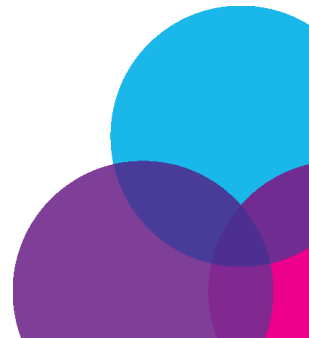


ADMINISTRATION



## Key admissions and administrative processes

*a series of actions or steps taken in  
order to achieve a particular end*



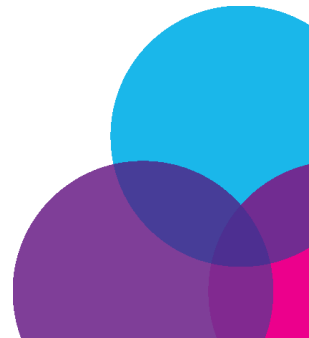
ADMINISTRATION

運 営



## 主な入会条件と 民営過程

一連の行動やステップは、1つのある  
終点を達成するために取られている



## Welcome

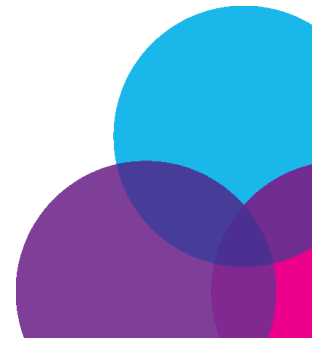


## ようこそ

希望



思い通り



## Key ingredients for success

There are many elements to setting up a Recovery College. Today we will look at the key ingredients for success:

- Developing an accessible service from the beginning
- The importance of resourcing your administrative functions properly
- The importance of good software
- Marketing, branding, distribution
- Setting up your admissions systems
- Timetabling
- Overcoming or lessening barriers to attendance
- Effective, Recovery Focussed Customer Care
- Learning support needs, accessibility and Individual Learning Plans (ILPs)

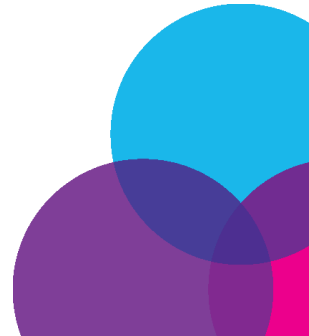


# 成功のための重要点

リカバリーカレッジを設置する上で多くの要素がある。

今日は成功のための重要点を見ていこう

- 初めから利用可能なサービスの展開
- 経営を動かすのに適切な資金を回す重要性
- 適切なソフトウェアの重要性
- マーケティングブランドの向上、社会貢献
- 入金システムの設定
- タイムテーブルの設定
- 出席するにあたっての障害を乗り越えるか、乗り越えやすくする。
- 効果的なリカバリー重視のサービス利用者のサポート
- 学習サポートの必要性。利用可能性と個人ごとの学習計画



# ImROC







# Why do we need administrators?

- Team player
- Organised
- Resourceful
- Good communicators and interpersonal skills
- Positive, can-do attitude
- Flexible
- Ability to prioritise



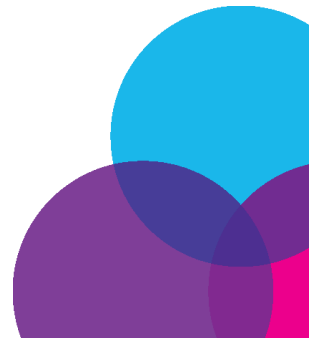
## 何故経営者が必要か？

- 集団での教育
- 組織化
- 資源・資金が潤沢
- コミュニケーション能力や対人能力に長ける
- 前向きで、やればできるという姿勢
- 融通が利く
- 優先順位をつけられる



## How to develop an accessible service.....

Making your service accessible to students from the beginning is the first key consideration for a Recovery College



## 利用可能なサービスを 発達させるには...

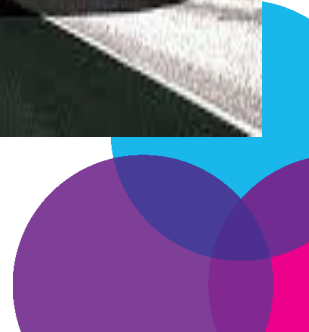
はじめから生徒たちがサービスを利用できる  
ようにすることは

リカバリーカレッジにとって最初に考えなければ  
ならないことだ



## What are some of the barriers that prevent people from attending

- Preconceptions and fear of the unknown
- Increased anxiety
- Geography – Travel – timing – fear of getting lost
- Will it help? Is it suitable for me?
- Meeting new people
- Speaking out
- Previous bad experiences
- Worry about writing / literacy
- Poor physical or mental health
- Accessibility



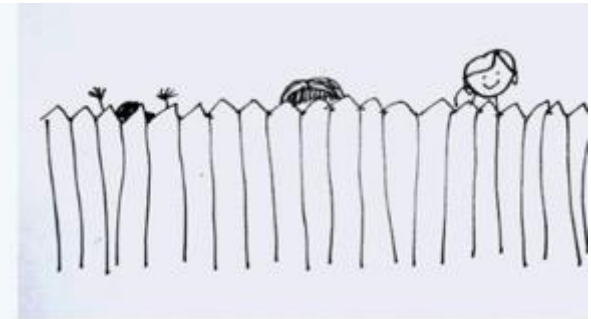
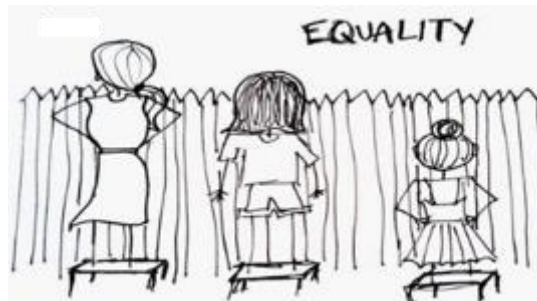
## 主席(←?)する上で邪魔になる いくつかの障害は何があるか

- 未知のものに対する先入観や恐怖  
unknown
- 不安の増大
- 地理的要因、旅行、タイミング  
迷子になるおそれ
- 本当に助けになるか、自分に合った  
サポートなのか。
- 初対面の人に会う
- 言いふらされる
- 以前の悪い経験
- 筆記や読み書きへの不安
- 体が弱い。精神病
- 都合がつくかどうか



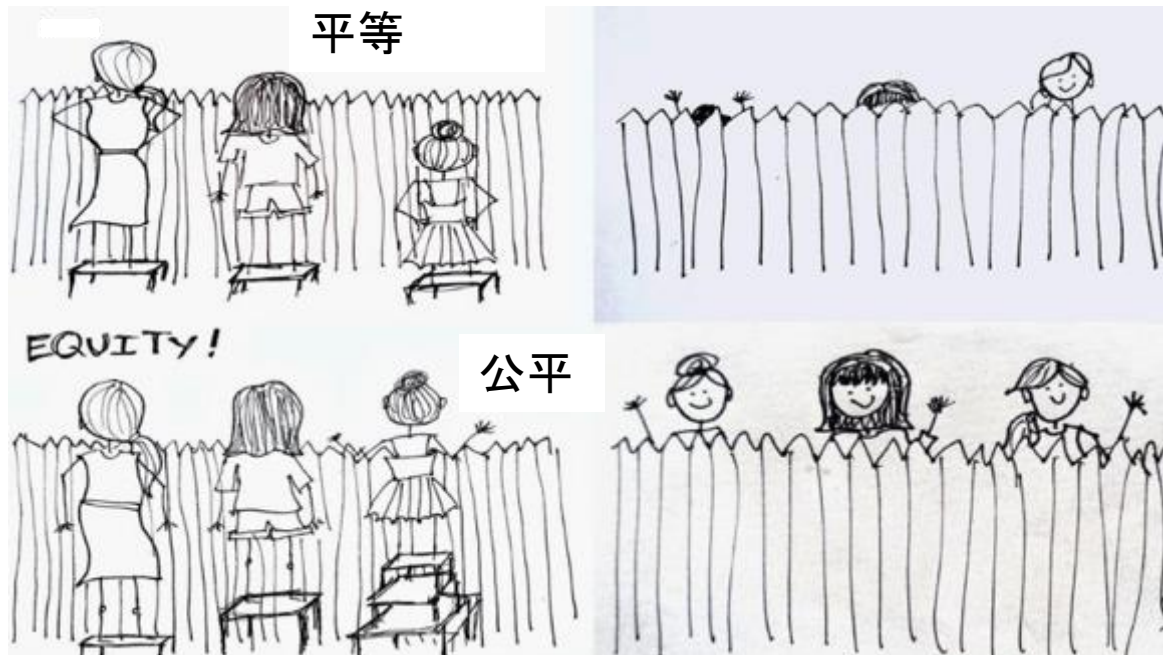
## What can we do to overcome the barriers?

- Speaking to someone at the college
- Prospectus / website (provide insight)
- Helpful facilitators:
  - Welcoming
  - Inclusive
  - Sensitive
- Local venues
- Buddying up



## 障害を乗り越えるためにできることは何か

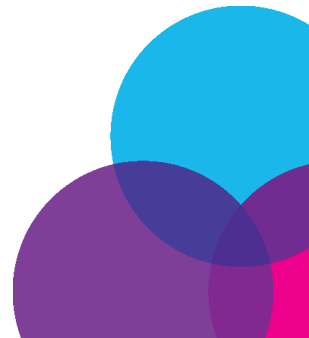
- カレッジで誰かとしゃべる
- 内容案内 / ウェブサイト (情報供給)
- 助けになること
  - 歓迎すること
  - まとめること
  - よく気がつくこと
- 地域問題
- 協力





## Venue accessibility

- Are the training venues rooted in local communities?
- Do the venues remind people of traumatic experiences?
- Do the venues communicate power differences – ie are they approachable venues where people can feel a sense of ownership and empowerment?
- Are the venues accessible to people with physical/sensory impairment or learning difficulty?



## 会場へのアクセシビリティ

- 訓練の会場は地域のコミュニティに根付いているか？
- 開催することでとらうまを刺激しないか？
- 権力への強さの違いを感じさせる開催地になっていないか  
つまり、主催者や圧力を感じさせる場所ではないか？
- 開催地は身体的、感覚的に欠損がある人や  
学習が難しい人に配慮されているか



## Accessibility & Communication

- Do your admissions and communications systems anticipate the high level of digital exclusion in mental health?
- Is your phone answered nearly all the time? People experiencing mental health distress are less likely to answer a No Caller ID call if you phone them back.



## アクセス性とコミュニケーション

- 実施している活動やコミュニケーションのやり方はメンタルヘルスにおける、高レベルの分析による理解の障害が想定されているか。
- あなたの電話はだいたいいつでも連絡が繋がるか。  
メンタルヘルスの悩みがある人は、かけ直しても電話番号がわからないと出ない可能性が高い。



Lamen, D. (2016). Lost in Translation. [Online image]. Retrieved from <https://isthmus.com/news/news/translation-services-enforcement-is-lax/>

## Examples of accessible service design

- Good partnerships
- Setting up strong 'duty systems' and team rotas
- Systems that are adapted to account for digital exclusion
- Providing very clear maps and directions
- **Most importantly asking and listening to the experience of students – they will know what doesn't work!**



## 利用しやすいサービスのデザインの例

- いい協力関係
- 強力な「義務的仕組み」とチーム制の設定
- デジタルな分析による理解の阻害を考慮しそれに合わせた形での仕組み
- 非常に分かりやすい地図と案内の提供
- 最も重要なことは、生徒の経験をたずねてよく聞くことである。生徒たちは何が働いていないかよく知っている。



## Marketing, branding and distribution.....

- Creating your brand
- Advertising
- Distribution



## マーケティング、ブランド力の 育成、貢献

- ブランドの創造
- 宣伝
- 貢献





# Central & North West London

## RECOVERY COLLEGE

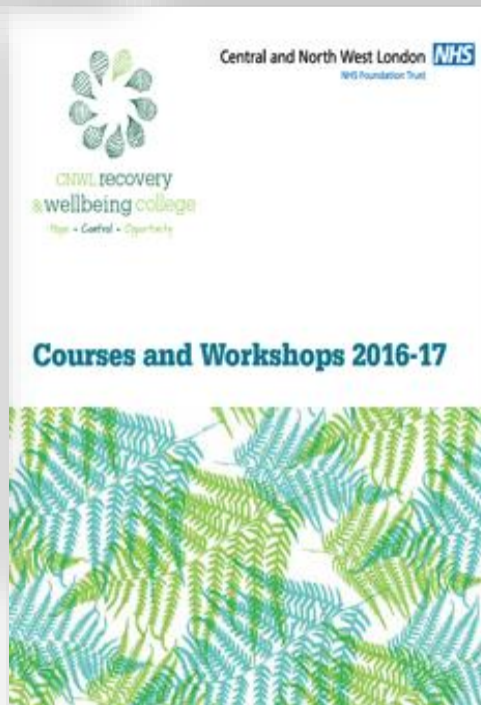
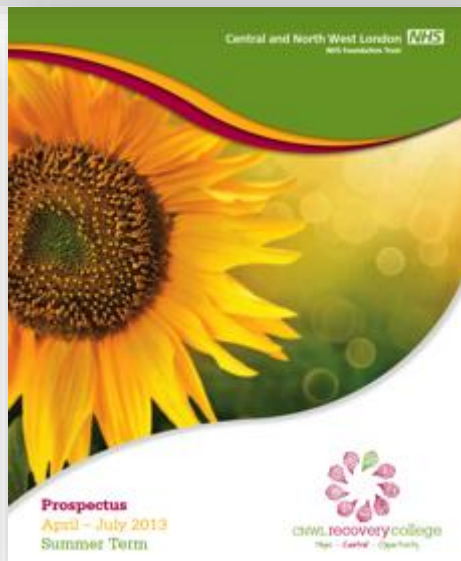
### INTERIM

### PROSPECTUS

(Only open to Kensington & Chelsea and Westminster Residents)

**JAN 2012 – March 2012**  
Spring Term

The Recovery College will be launched officially in April 2012 when courses will be open to residents of all boroughs in CNWL.



# The importance of branding



# Central & North West London

## RECOVERY COLLEGE

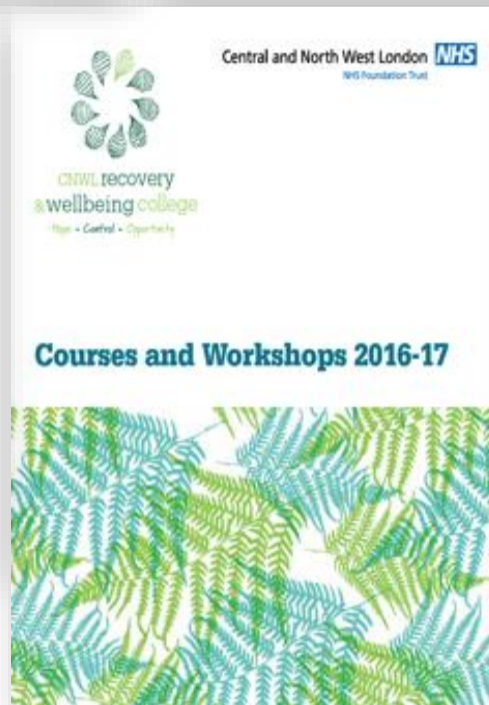
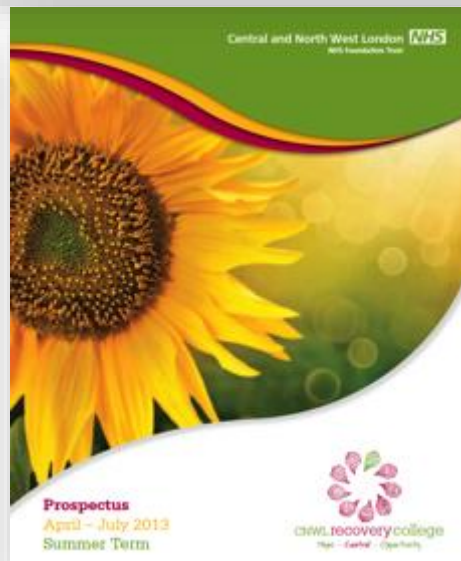
### INTERIM

### PROSPECTUS

(Only open to Kensington & Chelsea and Westminster Residents)

**JAN 2012 – March 2012**  
Spring Term

The Recovery College will be launched officially in April 2012 when courses will be open to residents of all boroughs in CNWL.




# ブランドの重要性



## The importance of strong administration.....

Recovery Colleges need to have effective and responsive administrative systems...

*The role of the college administrator is to ensure the establishment and maintenance of effective administration systems to ensure the smooth and successful day-to-day running of the college*



## 強力な運営の重要性

リカバリーカレッジには効果的で意見をよく反映できる運営システムが必要である。

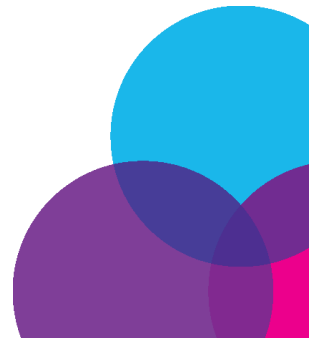
*運営の役割は、効果的な運営システムを作り上げ、そして維持することを責任をもって行うことであり、それによってスムーズで上手くいくような日々のカレッジの運営をすることだ。*

## Don't hold back on the administrative resource

Recovery Colleges have complex administrative functions and the amount of resource involved has been underestimated by earlier Recovery Colleges.

These are just some of the functions that a recovery college administrator will carry out:

- Admissions systems, enrolment, course registration, managing attendances
- Timetabling - a simple process which becomes complex very quickly as your Recovery College gets bigger
- Administering individual learning support needs and ILPs
- Producing and transporting course materials
- Good data collection for funders and partners



## 運営資源をためらわない

リカバリーカレッジは、複雑な運営機能を備え、その資源の量は、初期のリカバリーカレッジによって、低く見積もられてきた。

以下は、リカバリーカレッジのトップが行うことのできるいくつかの機能だ

- 入金システム、入団、コースの記録、主席の管理
- タイムテーブルの作成 – リカバリーカレッジが成長するにつれて急速に複雑化して生きているプロセスの簡略化。
- 個人の学習計画や個人のサポートのニーズに応える。
- コースに必要なものを作り、輸送する。
- 支援者と協力者に対する十分なデータの収集

## LMS (Learning Management System)

# ACTIONSTARTER



- Applications
  - Student management
  - Courses
  - Tutors/ Trainers
  - Course schedule
  - Bookings
  - Venues
- 

## 学習管理システム

# ACTIONSTARTER



- 申請
- 学生管理
- コース
- チューター/ 教官
- コーススケジュール
- 予約
- イベント開催地



## A students journey admin journey...

1. Completion of expression of Interest or Enrollment form
2. Student Management
3. Communication



# 生徒の旅と運営の旅...

1. 興味を引くような表現  
や採用フォームの完成
2. 学生の管理
3. コミュニケーション



## Applications













[Add New](#)


Congratulations, you have converted all of these Expression of Interests into Applications! Click on view and progress them through to being a Student!

Showing 1 to 5 of 5 entries

Show 10 entries

Search:

Manage	Date Created	Surname	First Name
	12/05/16 12:54		
  	09/06/16 17:23	Smith	John
  	12/05/16 10:26	Green	Diana
  	12/05/16 10:44	Hill	Scott
  	08/06/16 15:52	Turner	Ma



**John Smith**  
Added: June 09, 2016

Prospect Status (Click buttons to change Status)

[Withdrawn](#)
[Application](#)
[Conditional](#)
[Submitted for Review](#)
[Unconditional](#)
[Rejected](#)
[Enrolled](#)

Email:

Telephone:

User Group:

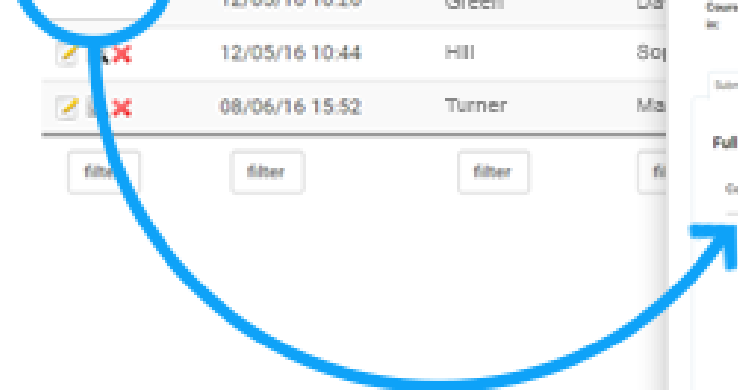
Course Most Interested in:

Submitted Form: [Letters](#) [Contact Details](#) [Emergency Contact details](#) [Individual Learning Plan](#) [Personal Learning Goals](#) [Inclusion Checklist](#) [Bookings](#) [Tasks](#) [Send Email List](#)

[Document Upload](#) [Communication](#)

**Full Student Details from Expression of Interest / Enrolment Form**

Contact Details	Requirements
Title: <input type="text" value="not specified"/>	Which course is it most interested in you?
First Name: <input type="text" value="John"/>	Your single preferred location
Middle Name: <input type="text"/>	Other preferred locations not yet listed
Surname: <input type="text" value="Smith"/>	Other suitable locations: <input type="text" value="Party"/>
Address: <input type="text"/>	
Postcode: <input type="text"/>	
Contact Telephone Number: <input type="text"/>	
Email Address: <input type="text"/>	
Preferred method of Contact: <input type="text"/>	
Preferred method of Contact: <input type="text" value="not specified"/>	



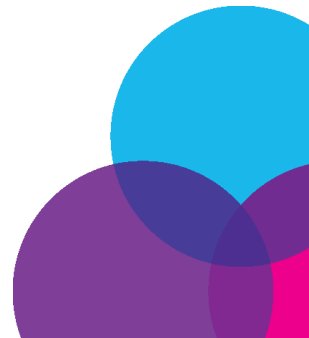
## タイムテーブルの作成

重要なのは、タイムテーブルを作るのは素直な手段だが、それはカリキュラムのコースの数が増えるなど複雑化することである。....

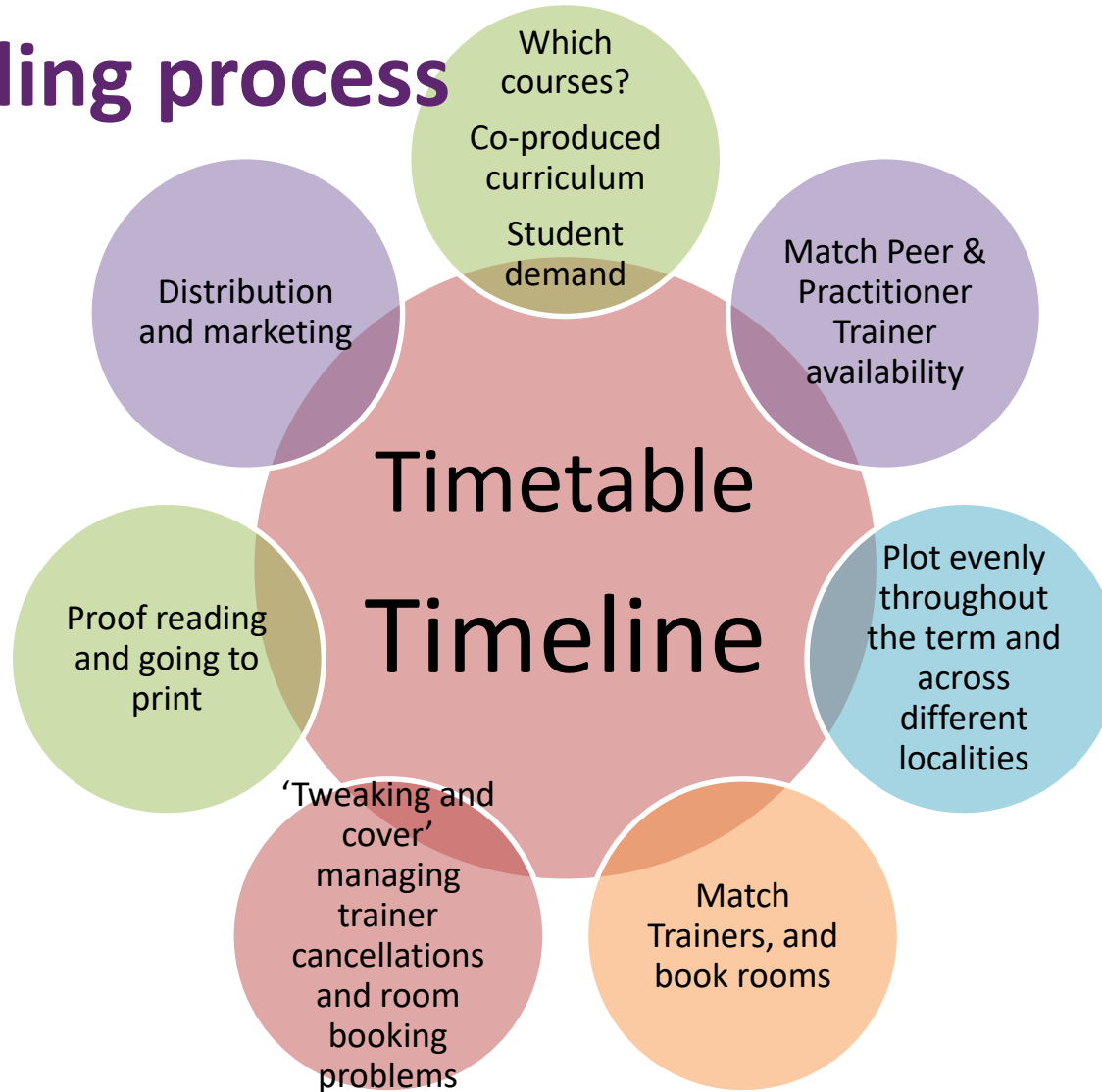
大きくなったリカバリーカレッジにとっては、それは難易度の高いジグソーパズルのようなものだ



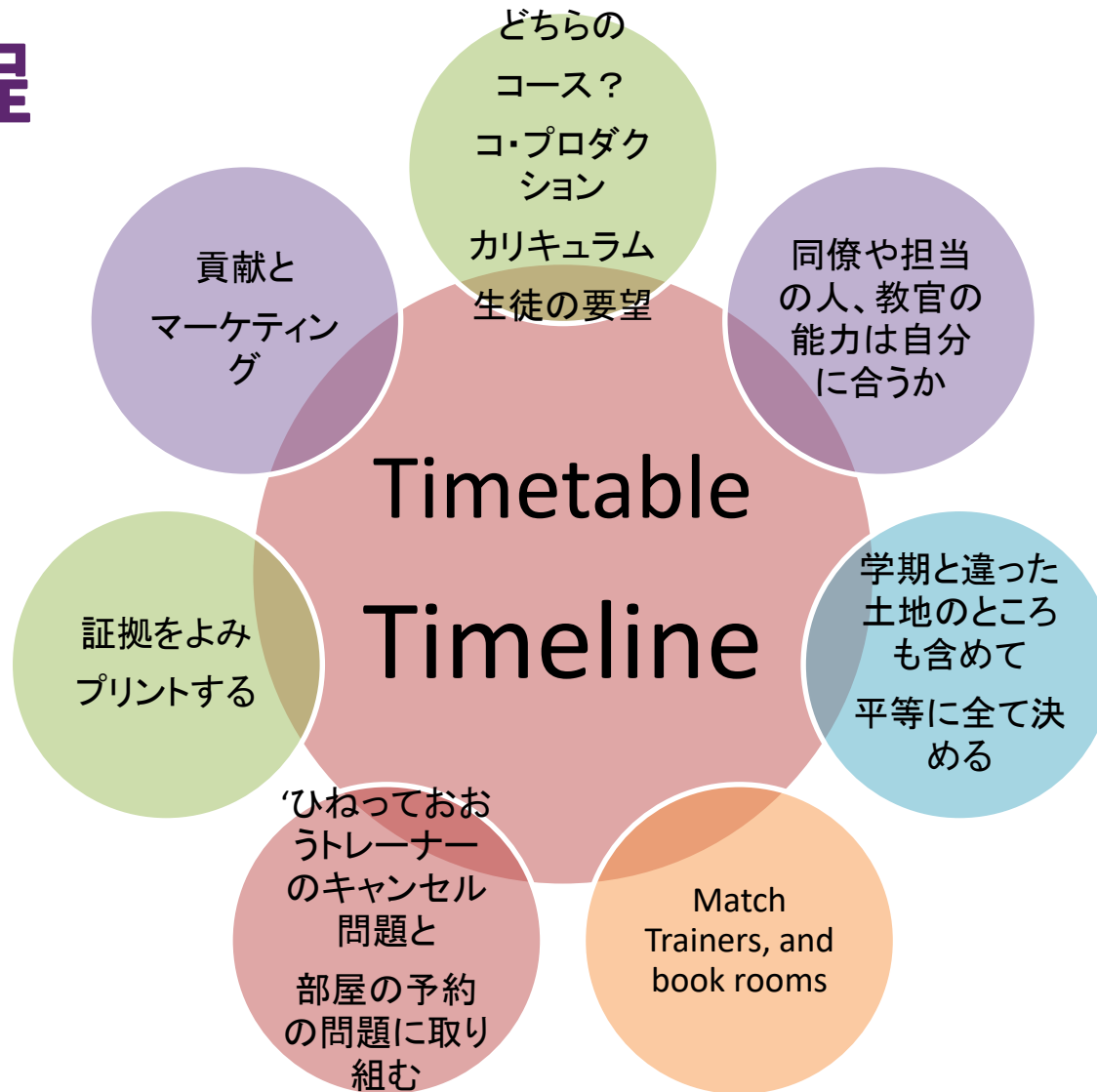
しかしながら、あなたが学ぶところで強く指示してもらうことができればタイムテーブルの作成はスムーズかつ効果的となろう....



## Timetabling process



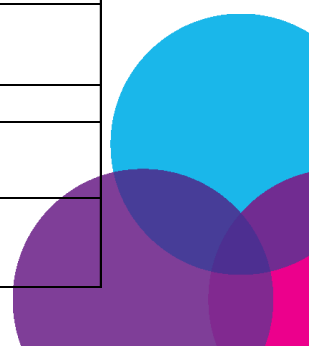
## 作る過程



Action	Target date	Duration – if applicable	Comments	Weeks before term starts
<b>Curriculum and timetable planning</b>  <b>Initial planning meeting.</b>	<b>Tuesday 21 May 2019</b>		Invited/attendees. Mary-Anne, Syena, Sam, Angela, Scott and Beto.	
Send availability forms to trainers	Friday 24 May 2019	<b>Forms back by 7 June 2019</b>	Allow 2 weeks. Reminder email to be sent out in the second week to trainers. Forms often sent in late, particular by the Hillingdon spoke, manage this appropriately. Chase after deadline with supervisors / spoke leads.	
Arrange spoke meetings				
Prepare timetable	Monday 10 June 2019	Finalise by Tuesday 9 July 2019 so that schedules can be sent out to trainers	Do not underestimate the work. Note each Spoke's requirements. Venues to be contacted and rooms to be booked. Do include staff training, snapshots, Trainer Induction in the timetable.	
Progress meeting takes place	Wednesday 19 June 2019		Review Prospectus – location addresses to be updated Invite Comms to attend or email dates for design/printing	
First draft of timetable to managers and planning team	<b>Friday 28 June 2019</b>	Tuesday 2 July 2019	Team to proof read and respond with any amendments within a week	
Send individual training schedules to trainers	Tuesday 9 July 2019	Tuesday 16 July 2019	Allow trainers 1 week to respond. Any amendments to be included in timetable e.g.	

## October 2019

Wk	Monday	Tuesday	Wednesday	Thursday	Friday
40	<b>30</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		Trainer Induction 10-4 Argo Sam + Waldo	Discovering self-compassion 1-4 Argo Thea + David	Introduction to mindfulness 10-12 Harrow Fi + Angela	A Good night's sleep 10:30-4:30 Hill John L + Mike
41	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
	Telling my story 10-1 Harrow Fi + Will	Spirituality and wellbeing 10-4 Harrow Diana + Lucia	Intro to managing stress 10-1 West/Argo Shibs + Waldo	Introduction to mindfulness 10-12 Harrow Fi + Angela	Healthy eating 10-1 Harrow Care Shibs + Jarka
42	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18 Core meet</b>
	Telling my story 10-1 Harrow Fi + Will	Setting work goals and identifying skills 10-1 Argo David + Ron	Discovering self-compassion 1-4 Argo Thea + David	Introduction to mindfulness 10-12 Harrow Fi + Angela	Understanding Depression 10am-4pm K+C Adele + Mike
43	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
	Telling my story 10-1 Harrow Fi + Will	Work related benefits explained 10:30-4:30 Hill Usha + Ron	Discovering self-compassion 1pm-4pm Argo Thea + David	Introduction to mindfulness 10-12 Harrow Fi + Angela	Understanding psychosis 1-4 Argo Fi + Lucia
44	<b>28</b>	<b>29</b>	<b>30</b>	<b>31 No harrow</b>	<b>1</b>
	Telling my story 10-1 Harrow Fi + Will	personal information 1-4 Harrow David	Discovering self-compassion 1pm-4pm Argo Thea + David	Exercising for health 1-4 hill Ryan + Mike	





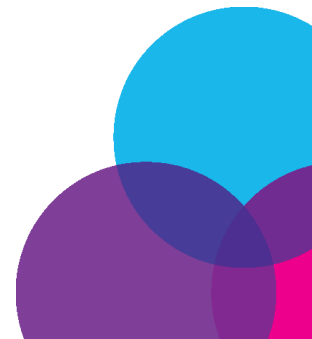
## データ

## コースの評価フォーム



評価

## 平等性と多様性のフォーム





# ImROC

## Data collection



# ReQOL



# HAO



# WEMWBS



# QPR

We hope it will be helpful to share with those you work with in CNWL, to deliver your recovery-focused plan.

This questionnaire asks four simple, but very important, questions about how hopeful you feel, your sense of control, opportunities in life and relationships with people supporting you.

The information you share will help us to develop our services to become more recovery-focused, and make sure we are supporting you to live the life you want.

**Next steps, your goals.....**

Try to set goals that are specific and based on things that are important to you.

Short term:

- 1.
- 2.
- 3.

Long term:

- 1.
- 2.
- 3.

Next time this will be reviewed:

Central and North West London NHS Foundation Trust

## Hope, agency and opportunity

This questionnaire is a patient reported outcome measure (PROM). It has been developed from tools originally created by the Recovery College at Southern Health NHS Trust.

When you've finished answering the questions, your health care professional will talk to you about your answers. This will support us to understand what's important to you and develop your care plan.

This document is yours to keep as a record of your recovery. You can also leave comments inside.

**Other resources available...**

- Your care plan
- CNWL Recovery & Wellbeing College [www.cnwl.nhs.uk/recoverycollege](http://www.cnwl.nhs.uk/recoverycollege)
- Health & Wellbeing Plan [www.cnwl.nhs.uk/health-wellbeing-plan](http://www.cnwl.nhs.uk/health-wellbeing-plan)
- CNWL Recovery & Wellbeing College resources page [www.cnwl.nhs.uk/recovery-college-resources](http://www.cnwl.nhs.uk/recovery-college-resources)

Service user name: \_\_\_\_\_

NHS number: \_\_\_\_\_

Service: \_\_\_\_\_

	Date: _____					Date: _____					
Over the last week, please rate how much you have experienced a sense of...	none of the time	rarely	some of the time	often	all of the time	none of the time	rarely	some of the time	often	all of the time	
<p><b>1 Hope:</b></p> <ul style="list-style-type: none"> <li>Seeing a future for yourself</li> <li>Believing that difficulties in your life will get better</li> <li>Having things that you want to do</li> </ul> <p><b>Do you believe that you can live well, and pursue your aspirations and goals?</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments						Comments					
<p><b>2 Sense of control (Agency):</b></p> <ul style="list-style-type: none"> <li>Having choice and information about the support you receive</li> <li>Feeling that you are able to take control of difficulties in your life</li> <li>Knowing how to keep yourself well</li> </ul> <p><b>Do you have a sense of control over your life?</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments						Comments					
<p><b>3 Opportunity:</b></p> <ul style="list-style-type: none"> <li>Developing and supporting the things you are good at</li> <li>Supporting the role that you already have e.g. family member, student, job role</li> <li>Having the chance to get involved in your local community</li> </ul> <p><b>Can you build a full and meaningful life of your choice, with opportunities to be part of wider society?</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments						Comments					
<p><b>4 Working relationships:</b></p> <ul style="list-style-type: none"> <li>Being listened to by health and social care professionals and people that support you</li> <li>Working together to build a care plan that fits you</li> <li>Feeling that people supporting you believe in your recovery</li> </ul> <p><b>Do your relationships with staff foster hope, agency and opportunity for recovery?</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments						Comments					

[www.cnwl.nhs.uk/recovery-college](http://www.cnwl.nhs.uk/recovery-college)



thank you!

