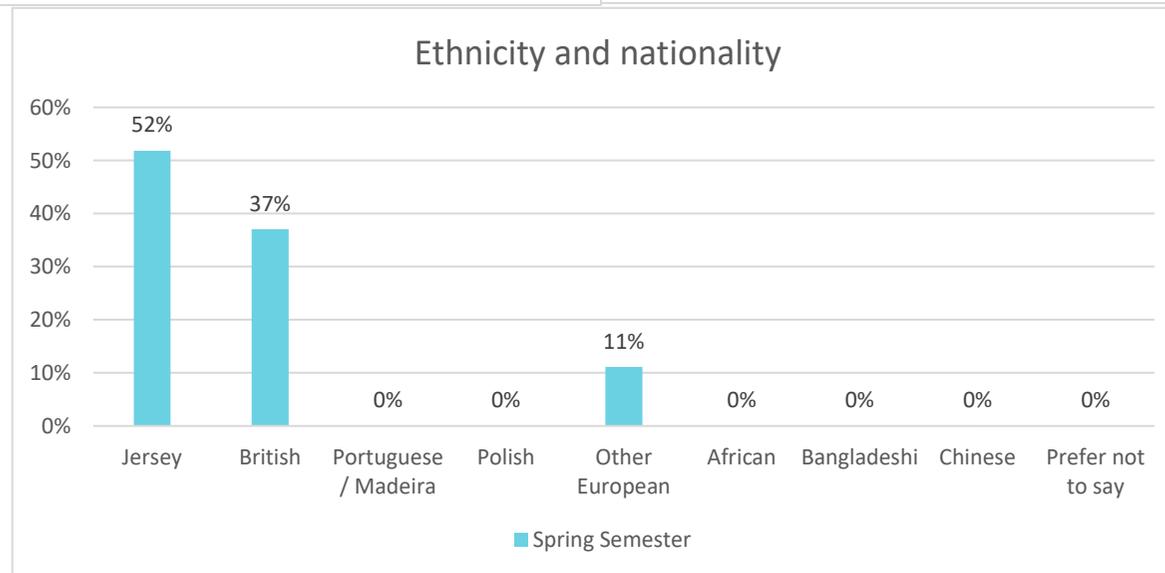
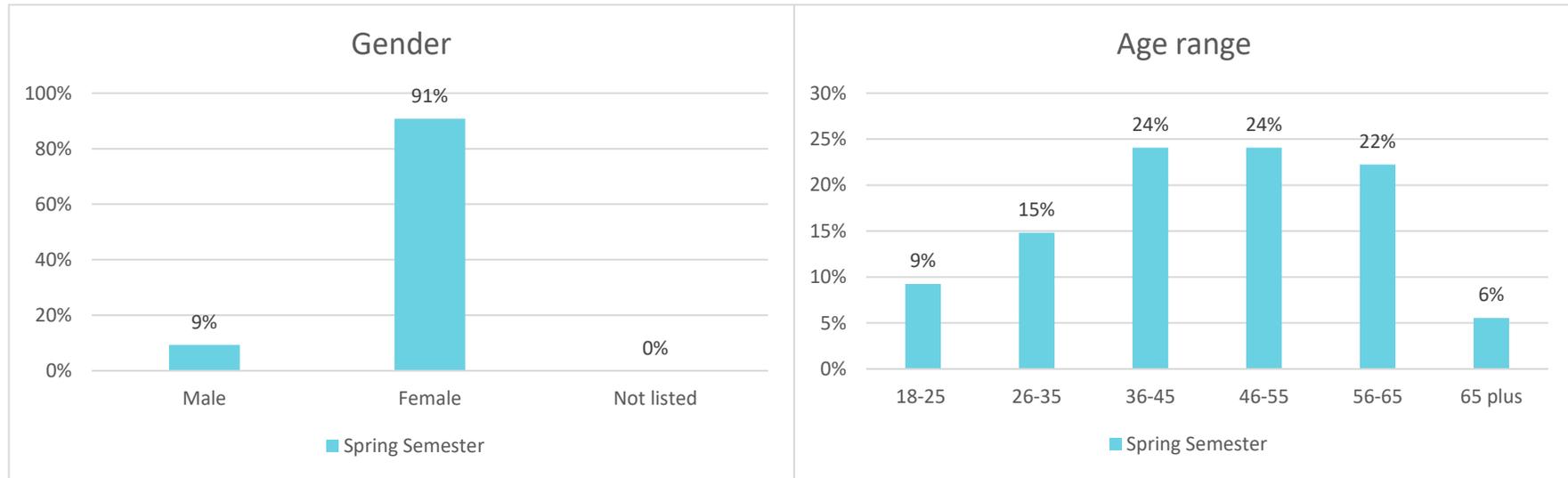
Of the 54 people who completed a demographic form the demographic split was:

- **Gender:** 9% male (decrease of 13% from last semester)/ 91% female
- **Age:** majority aged 36-55 (48%), 24% students were 18-35 and 28% were over 55.
- **Ethnicity / Nationality:** 89% of students identified as being British or Jersey and 11% identified as 'other European' which is an increase from last semester.

<sup>4</sup> 54 students out of 86 that had attended a course completed a demographic form



Spring semester demographic split has been:





## Student enrolment and attendance

**Number of applications received vs number of places offered:** 150 students applied to join our Spring Semester, of these, we offered 97% of students a place on a course.<sup>5</sup> Where possible we accommodated peoples' first choice. The final enrolment figure throughout the semester was 146 students, with 74 of these students being enrolled on more than one course. Of the 238 places available<sup>6</sup> we enrolled 305 places, we oversubscribed by approximately 22% to take into account dropout rates.

By the end of the semester we had to cancel seven courses. Despite this, 59% of the 146 students enrolled attended at least one course.

**Average student attendance:** Of those students who enrolled on a single session course, 61 out of the 121 attended their course (50% attendance). Of the students who enrolled on our longer courses average attendance was 83% across all sessions<sup>7</sup>, of this number 69% completed over half the course.

**Course no shows:** This semester 49% of those enrolled were 'no shows'. This is a rise on previous semesters which may be accountable to some courses being rearranged to accommodate staff sickness.<sup>8</sup>

**Drop-outs:** The average drop-out rate for students attending multi-session courses was 7%.<sup>9</sup>

Semesters	Single Session		Multi-Sessions			
	Notified non-attendance	No shows	Notified non-attendance	No shows	Completed less than 50% / drop out	Completed over 50%
Spring 2018	13%	50%	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%

<sup>5</sup> With the exception of 4 students: Introduction to Yoga was full and 2 students had not selected any other courses. The students were placed on a waiting list. 1 student had registered for a course that was cancelled and 1 student registered for a course that was half way through.

<sup>6</sup> Based on an estimated 14 places available on every course that was originally programmed in the Spring Semester.

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

<sup>9</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.



Drop-out rates per delivered course:

<b>Course title</b>	<b>Total number of students enrolled</b>	<b>Notified non-attendance before the course started</b>	<b>Students who completed less than 50% of course (drop-out) or no show</b>
<b>Single session courses</b>			
<i>Introduction to Recovery (1 session)</i>	13	0	3
<i>Recovery in Action (1 session)</i>	20	3	11
<i>Balanced Living for Beginners Lite (1 session)</i>	22	2	14
<i>Understanding Low Self-Esteem (1 session) (repeated)</i>	48 (over two sessions)	7	22
<i>Exploring Self-Compassion (1 sessions) (repeated)</i>	30 (over two sessions)	5	10
<b>Multi-session courses</b>			
<i>Carer and Family Education Programme (5 sessions)</i>	11	2	2
<i>Introduction to Yoga (6 sessions) (repeated)</i>	20 (over both courses)	3	7
<b>TOTALS</b>	<b>164</b>	<b>22 (13%)</b>	<b>69 (49%)</b>



## 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 83 evaluation forms.

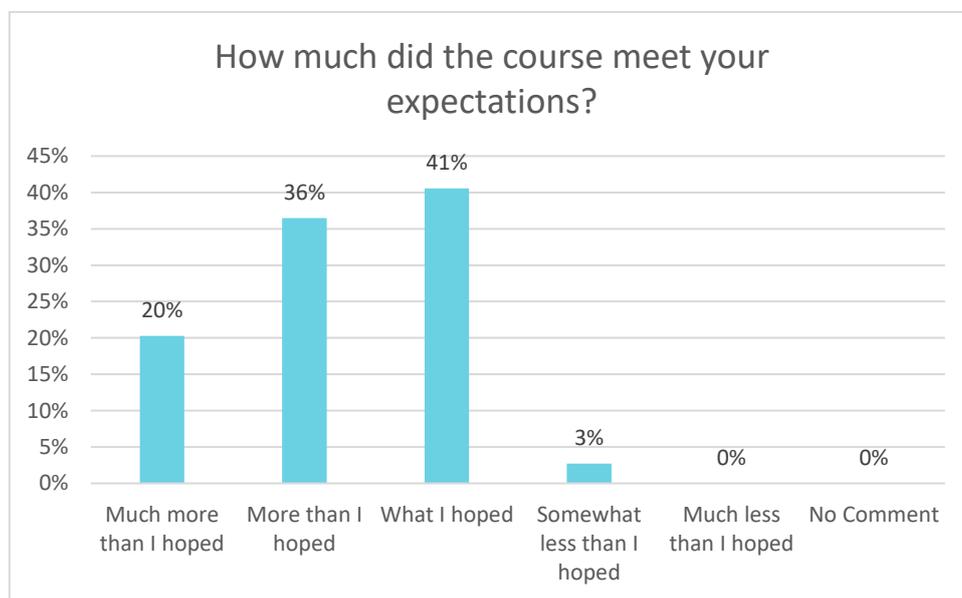
### Student satisfaction – Quality of service

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

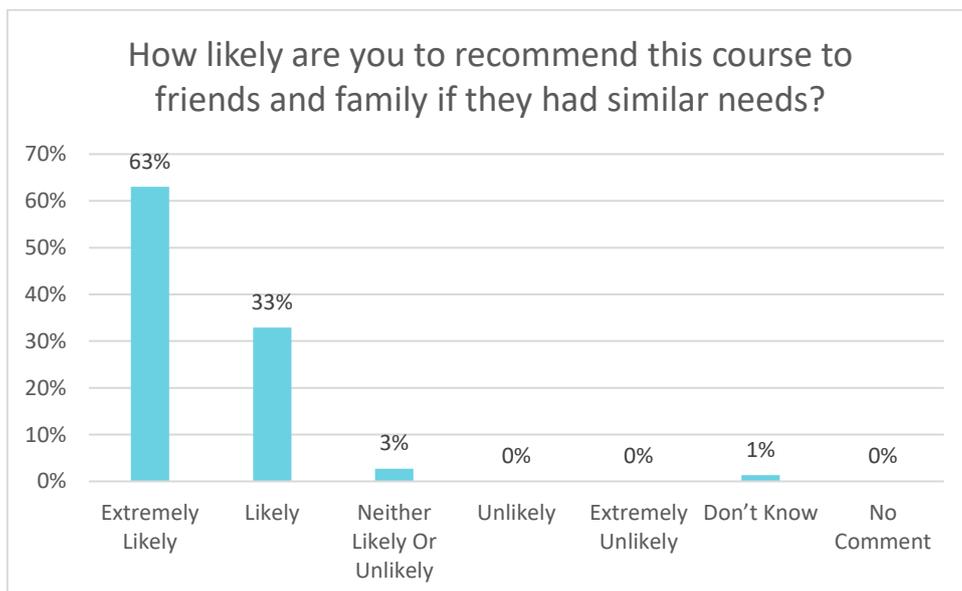
- How much did the course meet your expectations?
- How likely are you to recommend this course to family and friends if they have similar needs?

### Results:

56% of respondents felt their course met expectations 'Much more than I hoped' or 'More than I hoped'. 41% felt their course met expectations with 'What I hoped' which was a 2% increase from S3 2017.



96% of respondents would recommend their course to their family and friends if they had similar needs which is a 5% increase from S2 2017.





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

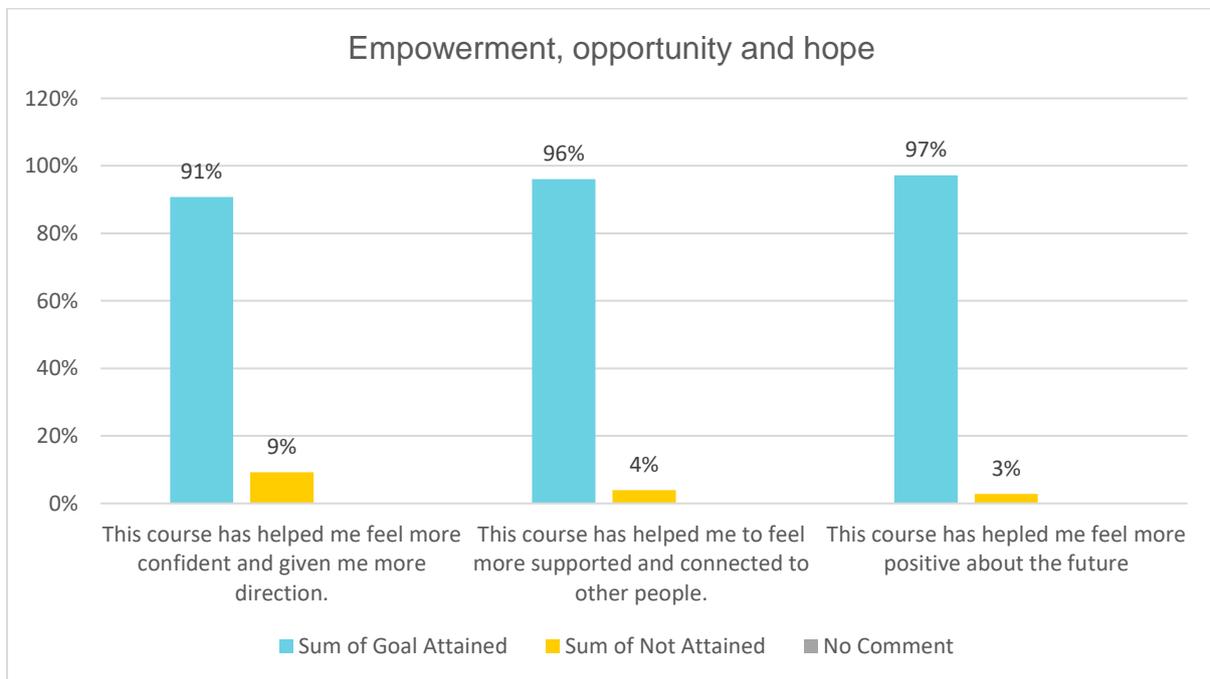
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

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:

- 91% - 97% 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).



“Great course, lovely people and made to feel welcome. Completely different to what I thought - was much more about relaxation/meditation rather than purely physical - would definitely do the course again if it came up next time. Loved that it was a small class too.”

*Student, Jersey Recovery College*

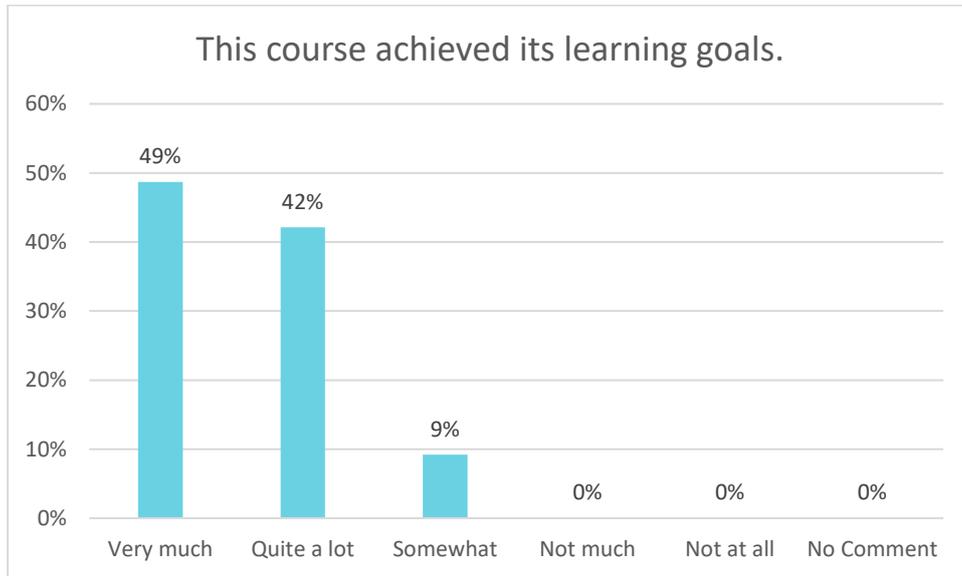


## Course evaluations

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.



“Both [trainers] were very helpful and really understood the course, the fact that they have...been through issues themselves really helps people to connect.”

*Student, Jersey Recovery College*



## Trainer Evaluations

JRC employed four Peer Trainers throughout our Spring Semester<sup>10</sup>. We re-engaged with four of our existing co-trainers and welcomed one new co-trainer to the team. HSSD Adult Mental Health, Drug and Alcohol, Jersey Talking Therapies and Mind Jersey supported us with this.

### Experience vs expectations

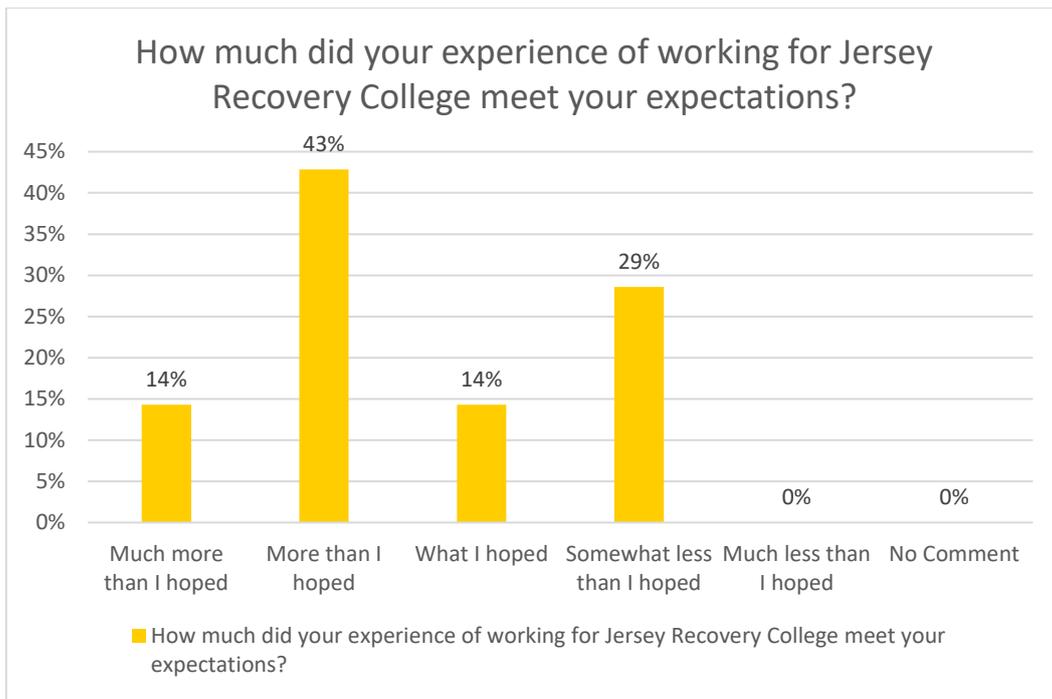
Our trainers were asked how much the experience of working with JRC met their expectations. 71% felt the experience was 'Much more than I hoped', 'More than I hoped' or 'What I had hoped'.

When asked, what expectations were, answers included:

*"I wanted to develop my courses further and grow in confidence and competence in delivering them."*

*"To continue to build on the course and giving back to the community."*

*"Share my knowledge, contribute to, and engage with the community."*



<sup>10</sup> 1 peer trainer was signed off for the whole of the semester and another peer trainer took half of the semester off due to illness.



### Working in a co-production model

86% of our trainers found working in a co-production model 'Extremely rewarding' or 'rewarding'. This is a decrease on the previous semester. One peer trainer commented *"Standing in for colleagues has proved very challenging in some instances. [I] Have continued to enjoy working with my original co trainers."*

When asked about co-production, other comments included:

*"Now that we have worked together for a while we have got to know how one another works which helps the flow of the course and makes appear more professional."*

*"Good mix of styles seems to be appreciated by students."*





### Central support and training

The central team continued to support all trainers with logistics, student management and course development. In our Spring Semester the central team was impacted by the absence of the College Manager due to illness, this put additional strain on resources. When asked 'How satisfied were you by the level of support you received from the central team?' 86% of trainers answered 'very satisfied', 'quite satisfied' and 'somewhat satisfied'.

We continued to offer our Peer Trainers access to group supervision regularly and line management structured support if required during the absence of the JRC Manager.

### Continued engagement with JRC

When asked 'How likely are you to continue working with JRC?' 86% of trainers answered 'Extremely likely' or 'Likely'. 86% would recommend working with the JRC.

### Personal and professional development

We measured personal and professional development by how much working with us supported our trainers to grow professionally (opportunity); feel more confident (empowerment) and feel more positive about the future (hope).

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)

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), answering 'very much', 'quite a lot' or 'somewhat'.





## **Operations update**

### **Peer Trainers**

The spring semester was programmed to be delivered by 4 peer trainers. Unfortunately, one of our Peer Trainers was signed-off for the whole semester due to illness. A second peer trainer also took time off half-way during the semester. This resulted in courses being cancelled or rescheduled to a later date. We ran the remaining semester courses with 2 peer trainers.

### **Communications, outreach and extra-curricular activities**

During January, JRC Manager was signed off. This led to in the college not having the capacity to attend or arrange any extra-curricular activities or communications.

### **Mental health network**

The Mental Health Network was to be led and executed by a team of peers with lived experience. As with all work in this field, absence through illness is to be expected and this project was unfortunately greatly impacted by absence. Despite considerable efforts by JRC to reallocate resource to the project, it unfortunately had to be terminated. This decision was made in partnership between the JRC Board of Directors and HSSD.



## JRC Autumn Semester SLA KPI tracker

13<sup>th</sup> January – 14<sup>th</sup> April 2018

<i>Indicator</i>	<i>Threshold</i>	<i>Source of Data</i>	<i>Result</i>
<b>Measures for Activity (how many)</b>			
Number of courses planned vs course delivered	Above 70%	Teaching records	59% 17 courses planned (11 separate courses, 6 repeated) 7 courses cancelled due to sickness.
Number of applications received vs number of places offered	No benchmark	Enrolment records	97% of applicants were offered a place on a course. We were unable to provide alternatives for the remaining students. We received 150 applications. Of those students 146 students accepted our offer of a place on a course and were enrolled. 74 students were enrolled on more than one course. Following JRC course cancellations 86 students completed a course out of the 146 enrolled, some of these students completed more than one course. This means we were able to accommodate 59% of total student applicants once cancellations were in place.
Average student attendance for each course	Above 60%	Attendance records	Single session courses: 61 out of the 121 students enrolled on a single session course attended. An attendance record of 50%. Multi-session courses: There was 83% 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 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	<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 7% average drop-out on multi-session courses.
Capturing demographic details of students	80 % completion on enrolment	Enrolment records	63% completion (total amount of forms completed vs number of individual students attended)
Number of Peer Trainers contracted to the College	No benchmark	Enrolment records	4 Peer Trainers (1 peer trainer had been signed off and 1 peer trainer took time off half way through)
<b>Measures for Quality (how well)</b>			
Student satisfaction level	80% satisfactory or above	Feedback forms	How much did the course meet your expectations? ( <i>Much more than I hoped / More than I hoped / What I hoped</i> ) 97% satisfaction.  How likely are you to recommend this course to friends and family? ( <i>Extremely likely / likely</i> ) 96% satisfaction.
Trainer Satisfaction Levels	80% satisfactory or above	Feedback forms	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> ) 71% satisfaction  How rewarding did you find working in a co-production model? ( <i>Extremely rewarding / Rewarding</i> ) 86% satisfaction  How satisfied were you by the level of support you received from the JRC central team? ( <i>Very satisfied / Quite satisfied</i> ) 86% satisfaction  How satisfied were you by the training and induction provided to you by JRC? ( <i>Very satisfied / Quite satisfied</i> )



			<p>100% satisfaction</p> <p>How likely are you to recommend working with JRC to colleagues, friends and family? (<i>Extremely likely / likely</i>) 86% satisfaction</p> <p>How likely are you to continue working with JRC? (<i>Extremely likely / likely</i>) 86% satisfaction</p>
<b>Measures which show outcomes (made a difference)</b>			
Peer Trainer self-reported recovery measure	Per peer with lived experience	Annually	Next required Autumn Semester 2018 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 / 9% not attained</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 96% attained / 4% not attained</p> <p>Goal – Hope This course has helped me feel more positive about the future 97% attained / 3% 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	Next required Autumn Semester 2018 Report



## Appendix - JRC Spring semester course details [delivered courses]

13<sup>th</sup> January – 14<sup>th</sup> April 2018

Course title	Trainers	Synopsis	Duration
<i>Introduction to Recovery</i>	<i>Ian Baudains, Peer Trainer, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HSSD</i>	<i>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.</i>	<i>1 x 3 hours session Tuesday afternoon</i>
<i>Recovery In Action</i>	<i>Ian Baudains, Peer Trainer, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HSSD</i>	<i>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.</i>	<i>1 x 3 hours session Tuesday afternoon</i>
<i>Balanced Living for Beginners Lite</i>	<i>Jo Thorpe, Peer Trainer, JRC Luke Shobbrook, Psychologist, Drug and Alcohol, HSSD</i>	<i>This workshop provides a brief overview of some key skills to help manage emotions and relationships. It gives a flavour of our six-week course and can be attended as a standalone session or as a taster for those uncertain whether or not they would like to commit to the full course.</i>	<i>1 x 90-minute session Thursday evenings</i>
<i>Introduction to Yoga</i>	<i>Jo Thorpe, Peer Trainer, JRC Tania Jackson, Yoga Instructor</i>	<i>This course is open to everyone. No previous yoga experience is necessary. If you are interested in self-development and would like to improve your physical, emotional, and/or mental health than it is definitely something for you. Kundalini Yoga brings together postures, breathing and meditation and aims to support you with tools to use in helping to manage every day stresses and challenges. Please note: Wear comfortable clothing that you can easily move around in (a 'fitted' top is beneficial for inverted postures), bring a light weight blanket and some water to drink. Please note: This course has limited spaces. We ask that those who apply for this course can commit to attend as many sessions as possible.</i>	<i>6 x 1.5-hour sessions Thursday evening (repeated)</i>



<p><i>Understanding low self esteem</i></p>	<p><i>Jo Thorpe, Peer Trainer, JRC Tracy Meson, Clinical Psychologist, Jersey Talking Therapies</i></p>	<p><i>This course will help people to explore what low self-esteem means to us, how it can develop, what can keep our self-esteem low and encourage us to start thinking about healthy self-esteem.</i></p>	<p><i>1 x 4-hour session. Saturday morning (repeated)</i></p>
<p><i>Exploring Self-Compassion</i></p>	<p><i>Jo Thorpe, Peer Trainer, JRC Steve Wharmby, Senior Occupational Therapist, Adult Mental Health, HSSD</i></p>	<p><i>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.</i></p>	<p><i>1 x 3-hour sessions Course repeated once Tuesday evening / Sunday morning</i></p>
<p><i>Carer and Family Education Programme</i></p>	<p><i>Karen Dingle, Peer Trainer, JRC Stephen McCrimmon, Carer and Family Support Manager, Mind Jersey</i></p>	<p><i>This programme aims to educate anyone involved with caring for someone with a mental health difficulty. It includes sharing and learning from one another, looking after ourselves, communication skills, crisis planning, where to find support and hope for the future.</i></p>	<p><i>5 x 3-hour sessions Saturday morning</i></p>