

IMPACT
REPORT

SUMMARY

JUNCTION⁴²

JUNCTION42 EXISTS TO SEE THE LIVES OF OFFENDERS AND
THEIR COMMUNITIES VISIBLY TRANSFORMED

CONTENTS

EXECUTIVE SUMMARY	3
PROGRAMME OVERVIEW	5
ENTREPRENEURIAL TRAINING SCHOOL (ETS)	5
MUSIC COURSES	8
IMPACT MEASUREMENT	10
METHODOLOGY	10
OUTCOMES	12
ETS (1&2) RESULTS	12
SKILLS IMPROVEMENT	12
POSITIVE WELL-BEING INDICATORS	12
ETS PARTICIPANT FEEDBACK	13
MUSIC COURSE (PROJECTS 1 - 4) RESULTS	14
SKILLS IMPROVEMENT	14
POSITIVE WELL-BEING INDICATORS	14
MUSIC COURSE PARTICIPANT FEEDBACK	15
STAFF REFLECTIONS	16
WHAT WENT WELL?	16
CHANGES IN ATTITUDE & BEHAVIOUR	16
LEARNING & LIMITATIONS	17
WHAT COULD BE DONE BETTER NEXT TIME?	17
REFERENCES	19
APPENDICES	20
APPENDIX A: PRE-COURSE QUESTIONNAIRE (ETS)	21
APPENDIX B: POST-COURSE QUESTIONNAIRE (ETS)	22
APPENDIX C: PRE-COURSE QUESTIONNAIRE (MUSIC COURSE)	23
APPENDIX D: POST-COURSE QUESTIONNAIRE (MUSIC COURSE)	24
APPENDIX E: WEMWBS	25

Executive Summary

Who we are

Junction 42 exists to see the lives of offenders and their communities visibly transformed. Creating community, encouraging independence and empowering transformation in lives across the north east of England and in the central belt of Scotland. We work with those in prison, and upon their release, as well as their family and friends. We are experienced providers in:

- Employability and entrepreneurial training
- Creative education and engagement
- Through the gate mentoring

Junction 42 works in six prison establishments, impacting over 500 individuals a year in custody and over 150 a week engaging in our community services across the region. This report details the work of Junction 42 in HMP Holme House, as part of a grants funding programme commissioned by NOMS.

The problem

- **Reoffending rates:** 44% of adult offenders in the UK are reconvicted within one year of release. The reoffending rate rises to a startling 59% for individuals serving a sentence of less than 12 months.¹
- **Unemployment:** 73% face unemployment upon release. Furthermore, one in five employers admit they are likely to exclude candidates from the recruitment process after disclosure of a previous conviction.²
- **Mental health:** 120 self-inflicted prison deaths were recorded in 2016 alone. Rates of prisoner suicide and self-harm are escalating, indicating a decline in overall mental health and well-being amongst offenders in the UK.³

Evidenced solutions

- **Prison entrepreneurship programmes:** Motivation is mounting! 59% of prisoners surveyed show entrepreneurial intent and interest in taking a business or self-employment course while incarcerated. The estimated re-offending rate for graduated participants of prison entrepreneurship programmes drops two-thirds, to a mere 14%.⁴
- **Creative engagement:** Creative outlets are especially important in the institutional environment of prison life. Attendance of creative engagement programmes is linked with a reduction of tension and violence within prison. Creative engagement equips participants with social skills and opportunities for personal growth. It is also proven to help disaffected prisoners re-engage with education and other statutory provisions.⁵

Entrepreneurial Training School (ETS)

- Kingsman, our Entrepreneurial Training School (ETS), works with individuals to create "The Apprentice" style micro businesses, with teams competing to make the most profit for charity through making and selling products to prison staff and other prisoners. **In 2017, Junction 42 delivered four ETS projects which raised over £200 for local charities.**

Music Courses

- Music Courses bring together participants of all abilities and backgrounds – creating beats and writing lyrics to produce a recording. Participants learn to use rap to reflect and think through their life stories. **This year, six Music Courses organised by Junction 42 resulted in 2 performance days and 41 original recorded songs.**

Results

- Vast improvements across all skills categories were measured in both ETS projects and Music Courses delivered by Junction 42. Most notable improvements were made in the areas of "*Accepting praise*" and "*Accepting constructive criticism*" – amongst others.
- On average, individuals who participated in Junction 42 programming reported higher scores of mental well-being as measured by the Warwick-Edinburgh Mental Well-being Scale (WEMWBS). Drastic change was especially observed regarding well-being indicators "*I've been feeling interested in other people*" and "*I've been feeling good about myself*".
- Junction 42 services build a track record for inspiring, motivating and empowering participants into a future of their own choosing. Staff interviews highlight dramatic changes in attitudes and behaviour of participants.

Key recommendations

- Continue resource investment in to Entrepreneurial Training Schools and Creative Engagement opportunities within prisons across the north east.
- Allow programme staff more recruitment freedom – e.g. meeting potential participants face to face on prison wings, promoting voluntary instead of compulsory participation.
- Increase the duration and frequency of programmes offered.

Programme Overview



Entrepreneurial Training School (ETS)

We understand that, given the right support and encouragement, inmates can break the negative cycle that they are in and positively contribute to society. That is why our Entrepreneurial Training School Kingsman was written in partnership with Young Enterprise to cover start-up business skills including launching a business, creating a brand, financing a business, sales techniques and much more. Kingsman is a kinaesthetic programme intended to celebrate success and learning by enhancing entrepreneurial drive amongst individuals in prison and increasing awareness of their outstanding potential.

Each ETS project is an apprentice-style course where inmates set up and run a micro business in prison, and profits are donated to charity. This year, three projects were run in HMP Holme House. (Examples of the different ETS projects can be found below.)

ETS Project: Personalised Cards

The men worked in two competitive teams to design, produce and sell personalised greeting cards within the prison. The business model included a focused holiday theme of Christmas, Valentine's Day and also Mother's Day cards.

Why do you want to take part in this course? *"To gain insight of starting my own business, to improve my income and life."*

What have you most enjoyed on the course? *"Making the cards as part of a team and meeting new people as well as the Junction team!"*

(Quotes by participants.)

Participants of the Personalised Cards project raised £100 which was donated to Zoë's Place in Middlesbrough, an independent registered charity providing palliative, respite and end of life care to babies and infants suffering from life-limiting or life-threatening conditions.



ETS Project: Make & Bake

Teams raced to produce tantalising treats and baked goods to sell to prison staff. Working closely with a catering and bistro professional, this gave participants real-life experience of working with others, meeting deadlines and dealing with customers.

Participants of the Make & Bake project raised £103 which was donated to CLIC Sargent – a charity which helps families limit the damage cancer causes beyond their health. The proceeds were invested in the *Young Lives v. Cancer* fund on behalf of a local family whose child was diagnosed with leukaemia.

Why do you want to take part in this course?

“I am always open to try new things and [to] try and better myself from [this] situation.”

“I want to learn and develop my skills further and gain a better understanding of setting up my own business from nothing.”

What are you hoping to get out of this course?

“As much as I can to help me improve and better my life – not just for me, for my wife to be and for my little girl.”

“A better insight into putting my ideas into practice and what it takes to get an idea off the ground – becoming a sellable product.”

What have you most enjoyed on the course?

“I like working as a group and to learn and [to] listen to people that have been there and done what I’m trying to achieve.”

“The opportunity was good and [I] took a lot from it. [It] really opened my mind to what can be done.”

(Quotes by participants.)

ETS

"A better insight putting my ideas into practice and what it takes to get an idea off the ground - becoming a sellable product."



JUNCTION⁴²

JUNCTION42 EXISTS TO SEE THE LIVES OF OFFENDERS AND THEIR COMMUNITIES VISIBLY TRANSFORMED

Music Courses

Creativity is a key feature of our work in custody. Junction 42 recognises the creative potential of those that we work with and the effectiveness of music as an engagement tool. Participants recruited on these courses were unemployed and displayed challenging behaviours. This music programme explores key themes such as hopes and dreams, identity and diversity. Positive lyrics are developed around these themes and tracks are produced. Young people are then given a copy of their track in the form of a CD or a DVD; a lasting record of their achievement. The programme explores: Lyric writing - Music production - Music as a means of communicating mood and emotion - Song structure - Studio equipment and techniques - Live performance - Stage set-up - Stage awareness and presence

Junction 42 delivered six Music Courses at HMP Holme House this year. This resulted in two performance days and the recording of 41 original tracks. An additional highlight was that two of our participants had their tracks played on national prison radio. This included a short radio interview with Junction 42 staff which was conducted by the men and later broadcast throughout the UK.

There was some overlap of participants as many of the men were eager to improve their skills and take part in the course again. The Music Courses played a significant role in engaging the most “non-engaged” offenders by offering an inviting, low-threshold environment.

Why do you want to take part in this course?

“I want to take part because I love music and it’s my passion.”

“To get better at writing and pushing myself to fulfilling my potential - to gain more confidence and learn how to write to the best of my ability.”

“Better my music [as an] emotional release.”

“[I] want other people to hear my music and to help other people”

What are you hoping to get out of this course?

“I’m hoping to get some confidence in myself and [to] believe that I’m good enough.”

“[To] enjoy and learn, as all information can be useful for the future.”

“How to put music together and how to incorporate all my experience in music.”

What have you most enjoyed on the course?

“Learning new things, overcoming things [I] didn’t think I could do and how helpful and friendly staff was.”

“The conversation and the different people I met, the diversity - the music - the tutors are fantastic.”

(Quotes by participants.)

Music

"To get better at writing and pushing myself to fulfilling my potential – to gain more confidence and learn how to write to the best of my ability."

JUNCTION⁴²

JUNCTION42 EXISTS TO SEE THE LIVES OF OFFENDERS AND THEIR COMMUNITIES VISIBLY TRANSFORMED

Impact Measurement

Methodology

Out of the many programming initiatives delivered in 2017, Junction 42 conducted thorough impact measurement of two Entrepreneurship Training Schools (ETS 1, ETS 2,) and four Music Courses (Music Project 1, Music Project 2, Music Project 3 and Music Project 4). A toolkit to measure programme impact was devised in cooperation with professionals from the University of Teesside. The toolkit consists of:

- *Self-reporting Questionnaires* – pre/post course
- *Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)* – pre/post course
- *Focus Group and Participant Feedback Questions*
- *Staff Reflections*

Programming staff gave every participant a Pre-Course Questionnaire and a copy of a WEMWBS to complete at the beginning of each course. This was followed up at the end of the course with a similar Post-Course Questionnaire and a second WEMWBS, for comparison purposes. A member of Junction 42 staff facilitated focus groups with participants during both ETS 2 and Music Project 4 to specifically assess the quality of programmes in meeting participants' needs. Debriefing comments from programme staff regarding *what went well, what could be better* and *changes in attitudes or behaviour* were also included for overall analysis.

Participant engagement and quality of service was measured by the self-reported 'distance travelled' by participants, in categories plotted by staff at the beginning of the course. Pre-Course and Post-Course Questionnaires (found in Appendix A and Appendix B of this report) asked participants to rate their set of relevant skills and qualities on a scale of 1 (least) to 5 (most). These items are listed in the following table.

ETS Course	Music Course
<ul style="list-style-type: none"> • Working as part of a team • Leading a team • Setting up a business • Creating a product with limited resources • Overcoming problems when they happen • Accepting praise • Accepting criticism 	<ul style="list-style-type: none"> • Working as part of a team • Writing lyrics • Performing music in front of other people • Overcoming problems when they happen • Accepting praise • Accepting criticism

WEMWBS was developed in 2006 and is an internationally recognised method for psychometric analysis.⁶ Participants were asked to score themselves on 14 positively worded statements about their thoughts and feelings over the last two weeks. The five optional responses range from ‘None of the time’ to ‘All of the time’ and were scored accordingly. A copy of the WEMWBS can be found in Appendix C.

Response	Score
<i>None of the time</i>	1
<i>Rarely</i>	2
<i>Some of the time</i>	3
<i>Often</i>	4
<i>All of the time</i>	5

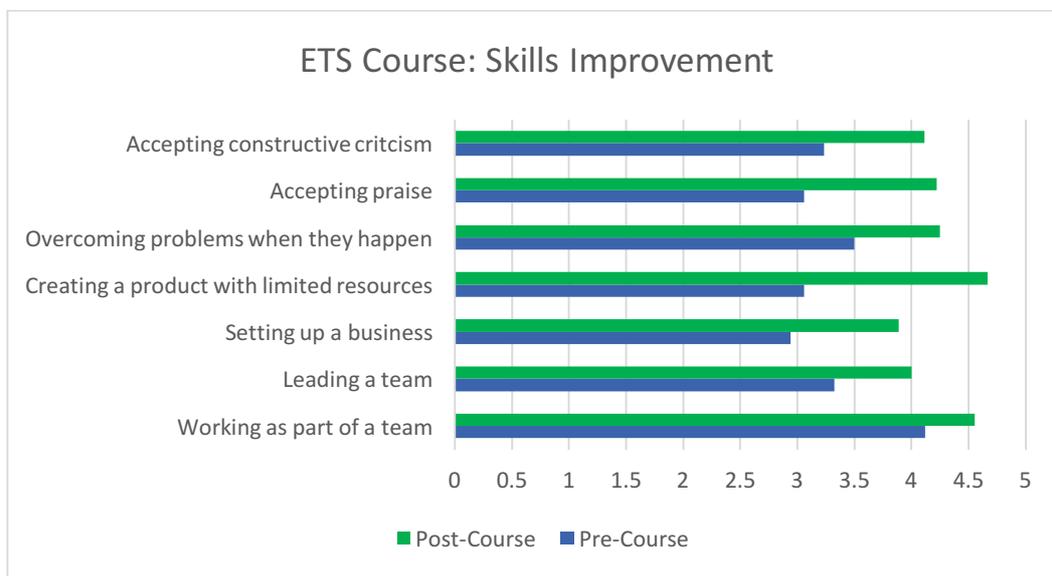
Although preliminary WEMWBS was measured at the start of the course, post-course questionnaires were often left incomplete by participants. Remarkably, the well-being indicator “I’ve been feeling loved” was more commonly left blank than other items. Since the secondary WEMWBS was infrequently recorded, the actual change in personal well-being scores could only be measured for a handful of participants who had filled out all four sections entirely. Therefore, average WEMWBS results were instead aggregated to give a general overview of trends in well-being indicators through participation in Junction 42 programming.

Outcomes

ETS (1&2) Results

Skills Improvement

Improvement of relevant skills were self-reported through Pre-Course and Post-Course Questionnaires. Most notable improvements were made in the areas of “Creating a product with limited resources” and “Accepting praise”.

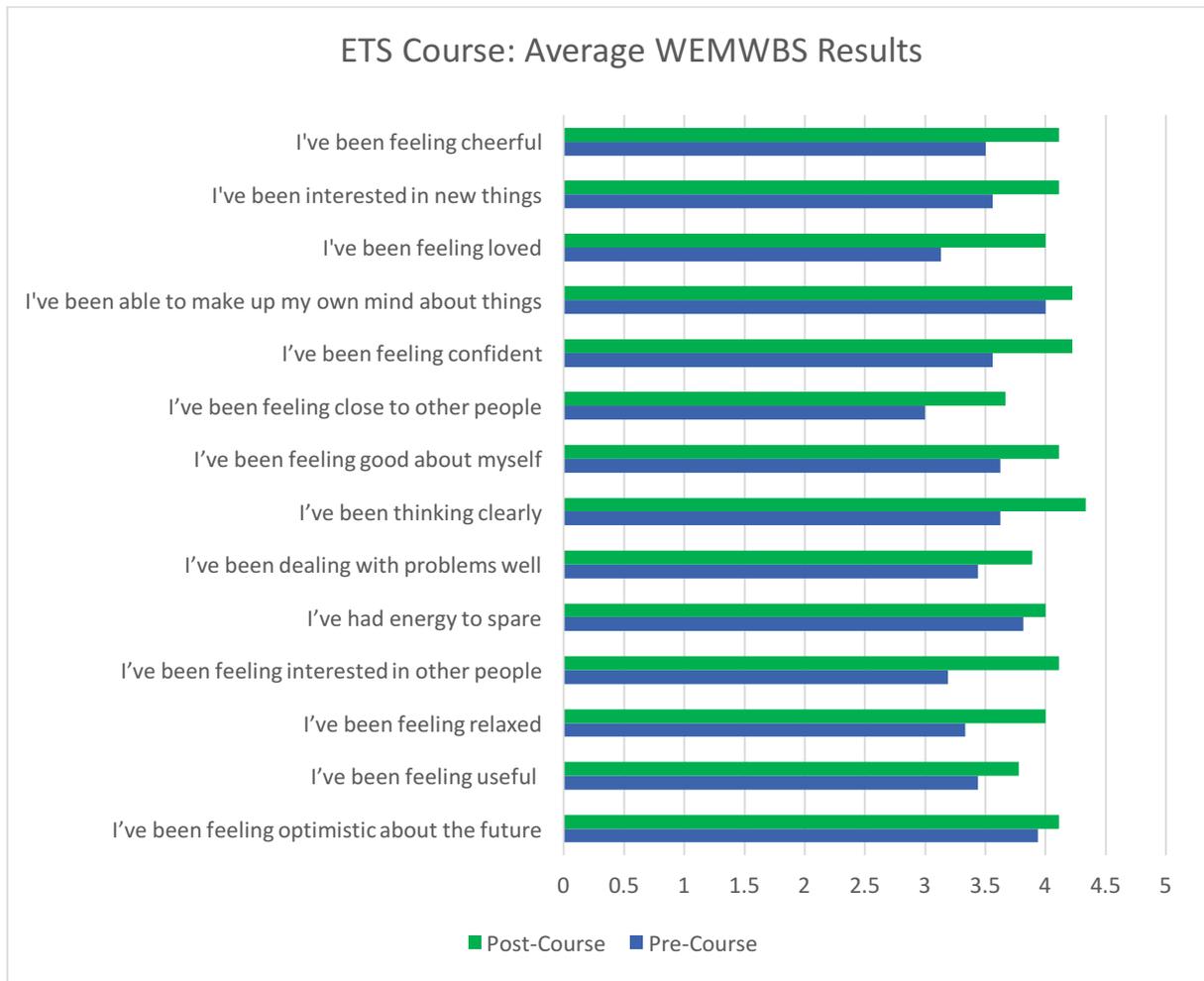


Positive Well-being Indicators

The well-being indicators which received the *lowest* scores by participants before starting the course were, “I’ve been feeling close to other people” and “I’ve been feeling loved”. The well-being indicators which received the *highest* scores by participants before starting the course were, “I’ve been able to make up my own mind about things” and “I’ve been feeling optimistic about the future”.

On average, WEMWBS scores improved in every category. However, the well-being indicators which received the *lowest* scores after completion of the course were “I’ve been feeling close to other people” and “I’ve been feeling useful”. The well-being indicators which received the *highest* scores after completion of the course were “I’ve been thinking clearly” and “I’ve been feeling confident” or “I’ve been able to make up my own mind about things”.

The most drastic improvements occurred for well-being indicators “I’ve been feeling interested in other people” and “I’ve been feeling loved”.



ETS Participant Feedback

What did participants learn about themselves on the project?

I can work as a team.

[I gained] more knowledge and how to cultivate ideas.

I feel confident [about] myself talking in front of others.

How will this help them in the future?

[It's] given me an open mind into what can be done.

[I can] utilise my newly gained perspective to hone in on business opportunities that I did not see before and to see a project from abstract planning to realisation of actual end goal.

Motivation to start my own business when I am released.

What would they like to see changed?

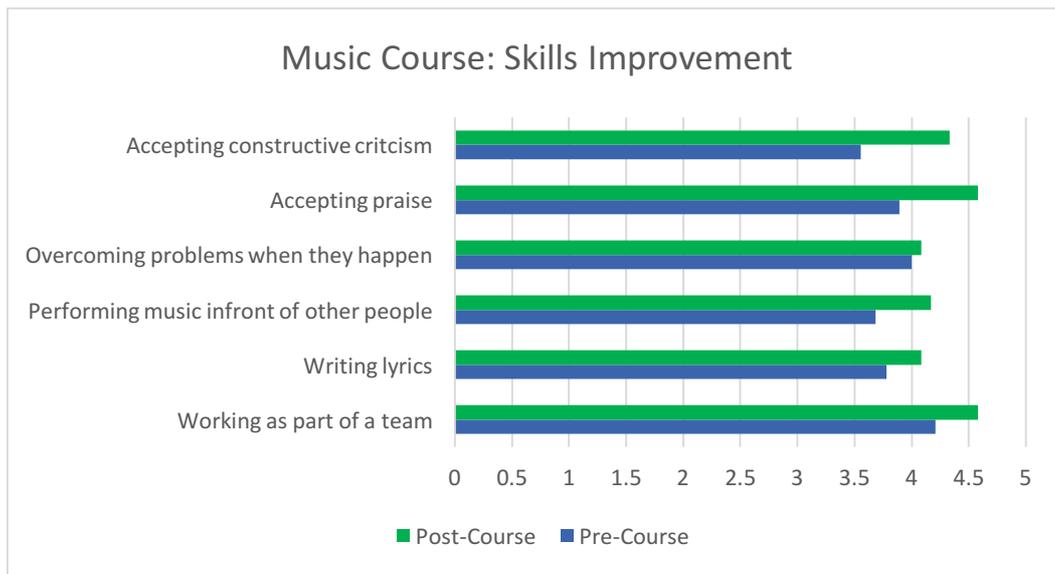
That it was only for a week. It would have been better [if] it was longer.

That it is not fulltime. I think a lot of people would benefit from doing this course fulltime.

Music Course (Projects 1 - 4) Results

Skills Improvement

Again, improvement of relevant skills was self-reported through Pre-Course and Post-Course Questionnaires. Most notable improvements were made in the areas of “Accepting constructive criticism”, “Accepting praise” and “Performing music in front of other people”.

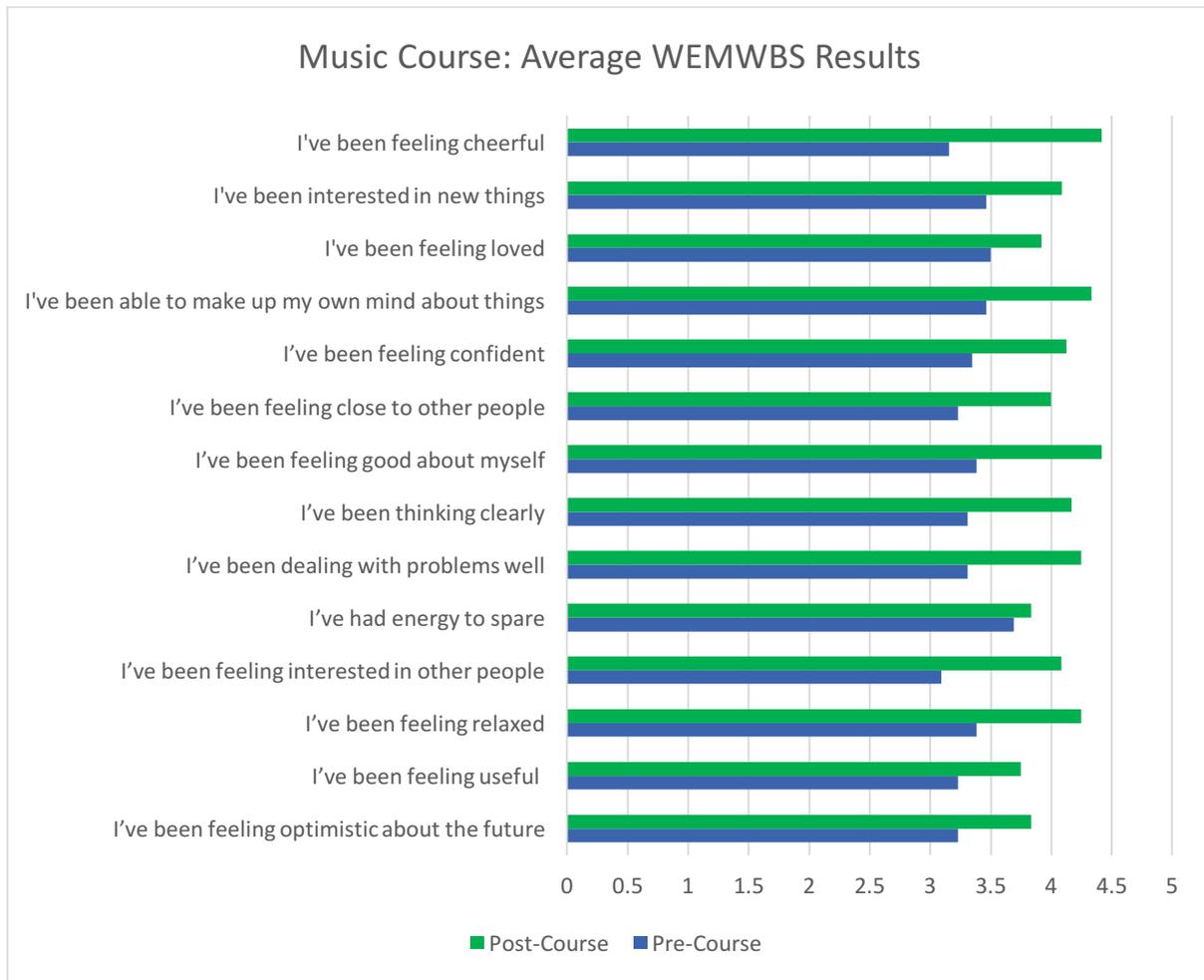


Positive Well-being Indicators

The well-being indicators which received the *lowest* scores by participants before starting the course were, “I’ve been feeling interested in other people” and “I’ve been feeling cheerful”. The well-being indicators which received the *highest* scores by participants before starting the course were, “I’ve had energy to spare” and “I’ve been able to make up my own mind about things” or “I’ve been interested in new things”.

On average, WEMWBS scores again improved in every category. However, the well-being indicators which received the *lowest* scores after completion of the course were “I’ve been feeling close to other people” and “I’ve been feeling useful”. The well-being indicators which received the *highest* scores after completion of the course were “I’ve been thinking clearly” and “I’ve been feeling confident” or “I’ve been able to make up my own mind about things”.

The most drastic improvements occurred for well-being indicators “I’ve been feeling cheerful” and “I’ve been feeling good about myself”.



Music Course Participant Feedback

What did participants learn about themselves on the project?

*To be confident about myself in front of others... That I should believe in myself more.
I've learnt things I didn't know I could do.
I can write lyrics with meaning and have confidence to write a song which I'd never ever tried before... I have learned I have my own original style.
That I enjoy interacting with the very different cultures, people and musical lyrics.*

How will this help them in the future?

*[I am] more confident in my ability... [Now I can] be confident on the mic.
Thinking positive helps working with [other] people.
I will always think of diversity and multicultural differences, positively using my voice as a form of constructiveness and not aggression.
[I have] more motivation towards becoming a music producer when I get out.*

What would they like to see changed?

*[I] loved everything on the course - just [a] shame it's ending and only for a week...
Would [have] liked more time on the course (course to be longer)...
The shortness of it, I'd [have] much preferred it to be over a longer time period.*

Staff Reflections

What went well?

- The mentality of creating something from nothing is new to participants, but motivational.
- The ETS micro business model works well - profits have been made every time.
- J42 staff are making relevant improvements with each course project.
- It helps when staff are known by participants, a familiar face.
- Participants are visual and kinaesthetic learners - hands-on and group work is important.

Changes in attitude & behaviour

Interest - “Do we have to be here” changed to “What can I learn?” by lunch time.

Confidence - “So can I get it running on the outside? Thinking about being legit.”

Reflection - ETS causes thoughtful reflection. Feedback was open and vulnerable.

Gratitude - Participants were encouraged. Shaking hands, their appreciation was evident.

Language - Participants came in, talking like prisoners (“punched his head in”, etc.) but this slowly changed. Once the prisoner persona and need to protect themselves dropped, this exposed a genuine desire to learn.

Ownership - In another prison, groups were really affected when a heavy drug user walked into a course. However, a sense of community formed through ETS. Participants asked, “Why is he coming in our room?”. There was complete ownership over the project.

Attitudes - Inspiration of the course influenced arrogant attitudes towards thankfulness.

Teamwork - Participants became competitive in a good way - firing out ideas, etc.

Commitment - At the start, some participants felt dragged and asked, “Do we have to?”. By the end, they declined visits so they could attend the final presentation and participate in ETS. They were committed to seeing it through.

Belief & Hope: ETS sparks a sense that being an offender doesn't hinder.

Learning & Limitations

Learning is taking place as Junction 42 endeavours to track the impact of its programming in cooperation with participants and staff. Registration and attendance for each course varied from day-to-day. Programme Leaders found it difficult to ensure completion of all the necessary forms due to the complexity of attaining contact with participants who may have been absent at various times throughout the course. Another obstacle noted by Programme Leaders is that participants simply “*don’t want to fill anything in or write it down*”. To address this in the future, it may be helpful for an extra staff member to conduct informal interviews with participants so that data can be collected conversationally instead of through the original hard copy questionnaires.

A Music Course participant also remarked on the bottom of his questionnaire, “*P.S. This is in prison – mood changes by the hour. Probably different if done outside.*” Changes in attitude can be difficult to attribute to Junction 42 programming alone; however, the pre-course WEMWBS was still very useful in assessing the level of well-being experienced by participants before their initial involvement. It may also be useful in identifying participants who are poised to gain the most from their involvement in Junction 42 programming. For example, participants who scored themselves below average (less than *Sometimes-3*) on all 14 items may be unlikely to complete the course in its entirety. This was supported by the results of ETS 2.

What could be done better next time?

- **Recruitment:** Programme staff need access to the wings. ETS is designed by ex-offenders and not the prison – this should be communicated. (When participation is self-selected, people were more up for it and entrepreneurial. This brings stability to the programme.)
- **Frequency:** Delivery of the course could be more frequent throughout the year in order to expand micro business options.
- **Programme Content:** Ensure participants are positioned to understand jargon. Create production templates and a catalogue of designs. Show participants sponsored advertising and Facebook advertising options. Additional use of visuals such as spreadsheets illustrating profit and loss (e.g. showing if you had done XYZ differently, this is how much you could have made).
- **Substance-abuse:** Some participants were asked not to come back. Due to the visual nature of the programme, it was not well suited for people on spice.
- **Resources:** Use of another Mac computer is essential – this keeps printing simple and straightforward. Invite a local and inspiring business person as a guest speaker to strengthen the course and to give it a relevant, creative buzz.

Conclusions & Recommendations

Junction 42 is seeking to expand the impact of its engagement programmes by continuing its services across prisons in the north east. We seek to be a learning organisation, using the data gathered through this project to improve programming to better suit the needs of participants. Questions included in the self-reported pre-course and post-course questionnaires also highlight the expectations of participants and their initial reasons for participation. Where incongruences appear between participants' prospects and the programme mandates, added clarity may be helpful to all. For example, it is important that offenders understand programming has been created *for* them by ex-offenders who can relate to their situation. Junction 42 programming is run in cooperation with the prison, but not *by* the prison. Access to the wings of the prison may allow Junction 42 staff to help clarify this during recruitment.

Face-to-face interaction with inmates on the wings may also increase programme participation rates. ETS worked best with 8-10 participants, which fostered a sense of healthy competition. With 10 participants, there are more dynamics. It's harder to run but a busier, fast paced course. Additional observations show that the quality of participation is best when voluntary instead of compulsory. This was the case for both ETS and Music Courses.

By far, the most common recommendation received from both staff and participants was the duration and frequency of the course. Participants expressed disappointment that the ETS course was not offered fulltime. Offering these courses frequently throughout the year may expand micro business options, leading to the existence of a sustainable enterprise within prison. Eventually these sustainable initiatives could promote additional connections for ex-offenders as they move through the gate and into the community upon release.

Lastly, Junction 42 believes it is important to do its due diligence in reporting to stakeholders on the impact and outcomes of its services. Although there were difficulties in ensuring the completion of all relevant forms and data sets related to this report, we have learned from this experience that conducting informal interviews with participants may be a more efficient and effective way to gather necessary data in future events.

In summary, the conclusions of this report are clear: Post-Course Questionnaires reported improved scores in every category of specified relevant skills, as well as higher scores in each category of mental well-being as indicated by the WEMWBS results. This preliminary research argues that there is a strong, positive correlation between the impact of programming and the well-being of offenders participating in the ETS projects and Music Courses delivered by Junction 42.

References

¹ Ministry of Justice (2017) *Proven reoffending statistics: July 2014 to June 2015*. London: Ministry of Justice.

² Prison Reform Trust (2017) *Prison: the facts. Bromley Briefings Summer 2017*. London: Prison Reform Trust.

³ Comptroller and Auditor General, National Audit Office (2017) *Mental health in prisons*. London: National Audit Office (NAO).

⁴ Centre for Entrepreneurs (2016) *From inmates to entrepreneurs*. London: Centre for Entrepreneurs.

⁵ Hughes, J. (2005) *Doing the Arts Justice: a review of research literature, practice and theory*. Unit for the Arts and Offenders.

⁶ NHS Health Scotland (2015) *Measuring mental well-being*. NHS Scotland: Retrieved from <http://www.healthscotland.com/scotlands-health/population/Measuring-positive-mental-health.aspx>

Appendices

Appendix A: Pre-Course Questionnaire (ETS)

Appendix B: Post-Course Questionnaire (ETS)

Appendix C: Pre-Course Questionnaire (Music Course)

Appendix D: Post-Course Questionnaire (Music Course)

Appendix E: WEMWBS

Note: Font size of Pre & Post-Course Questionnaires have been formatted for this report. Original questionnaires were printed in a larger font for easy reading.

Appendix A: Pre-Course Questionnaire (ETS)

HOLME HOUSE PRE-COURSE QUESTIONNAIRE

This questionnaire is to help us understand what the course achieves and what you thought about the course. There will be this questionnaire and then another when the course finishes.

Prisoner number:

Initials:

Rate yourself out of five in the following skills by colouring in the stars below. 1 is the least and 5 is the most.

Working as part of a team	
Leading a team	
Setting up a business	
Creating a product with limited resources	
Overcoming problems when they happen	
Accepting praise	
Accepting constructive criticism	

Why do you want to take part in this course?

What are you hoping to get out of this course?

Appendix B: Post-Course Questionnaire (ETS)

HOLME HOUSE POST-COURSE QUESTIONNAIRE

This questionnaire is to help us understand what the course achieves and what you thought about the course.

Prisoner number:

Initials:

Rate yourself out of five in the following skills by colouring in the stars below. 1 is the least and 5 is the most.

Working as part of a team



Leading a team



Setting up a business



Creating a product with limited resources



Overcoming problems when they happen



Accepting praise



Accepting constructive criticism



What have you most enjoyed on the course?

What have you least enjoyed on the course?

What have you learnt about yourself on the project?

How will this help you in the future?

Appendix C: Pre-Course Questionnaire (Music Course)

HOLME HOUSE PRE-COURSE QUESTIONNAIRE

This questionnaire is to help us understand what the course achieves and what you thought about the course. There will be this questionnaire and then another when the course finishes.

Prisoner number:

Initials:

Rate yourself out of five in the following skills by colouring in the stars below. 1 is the least and 5 is the most.

Working as part of a team



Writing lyrics



Performing music in front of other people



Overcoming problems when they happen



Accepting praise



Accepting constructive criticism



Why do you want to take part in this course?

What are you hoping to get out of this course?

Appendix D: Post-Course Questionnaire (Music Course)

HOLME HOUSE POST-COURSE QUESTIONNAIRE

This questionnaire is to help us understand what the course achieves and what you thought about the course.

Prisoner number:

Initials:

Rate yourself out of five in the following skills by colouring in the stars below. 1 is the least and 5 is the most.

Working as part of a team



Writing lyrics



Performing music in front of other people



Overcoming problems when they happen



Accepting praise



Accepting constructive criticism



What have you most enjoyed on the course?

What have you least enjoyed on the course?

What have you learnt about yourself on the project?

How will this help you in the future?

Appendix E: WEMWBS

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks.

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

© NHS Health Scotland, University of Warwick and University of Edinburgh, 2006, all rights reserved.

CONTACT US

Junction 42
Brunswick Methodist Church,
Brunswick Place,
Newcastle upon Tyne,
NE1 7BJ

<https://www.junction42.org>

e: info@junction42.org
t: 0191 261 2684

Registered Charity 1149813
Registered Scottish Charity SCO47781
Company Limited by Guarantee Registered in
England and Wales 8139367