

Online Supplement 1: Published sources (n=13)

Source	Reference
	McGregor J, Repper J, Brown H (2014) <i>“The college is so different from anything I have done”</i> . A study of the characteristics of Nottingham Recovery College, Journal of Mental Health Training, Education and Practice, 9 , 3-15.
	Perkins R, Repper J, Rinaldi M, Brown H (2012) <i>Recovery Colleges. Implementing Recovery Through Organisational Change</i> , Mental Health Network NHS Confederation, Centre for Mental Health, London.
	Mind (2016) <i>Australasian Recovery College Community of Practice Inaugural Meeting</i> , Victoria: Mind.
	Meddings S, McGregor J, Roeg W, Shepherd G (2015) <i>Recovery colleges: quality and outcomes</i> , Mental Health and Social Inclusion, 19 , 4, 212-222.
	Shepherd G, McGregor J, Meddings S, Roeg W (2017) <i>Recovery Colleges and Co-production</i> . In: Slade M, Oades L, Jarden A (eds) <i>“Wellbeing, Recovery and Mental Health”</i> Cambridge: Cambridge University Press, 181-193.
	Perkins A, Ridler J, Hammond L, Davies S, Hackmann C (2017) <i>Impacts of attending recovery colleges on NHS staff</i> , Mental Health and Social Inclusion, 21 , 1, 18-24.
	Shepherd G, Boardman, J., Rinaldi, M., Roberts, G. <i>ImROC Briefing paper 8. Supporting recovery in mental health services: Quality and Outcomes</i> , London: Implementing Recovery through Organisational Change 2014.
	Leamy M, Bird V, Le Boutillier C, Williams J, Slade M (2011) <i>Conceptual framework for personal recovery in mental health: systematic review and narrative synthesis</i> , British Journal of Psychiatry, 199 , 445-452.
	McGregor J, Brophy L, Hardy D, Hoban D, Meddings S, Repper J, Rinaldi M, Roeg W, Shepherd G, Slade M, Smelson D, Stergiopoulos V, on behalf of RCICoP Group (2016) <i>Proceedings of June 2015 Meeting</i> , Recovery Colleges International Community of Practice (RCICoP)
	Rinaldi M, Morland M, Wybourn S (2012) <i>Annual Report 2011-2012 South West London Recovery College</i> , London: South West London and St George’s Mental Health NHS Trust.
	Watson E (2013) <i>What Makes a Recovery College? A Systematic Literature Review of Recovery Education in Mental Health</i> , Nottingham: MHSC Dissertation.

	Meddings S, Byrne D, Barnicoat S, Campbell E, Locks L (2014) <i>Co-Delivered and Co-Produced: Creating a Recovery College in Partnership</i> , Journal of Mental Health Training, Education and Practice, 9 , 16-25.
	King T (2015) <i>An Exploratory Study of Co-Production In Recovery Colleges In The UK</i> , MSc thesis, University of Brighton.

Online Supplement 2

RECOLLECT Checklist for Recovery Colleges

(The RECOLLECT Checklist is downloadable from researchintorecovery.com/recollect)

RECOLLECT Checklist for Recovery Colleges

Please note that the RECOLLECT Checklist is copyrighted and must not be changed without permission.

Further information: researchintorecovery.com/recollect

STUDENT VERSION

Please complete this version if you are a Recovery College student who also uses (or has used in the last two years) mental health services.

DESCRIPTION

This Checklist is designed to evaluate how close your Recovery College is to our best understanding of an ideal Recovery College, in order to help with further development. It is a tool which is intended to help you to further develop your college by encouraging you to reflect on your college's current strengths and areas for development. It does not produce a numerical score.

There are three versions of the Checklist: one for students, one for peer trainers and one for the Recovery College manager. This is the student version. We recognise how Recovery Colleges are co-produced and co-delivered and so you may choose to use any version of the Checklist as a team. However, only the Recovery College Manager's version includes Part 2 which characterises five further components of Recovery Colleges.

INSTRUCTIONS

The following pages list seven key dimensions of a Recovery College. For each dimension, there are three statements which describe a Recovery College that is early in its development (**RED**), making good progress (**AMBER**) and matching our best understanding of an ideal Recovery College (**GREEN**) standard. For each dimension, **please TICK the statement which best matches your own views and experience of your Recovery College.**

1. Valuing equality: The contributions and assets of students, trainers (peers, clinicians, external) and other staff are equally valued. No one is judged or treated differently because of their background or mental health difficulties.

RED	AMBER	GREEN
<p><input type="checkbox"/> I am treated like a patient</p> <p>I feel somewhat like a 'patient' in the Recovery College: judged and treated differently because of my mental health difficulties. I do not feel my voice is valued during courses and do not feel respected by trainers and other staff.</p>	<p><input type="checkbox"/> I am welcomed but still sometimes feel treated differently</p> <p>I feel welcomed in the Recovery College and do not feel discriminated against. There is a clear difference in my relationships with Recovery College staff and with other students. Sometimes I feel left out by staff or that it's difficult to talk one-to-one with them if they're busy.</p>	<p><input type="checkbox"/> I am treated with respect and my views are valued</p> <p>I am welcomed as a person, not a patient. I am treated with respect and dignity. I feel that my voice and views are as valuable as everyone else's (students, trainers, other staff). Trainers demonstrate patience and understanding of my values and uniqueness.</p>
<p>Comments (optional)</p>		

2. Learning: Recovery Colleges follow an adult education approach whereby students and trainers collaborate and learn from each other by sharing experiences, knowledge and skills. Students have responsibility for their learning and learn through interactive and reflective exercises. Students gain self-awareness, understanding of their difficulties and practical, relevant self-management skills. Students choose courses which best suit their interests and aspirations.

RED	AMBER	GREEN
<p><input type="checkbox"/> I am told information rather than actively learning or sharing my own ideas</p> <p>I have a passive learning experience where I am 'taught' and given information rather than actively learning. I am not invited to 'get involved', for example by sharing my experience/ideas or taking part in group exercises. I do not feel there is a dialogue between the students so that we can learn from each other. What I learn is not particularly relevant to me or useful for self-managing my difficulties.</p>	<p><input type="checkbox"/> I occasionally contribute my ideas but don't learn from other students</p> <p>I learn from Peer Trainers and 'professionals'. However, students are only occasionally invited to contribute their experience and ideas, and so do not have much opportunity to learn from each other. The learning could be more interactive and everyone more involved. I value the knowledge I gain but I do not necessarily learn practical skills which I can use to support myself in everyday life.</p>	<p><input type="checkbox"/> I feel fully involved in the learning and my ideas are valued by everyone.</p> <p>I learn from other students, Peer Trainers and 'professionals'. I believe that all of the trainers are skilled at sharing their knowledge and expertise in an educational way. I experience active and collaborative learning. I am given lots of time to speak. My experience and ideas are invited and valued, and all students learn from one another. The things I learn are relevant, practical and allow me to manage my life better.</p>
<p>Comments (optional)</p>		

3. Tailored to the student: Recovery Colleges don't offer a one-size-fits-all experience. Students' individual needs are actively enquired about and accommodated during courses (e.g. personalised handouts, translated text, materials adapted for learning difficulties). Their needs outside the course are also accommodated (e.g. buddy service, transport help, individual learning plans).

RED	AMBER	GREEN
<p><input type="checkbox"/> I am not provided with support for my personal needs</p> <p>I am provided with the same level of support as everyone else both during and outside the classes. Staff do not actively ask about or make it easy to express my personal needs, or they do not address my needs if they are aware of them.</p>	<p><input type="checkbox"/> I am provided with some support for personal needs, but not as much as I'd like</p> <p>I have opportunities to express my individual needs but receive only moderate support for them. I receive some learning materials and self-management tools that are personalised for my own development but not as many as I'd like.</p>	<p><input type="checkbox"/> I am provided with lots of support for my personal needs</p> <p>The college is very accommodating and I receive lots of individualised support if I need it. I receive a range of personalised learning materials and resources to take home and keep.</p>
<p>Comments (optional)</p>		

4. Co-production of the Recovery College: People with lived experience (Peer Trainers and students) are brought together with professionals and subject experts to design and deliver all aspects of the Recovery College. This includes collaborative decision-making about the prospectus, courses, college policies, staff recruitment, advertising, etc., as well as the co-design and co-delivery of all courses by a Peer Trainer and other subject-expert.

RED	AMBER	GREEN
<p><input type="checkbox"/> Only some of the courses I attend are delivered by a Peer Trainer and someone else. I am not asked to be involved in decision-making about running the Recovery College</p> <p>I am also not asked about the content of courses, and I am not actively invited to give feedback at the end of courses.</p>	<p><input type="checkbox"/> Most or all of the courses I attend are delivered by a Peer Trainer and someone else. I am sometimes involved in decisions about the running of the Recovery College.</p> <p>I am also asked for my feedback at the end of courses. I am sometimes invited to help make decisions about the design and running of the Recovery College (helping to design the prospectus, decide on new courses etc.).</p>	<p><input type="checkbox"/> All of the courses I attend are delivered by a Peer Trainer and someone else. I can be regularly involved in shaping how the college is run.</p> <p>I am also fully aware of a range of ways in which I can get involved in the college's decision-making and feel that my views are as important as staff views.</p>
<p>Comments (optional)</p>		

5. Social connectedness: Both the culture and the physical environment of the college provide students with opportunities to develop connections with others. The learning space is relaxed, e.g. non-clinical chair layout, access to drinks facilities, shared spaces for socialising. Trainers recognise and cater for students' social needs, e.g. organising exercises and breaks for chatting, sharing experiences and developing friendships.

RED	AMBER	GREEN
<p><input type="checkbox"/> The college feels clinical and there are no facilities to relax and socialise.</p> <p>The atmosphere of the Recovery College and the classrooms feels clinical. The courses are focused on learning rather than including time for students to chat and get to know one another. There are no facilities for students to relax and socialise.</p>	<p><input type="checkbox"/> The college feels welcoming. Some course venues have facilities to relax and socialise and there is time, in courses, to get to know each other.</p> <p>There is time, during courses, to get to know other students. Whenever possible, we are given chances to socialise and share our experiences (e.g. ice-breaker exercises, coffee breaks).</p>	<p><input type="checkbox"/> The college feels relaxed and I have time to get to know other students during courses and when using the college's other facilities (e.g. rest area).</p> <p>The college and courses are organised so that I have time and space to get to know other students and make friends The college provides facilities for socialising, such as a café or refreshments and rest area.</p>
<p>Comments (optional)</p>		

6. Community focus: Recovery Colleges engage with community organisations (e.g. mental health charities, artistic/sporting groups) and Further Education colleges to co-produce relevant courses. The college provides students with information, handouts and events which support students' pathways into valued activities, roles, relationships and support in the community.

RED	AMBER	GREEN
<p><input type="checkbox"/> No courses are delivered by community organisations. The college does not give me any information about getting involved with or supported by organisations in the community.</p> <p>I have not attended any courses which are delivered by community organisations. I am not signposted to relevant community organisations for support or active involvement.</p>	<p><input type="checkbox"/> Some courses are delivered by community organisations and I have been signposted to community organisations for support or activities.</p> <p>I have attended one or more courses which are delivered by community organisations. I am signposted to relevant community organisations for support or to get involved in activities but I am not aware of any formal opportunities to move from the college to being in a community organisation, such as volunteering.</p>	<p><input type="checkbox"/> Lots of courses are delivered by community organisations and I am aware of how I can be supported to move from the college to being in a community organisation for ongoing support or activity.</p> <p>I attend several courses which are delivered by community organisations and I am able to access pathways from the college to a community organisation for ongoing support or as a volunteer or other role.</p>
<p>Comments (optional)</p>		

7. Commitment to recovery: Recovery College workers talk with conviction and enthusiasm about the service and are dedicated to students' recovery. There is a positive energy in the college and its activities, based on shared values about the recovery principles on which the college is based.

RED	AMBER	GREEN
<p><input type="checkbox"/> Staff are polite, but they are not overly passionate about recovery.</p> <p>I feel that the staff are polite, but they are not overly passionate or engaged, either about the courses or about my recovery.</p>	<p><input type="checkbox"/> Staff are enthusiastic about recovery.</p> <p>I feel that the staff are enthusiastic and engaged, but no more so than staff in other mental health services that I use. Recovery College staff may be passionate about the course content but not about my recovery</p>	<p><input type="checkbox"/> Staff are passionate and dedicated to recovery.</p> <p>I feel that the staff are passionate, inspirational and dedicated to recovery and the Recovery College. More so than in other mental health services that I use, staff believe in what they are doing. Staff care and go the extra mile.</p>
<p>Comments (optional)</p>		

RECOLLECT Checklist for Recovery Colleges

Please note that the RECOLLECT Checklist is copyrighted and must not be changed without permission.

Further information: researchintorecovery.com/recollect

PEER TRAINER VERSION

DESCRIPTION

This Checklist is designed to assess how close your Recovery College is to our best understanding of an ideal Recovery College.

It is a self-development tool which is intended to help you to further develop your college by encouraging you to reflect on your college's current strengths and areas for development. It does not produce a numerical score.

INSTRUCTIONS

The following pages list seven key dimensions of a Recovery College. For each dimension, there are three statements which describe a Recovery College that is achieving this dimension to a low (**RED**), moderate (**AMBER**) and high (**GREEN**) standard.

Please only complete this Checklist if you are a Recovery College peer trainer who has delivered at least one course.

For each dimension, please **TICK the statement which best matches your own views and experience of your Recovery College.**

1. Valuing equality

The contributions and assets of students, trainers (peers, clinicians, external) and other staff are equally valued. No one is judged or treated differently because of their background or mental health difficulties.

RED	AMBER	GREEN
<input type="checkbox"/> I feel less valued than my non-peer colleagues, less supported and have less access to staff resources and training. Expertise is seen as sitting with the non-peer trainer or 'professional'.	<input type="checkbox"/> I have fewer opportunities, less access to resources and training, and less responsibility than other trainers. I have lots of involvement in college decision-making and/or course delivery and planning, but my expertise, knowledge and skills are sometimes undervalued.	<input type="checkbox"/> I feel equal to and am given the same opportunities, training, supervision and responsibilities as other trainers. My knowledge and skills are equally respected, and I am seen as just as much an expert as a non-peer trainer.
Comments (optional)		

2. Learning

Recovery Colleges follow an adult education approach whereby students and trainers collaborate and learn from each other by sharing experiences, knowledge and skills. Students have responsibility for their learning and learn through interactive and reflective exercises. Students gain self-awareness, understanding of their difficulties and practical, relevant self-management skills. Students choose courses which best suit their interests and aspirations.

RED	AMBER	GREEN
<input type="checkbox"/> I do not have any formal understanding of adult education principles and do not receive relevant training. My role in class mainly involves doing things for students and giving information to them (e.g. via handouts and videos). There is little opportunity for the students or myself to share our knowledge and expertise in class.	<input type="checkbox"/> I have some training and a reasonable understanding of delivering adult education. I occasionally do things for students but I also encourage students to do some reflective and group exercises. Students and I have the opportunity to discuss and share our expertise, but not often.	<input type="checkbox"/> I have a good understanding of adult education and have received relevant training (e.g. in creating lesson plans, using educational language). Rather than doing things to/for students, my job is to encourage shared learning. I use a range of skills to facilitate this, e.g. allowing time for students and trainers to share their expertise and as much reflective group work as possible.
Comments (optional)		

3. Tailored to the student

Recovery Colleges don't offer a one-size-fits-all experience. Students' individual needs are actively enquired about and accommodated during courses (e.g. personalised handouts, translated text, materials adapted for learning difficulties). Their needs outside the course are also accommodated (e.g. buddy service, transport help, individual learning plans).

RED	AMBER	GREEN
<input type="checkbox"/> I do not usually ask about my students' individual learning needs or adapt the content or delivery of courses in response to them. I do not ask about my students' needs outside classes (transport needs etc.).	<input type="checkbox"/> I am aware of students' individual learning or personal needs and give them some opportunity to share these (e.g. via a group agreement), but sometimes I do not/cannot provide individual support (e.g. tailored materials).	<input type="checkbox"/> I actively enquire about and am responsive to the individual learning and other needs of students, as much as possible in a group setting. I accommodate these through activities such as creating group agreements, tailoring course materials and mentoring.
Comments (optional)		

4. Co-production of the Recovery College

People with lived experience (Peer Trainers and students) are brought together with professionals and subject experts to design and deliver all aspects of the Recovery College. This includes collaborative decision-making about the prospectus, courses, college policies, staff recruitment, advertising, etc., as well as the co-design and co-delivery of all courses.

RED	AMBER	GREEN
<input type="checkbox"/> I am not involved in decision-making processes about the design or running of the Recovery College. Some courses are not delivered by a Peer Trainer alongside someone else. My involvement in course planning and delivery is sometimes less than the non-peer trainer's involvement.	<input type="checkbox"/> Most or all courses are equally planned and delivered by a Peer Trainer alongside someone else. I am occasionally involved in decision-making about the design and running of the Recovery College.	<input type="checkbox"/> I am always an equal partner in the planning, delivery and evaluation of courses. There are a range of ways in which I contribute to decision-making about the running of the college and my voice is equal in importance to others.
Comments (optional)		

5. Social connectedness

Both the culture and the physical environment of the college provide students with opportunities to develop connections with others. The learning space is relaxed, e.g. non-clinical chair layout, access to drinks facilities, shared spaces for socialising. Trainers recognise and cater for students' social needs, e.g. organising exercises and breaks for chatting, sharing experiences and developing friendships.

RED	AMBER	GREEN
<input type="checkbox"/> I do not organise exercises or set aside time during courses for students to get to know each other. The physical space of the classroom has quite a formal set up and there are rarely any facilities or spaces where students can socialise.	<input type="checkbox"/> I recognise the need for students to feel connected as a group and I organise exercises for them to get to know each another, such as ice-breakers. Beyond this there is little time or access to resources to provide students with opportunities for socialising at the Recovery College.	<input type="checkbox"/> I recognise that social connectedness is important for students' learning and recovery. I proactively plan opportunities for students to relax and get to know one another, such as ice-breakers, pairs and groupwork and frequent breaks using the college's rest and refreshment facilities.
Comments (optional)		

6. Community focus

Recovery Colleges engage with community organisations (e.g. mental health charities, artistic/sporting groups) and Further Education colleges to co-produce relevant courses. The college provides students with information, handouts and events which support students' pathways into valued activities, roles, relationships and support in the community.

RED	AMBER	GREEN
<input type="checkbox"/> I do not co-produce or deliver courses with community organisations. I do not work in partnership with any community organisations and do not learn about community projects and services which may be relevant to students or me.	<input type="checkbox"/> I co-produce and deliver some courses with community organisations. I occasionally signpost students to relevant community organisations for support. However, I am not aware of any formal opportunities for students to move from the college to an active role within a community organisation.	<input type="checkbox"/> I co-produce and deliver a range of courses with community organisations. I regularly signpost students to relevant community organisations for support and facilitate pathways for students to move from the college to an active role within a community organisation.
Comments (optional)		

7. Commitment to recovery

Recovery College workers talk with conviction and enthusiasm about the service and are dedicated to students' recovery. There is a positive energy in the college and its activities, based on shared values about the recovery principles on which the college is based.

RED	AMBER	GREEN
<input type="checkbox"/> I am aware of the Recovery College's values about recovery but do not feel strongly or talk often about them. There are barriers to my personal investment in the college and I do not often feel inspired by the college's leadership.	<input type="checkbox"/> I understand and express the values of the Recovery College and enjoy working there. Members of the college team are motivated around the shared goal of supporting recovery.	<input type="checkbox"/> I am highly motivated and passionate about the Recovery College and express a strong belief in the students. The college has strong and enthusiastic leadership and I share in its desire to constantly improve, listening to students' feedback and implementing change.
<p>Comments (optional)</p>		

RECOLLECT Checklist for Recovery Colleges

Please note that the RECOLLECT Checklist is copyrighted and must not be changed without permission.

Further information: researchintorecovery.com/recollect

RECOVERY COLLEGE MANAGER VERSION – PART 1

DESCRIPTION

This Checklist is designed to assess how close your Recovery College is to our best understanding of an ideal Recovery College.

It is a self-development tool which is intended to help you to further develop your college by encouraging you to reflect on your college's current strengths and areas for development. It does not produce a numerical score.

INSTRUCTIONS

The following pages list seven key dimensions of a Recovery College. For each dimension, there are three statements which describe a Recovery College that is achieving this dimension to a low (**RED**), moderate (**AMBER**) and high (**GREEN**) standard.

Please only complete this Checklist if you are someone with an overview of the Recovery College as a whole (e.g. manager, senior peer trainer).

For each dimension, **please TICK the statement which best matches your own views and experience of your Recovery College.**

1. Valuing equality

The contributions and assets of students, trainers (peers, clinicians, external) and other staff are equally valued. No one is judged or treated differently because of their background or mental health difficulties.

RED	AMBER	GREEN
<input type="checkbox"/> We recognise that staff and students may take time to develop partnership-based working relationships. Whilst being supportive of staff and students, we only deal with issues of discrimination and power differences when they arise.	<input type="checkbox"/> We do not actively ensure that all relationships in the college demonstrate equal sharing of opportunities, training, etc. However, we do ensure that the college is welcoming to all staff and students, and have some structures in place (e.g. open days, training, supervision) to encourage equality and to challenge stigma and discrimination.	<input type="checkbox"/> We actively promote a non-judgemental and welcoming culture. Activities are undertaken to ensure that issues of power are always considered within the college (e.g. equal access to training and resources, diversity in promotional materials, analysing equal opportunity data).
Comments (optional)		

2. Learning

Recovery Colleges follow an adult education approach whereby students and trainers collaborate and learn from each other by sharing experiences, knowledge and skills. Students have responsibility for their learning and learn through interactive and reflective exercises. Students gain self-awareness, understanding of their difficulties and practical, relevant self-management skills. Students choose courses which best suit their interests and aspirations.

RED	AMBER	GREEN
<p><input type="checkbox"/> We cannot provide evidence of the college's model(s) of adult learning. We can identify a large number of barriers to progress, such as the influence of a strong clinical or psycho-educational model, or limited resources for Peer Trainer training. Trainers are skilled in delivering education and encouraging shared learning.</p>	<p><input type="checkbox"/> We can articulate the college's model(s) of adult learning. Some processes are in place to ensure that trainers follow educational principles (e.g. lesson plans, educational language) and that courses involve co-learning. However, some barriers prevent the full and effective implementation of these model(s), e.g. time pressures to launch/recruit to new courses, or barriers to trainer recruitment and training</p>	<p><input type="checkbox"/> We can demonstrate the college's full commitment to principles of adult learning. These are evident in the college's prospectus, curriculum and course materials. All trainers (including clinical trainers) can describe the model(s) of adult learning used in the college, and are offered ongoing formal or accredited training in adult learning.</p>
<p>Comments (optional)</p>		

3. Tailored to the student

Recovery Colleges don't offer a one-size-fits-all experience. Students' individual needs are actively enquired about and accommodated during courses (e.g. personalised handouts, translated text, materials adapted for learning difficulties). Their needs outside the course are also accommodated (e.g. buddy service, transport help, individual learning plans).

RED	AMBER	GREEN
<input type="checkbox"/> We are not able to demonstrate the ways in which the college provides an individualised experience for students. Trainers are not actively supported or trained to take account of and accommodate student differences during classes.	<input type="checkbox"/> We can demonstrate some ways in which individual needs of students are addressed, but recognise that there are still unmet needs, e.g. students with learning difficulties or non-fluent English speakers.	<input type="checkbox"/> We are able to demonstrate many ways in which students' individual needs are addressed both during and outside courses. Trainers are made aware of students' needs in advance and provided with guidance on how to adapt the content/delivery of courses.
Comments (optional)		

4. Co-production of the Recovery College

People with lived experience (Peer Trainers and students) are brought together with professionals and subject experts to design and deliver all aspects of the Recovery College. This includes collaborative decision-making about the prospectus, courses, college policies, staff recruitment, advertising, etc., as well as the co-design and co-delivery of all courses by a Peer Trainer and other subject-expert.

RED	AMBER	GREEN
<input type="checkbox"/> We routinely involve students or staff in decision-making about the design and running of the Recovery College. Most of our success in co-production has been at the level of course co-delivery. We recognise that there are currently some significant barriers to co-production throughout the college, including those of culture, management hierarchies and time.	<input type="checkbox"/> As well as consistent co-delivery of courses, we involve staff and students in most discussions about the design and running of the Recovery College (e.g. through student steering groups or student reps), but managers make many of the decisions.	<input type="checkbox"/> We can demonstrate a culture of co-production and its consistent use across the college. The voices of trainers and students are equally heard during decision-making across all levels of the college, including co-delivery, curriculum development, management and design of the physical environment.
Comments (optional)		

5. Social connectedness

Both the culture and the physical environment of the college provide students with opportunities to develop connections with others. The learning space is relaxed, e.g. non-clinical chair layout, access to drinks facilities, shared spaces for socialising. Trainers recognise and cater for students' social needs, e.g. organising exercises and breaks for chatting, sharing experiences and developing friendships.

RED	AMBER	GREEN
<p><input type="checkbox"/> Students' social experience is low on the Recovery College's agenda when deciding on course structure and the physical environment. There are no specific processes for students to get to know one another. Course venues rarely have facilities or spaces outside the classroom where students can relax or socialise.</p>	<p><input type="checkbox"/> We ensure that the Recovery College is a welcoming environment for students. Trainers are encouraged to provide opportunities for socialising during courses where possible, but this is not central to their role. A few of our course spaces have facilities outside the classroom where students can relax, but there are a number of practical or financial barriers to this.</p>	<p><input type="checkbox"/> The Recovery College recognises the role that student integration and connectedness plays in learning and recovery. The college provides a range of facilities for socialising (e.g. café, seating areas, informal and spacious course venues). Trainers are supported to integrate opportunities for students to form closer bonds with each other into the structure of courses</p>
<p>Comments (optional)</p>		

6. Community focus

Recovery Colleges engage with community organisations (e.g. mental health charities, artistic/sporting groups) and Further Education colleges to co-produce relevant courses. The college provides students with information, handouts and events which support students' pathways into valued activities, roles, relationships and support in the community.

RED	AMBER	GREEN
<p><input type="checkbox"/> We have limited involvement with, or presence in, community organisations. Community organisations are not involved in college meetings or events, or do not routinely work with the college to co-produce courses or facilitate opportunities for staff/students.</p>	<p><input type="checkbox"/> We ensure that the college undertakes some activities to build awareness of its community services and relationships with community organisations. Some college courses are co-produced with community organisations and students are signposted to relevant community organisations for support.</p>	<p><input type="checkbox"/> We work with a range of community organisations to co-produce college courses and facilitate pathways for students. We can demonstrate activities to build awareness of, and relationships with, the community. We can demonstrate that joint-working with community organisations has led to changes in the college.</p>
<p>Comments (optional)</p>		

7. Commitment to recovery

Recovery College workers talk with conviction and enthusiasm about the service and are dedicated to students' recovery. There is a positive energy in the college and its activities, based on shared values about the recovery principles on which the college is based.

RED	AMBER	GREEN
<p><input type="checkbox"/> Our organisational policies and procedures ensure the Recovery College runs smoothly, but there are barriers (e.g. culture, organisational structures) to personal investment by workers in promoting recovery principles (dimensions 1 to 6 above) throughout the college. There is still significant effort needed to establish the college as something 'different' and 'meaningful'.</p>	<p><input type="checkbox"/> We actively motivate each other to promote recovery principles. We have a shared commitment to constantly improve the recovery focus of the college but recognise some barriers to progress (e.g. cultural, financial).</p>	<p><input type="checkbox"/> We actively promote recovery principles in the college, and collectively lead with enthusiasm and an expressed belief in the college's students and staff. College activities demonstrate recovery principles in practice, e.g. graduation ceremonies, students becoming trainers.</p>
<p>Comments (optional)</p>		

RECOLLECT Checklist for Recovery Colleges

RECOVERY COLLEGE MANAGER VERSION – PART 2

How to complete this section

This section is only completed by someone who has an overview of the Recovery College as a whole (e.g. manager, senior peer trainer) and characterises five further components of Recovery Colleges. For these components, it is not known which of the two types is better, so there is no best answer. We recognise that Recovery Colleges are complex and often span both types, so please pick the type that *most closely* resembles your college.

For each component below, **please identify whether your college is TYPE 1 or TYPE 2 by ticking ONE box for each component.**

8. Available to all

Recovery Colleges vary in the ways in which they implement eligibility criteria for student access.

TYPE 1	TYPE 2
<p><input type="checkbox"/> The Recovery College is available to all.</p> <p>The Recovery College is accessible to any adult (16+ or 18+), including staff and carers, regardless of their use of local services of any kind. Any restrictions are minimal, e.g. living locally, being registered with a GP.</p>	<p><input type="checkbox"/> The Recovery College is limited to specific groups.</p> <p>The Recovery College is open to adults (16+ or 18+) who are current or previous users of local secondary care mental health services. There may be local additions to this eligibility e.g. health/social care/community organisation staff, or family and carers. Being 'inclusive' relates to the ways in which the Recovery College does not discriminate or create access barriers for people with, for example, certain diagnoses, learning difficulties or physical health/mobility needs.</p>

9. Location

Recovery Colleges vary in where courses are run.

TYPE 1	TYPE 2
<p><input type="checkbox"/> The Recovery College is based in a community location that is not shared with health, social care or other statutory services.</p> <p>The Recovery College is deliberately located within communities or neighbourhoods, not in NHS or social care buildings.</p>	<p><input type="checkbox"/> The Recovery College is based in a location which is shared with health, social care or other statutory services.</p> <p>The Recovery College is located within or near (e.g. adjoining building) to local NHS or social care services.</p>

10. Distinctiveness of course content

Recovery Colleges vary in the content/subject-matter of courses offered.

TYPE 1	TYPE 2
<p><input type="checkbox"/> Any topic can be offered as a course, irrespective of whether it is available in mainstream adult education settings.</p> <p>The curriculum includes courses on topics which are also available in local mainstream colleges. Example courses might include gardening, arts, Maths, English, budgeting, understanding benefits, physical health care, job-seeking, home maintenance and a range of leisure/recreation activities.</p>	<p><input type="checkbox"/> Only topics not available in mainstream adult education settings are offered.</p> <p>The curriculum never includes courses on topics which are available in local mainstream colleges. Some courses are offered with a specific recovery-related focus, e.g. gardening for wellbeing, arts for recovery</p>

11. Strengths-based

A strengths-based approach (focussing on assets and potential, not on problems) is either explicit or implicit within the language, courses and materials of the Recovery College.

TYPE 1	TYPE 2
<p><input type="checkbox"/> A focus on strengths (not problems) is implicit in the college.</p> <p>The learning opportunities offered by the Recovery College implicitly builds on the experiences, strengths, assets and resources of students. The language of being 'strengths-based' is not often used.</p>	<p><input type="checkbox"/> A focus on strengths (not problems) is explicit in the college, in addition to dimensions 1-7 above.</p> <p>The learning opportunities offered by the Recovery College explicitly build on the experiences, strengths, assets and resources of students. The language of being 'strengths-based' is routinely used by staff and students, and features in course materials and other aspects of the Recovery College.</p>

12. Progressive

There is variation in the ways in which Recovery Colleges focus on, enable and encourage the forward-moving, goal-focused nature of the student experience.

TYPE 1	TYPE 2
<p><input type="checkbox"/> There is a focus on 'being' and 'belonging', not on goal-setting.</p> <p>The focus of the Recovery College is on supporting individual students' learning needs, safety and belonging, identity development, personal meaning-making and reflection. The college does not require behavioural goal-setting. Students can learn in whatever direction they want to – and for some students that might not be about moving forwards.</p>	<p><input type="checkbox"/> There is a focus on 'becoming' and a strong emphasis on goal-setting and change.</p> <p>The focus of the Recovery College is on processes which provide pathways of opportunity for students and which support them to move on with their lives. This might include the use of goal-oriented personal plans (Individual Learning Plans) and planning and reviewing goal-oriented activities.</p>

Online Supplement 3

RECOLLECT Fidelity Measure for Recovery Colleges

(The RECOLLECT Fidelity Measure is downloadable from researchintorecovery.com/recollect)

RECOLLECT Fidelity Measure for Recovery Colleges

Please note that the RECOLLECT Checklist is copyrighted and must not be changed without permission.

Further information: researchintorecovery.com/recollect

PART 1

INSTRUCTIONS

Part 1 produces a numerical score indicating the extent to which your Recovery College matches our best understanding of an ideal Recovery College. The score ranges from 0 (low fidelity) to 14 (high fidelity).

This Measure is completed by one or more people who have an overview of the Recovery College, e.g. Recovery College manager and/or peer trainer. Only complete this Measure for one Recovery College (even if involved in or managing more than one). By 'students' we mean all students using the college, not just those who use mental health services.

The following pages list seven key dimensions of a Recovery College. Each dimension has three statements describe varying levels of development, from early stage to active engagement to active success. For each dimension, **please TICK the statement which best matches your views and experience of your Recovery College.**

DIMENSION	CURRENT STAGE OF DEVELOPMENT	ANSWER (tick)
1. Valuing equality The contributions and assets of students, trainers (peers, clinicians, external) and other staff are equally valued. No one is judged or treated differently because of their background or mental health difficulties.	We recognise that staff and students may take time to develop partnership-based working relationships. Whilst being supportive of staff and students, we only deal with issues of discrimination and power differences when they arise.	<input type="checkbox"/> 0
	We do not actively ensure that all relationships in the college demonstrate equal sharing of opportunities, training, etc. However, we do ensure that the college is welcoming to all staff and students, and have some structures in place (e.g. open days, training, supervision) to encourage equality and to challenge stigma and discrimination.	<input type="checkbox"/> 1
	We actively promote a non-judgemental and welcoming culture. Activities are undertaken to ensure that issues of power are always considered within the college (e.g. equal access to training and resources, diversity in promotional materials, analysing equal opportunity data).	<input type="checkbox"/> 2

DIMENSION	CURRENT STAGE OF DEVELOPMENT	ANSWER (tick)
2. Learning Recovery Colleges follow an adult education approach whereby students and trainers collaborate and learn from each other by sharing experiences, knowledge and skills. Students have responsibility for their learning and learn through interactive and reflective exercises. Students	We cannot provide evidence of the college's model(s) of adult learning. We can identify a large number of barriers to progress, such as the influence of a strong clinical or psycho-educational model, or limited resources for Peer Trainer training. Trainers are skilled in delivering education and encouraging shared learning.	<input type="checkbox"/> 0
	We can articulate the college's model(s) of adult learning. Some processes are in place to ensure that trainers follow educational principles (e.g. lesson plans, educational language) and that courses involve co-learning. However, some barriers prevent the full and effective implementation of these model(s), e.g. time pressures to launch/recruit to new courses, or barriers to trainer recruitment and training.	<input type="checkbox"/> 1

gain self-awareness, understanding of their difficulties and practical, relevant self-management skills. Students choose courses which best suit their interests and aspirations.	We can demonstrate the college's full commitment to principles of adult learning. These are evident in the college's prospectus, curriculum and course materials. All trainers (including clinical trainers) can describe the model(s) of adult learning used in the college, and are offered ongoing formal or accredited training in adult learning.	<input type="checkbox"/> 2
---	--	----------------------------

DIMENSION	CURRENT STAGE OF DEVELOPMENT	ANSWER (tick)
3. Tailored to the student Recovery Colleges don't offer a one-size-fits-all experience. Students' individual needs are actively enquired about and accommodated during courses (e.g. personalised handouts, translated text, materials adapted for learning difficulties). Their needs outside the course are also accommodated (e.g. buddy service, transport help, individual learning plans).	We are not able to demonstrate the ways in which the college provides an individualised experience for students. Trainers are not actively supported or trained to take account of and accommodate student differences during classes.	<input type="checkbox"/> 0
	We can demonstrate some ways in which individual needs of students are addressed, but recognise that there are still unmet needs, e.g. students with learning difficulties or non-fluent English speakers.	<input type="checkbox"/> 1
	We are able to demonstrate many ways in which students' individual needs are addressed both during and outside courses. Trainers are made aware of students' needs in advance and provided with guidance on how to adapt the content/delivery of courses.	<input type="checkbox"/> 2

DIMENSION	CURRENT STAGE OF DEVELOPMENT	ANSWER (tick)
4. Co-production of the Recovery College People with lived experience (Peer Trainers and students) are brought	We routinely involve students and staff in decision-making about the design and running of the Recovery College. Most of our success in co-production has been at the level of course co-delivery. We recognise that there are currently some significant barriers to co-production throughout the college, including those of culture, management hierarchies and time.	<input type="checkbox"/> 0

together with professionals and subject experts to design and deliver all aspects of the Recovery College. This includes collaborative decision-making about the prospectus, courses, college policies, staff recruitment, advertising, etc., as well as the co-design and co-delivery of all courses by a Peer Trainer and other subject-expert.	As well as consistent co-delivery of courses, we involve staff and students in most discussions about the design and running of the Recovery College (e.g. through student steering groups or student reps), but managers make many of the decisions.	<input type="checkbox"/> 1
	We can demonstrate a culture of co-production and its consistent use across the college. The voices of trainers and students are equally heard during decision-making across all levels of the college, including co-delivery, curriculum development, management and design of the physical environment.	<input type="checkbox"/> 2

DIMENSION	CURRENT STAGE OF DEVELOPMENT	ANSWER (tick)
5. Social connectedness Both the culture and the physical environment of the college provide students with opportunities to develop connections with others. The learning space is relaxed, e.g. non-clinical chair layout, access to drinks facilities, shared spaces for socialising. Trainers recognise and cater for students' social needs, e.g. organising exercises and breaks for chatting, sharing experiences and developing friendships.	Students' social experience is low on the Recovery College's agenda when deciding on course structure and the physical environment. There are no specific processes for students to get to know one another. Course venues rarely have facilities or spaces outside the classroom where students can relax or socialise.	<input type="checkbox"/> 0
	We ensure that the Recovery College is a welcoming environment for students. Trainers are encouraged to provide opportunities for socialising during courses where possible, but this is not central to their role. A few of our course spaces have facilities outside the classroom where students can relax, but there are a number of practical or financial barriers to this.	<input type="checkbox"/> 1
	The Recovery College recognises the role that student integration and connectedness plays in learning and recovery. The college provides a range of facilities for socialising (e.g. café, seating areas, informal and spacious course venues). Trainers are supported to integrate opportunities for students to form closer bonds with each other into the structure of courses.	<input type="checkbox"/> 2

DIMENSION	CURRENT STAGE OF DEVELOPMENT	ANSWER (tick)
6. Community focus Recovery Colleges engage with community organisations (e.g. mental health charities, artistic/sporting groups) and Further Education colleges to co-produce relevant courses. The college provides students with information, handouts and events which support students' pathways into valued activities, roles, relationships and support in the community.	We have limited involvement with, or presence in, community organisations. Community organisations are not involved in college meetings or events, or do not routinely work with the college to co-produce courses or facilitate opportunities for staff/students.	<input type="checkbox"/> 0
	We ensure that the college undertakes some activities to build awareness of its community services and relationships with community organisations. Some college courses are co-produced with community organisations and students are signposted to relevant community organisations for support.	<input type="checkbox"/> 1
	We work with a range of community organisations to co-produce college courses and facilitate pathways for students. We can demonstrate activities to build awareness of, and relationships with, the community. We can demonstrate that joint-working with community organisations has led to changes in the college.	<input type="checkbox"/> 2

DIMENSION	CURRENT STAGE OF DEVELOPMENT	ANSWER (tick)
7. Commitment to recovery Recovery College workers talk with conviction and enthusiasm about the service and are dedicated to students' recovery. There is a positive energy in the college and its activities, based on shared values about the recovery principles on which the college is	Our organisational policies and procedures ensure the Recovery College runs smoothly, but there are barriers (e.g. culture, organisational structures) to personal investment by workers in promoting recovery principles (dimensions 1 to 6 above) throughout the college. There is still significant effort needed to establish the college as something 'different' and 'meaningful'.	<input type="checkbox"/> 0
	We actively motivate each other to promote recovery principles. We have a shared commitment to constantly improve the recovery focus of the college but recognise some barriers to progress (e.g. cultural, financial).	<input type="checkbox"/> 1

based.	We actively promote recovery principles in the college, and collectively lead with enthusiasm and an expressed belief in the college's students and staff. College activities demonstrate recovery principles in practice, e.g. graduation ceremonies, students becoming trainers.	<input type="checkbox"/> 2
--------	--	----------------------------

RECOLLECT Fidelity Measure for Recovery Colleges

Please note that the RECOLLECT Checklist is copyrighted and must not be changed without permission.

Further information: researchintorecovery.com/recollect

PART 2

How to complete this section

Part 2 characterises five further components of Recovery Colleges. For these components, it is not known which of the two types is better, so there is no best answer. We recognise that Recovery Colleges are complex and often span both types, so please pick the type that *most closely* resembles your college.

For each component below, please identify whether your college is more like **TYPE 1** or **TYPE 2** by ticking **ONE** statement for each component.

COMPONENT	TYPE	ANSWER <i>Tick Type 1 or Type 2</i>
<p>8. Available to all</p> <p>Recovery Colleges vary in the ways in which they implement eligibility criteria for student access.</p>	<p>The Recovery College is available to all.</p> <p>The Recovery College is accessible to any adult (16+ or 18+), including staff and carers, regardless of their use of local services of any kind. Any restrictions are minimal, e.g. living locally, being registered with a GP.</p>	<input type="checkbox"/> TYPE 1
	<p>The Recovery College is limited to specific groups.</p> <p>The Recovery College is open to adults (16+ or 18+) who are current or previous users of local secondary care mental health services. There may be local additions to this eligibility e.g. health/social care/community organisation staff, or family and carers. Being ‘inclusive’ relates to the ways in which the Recovery College does not discriminate or create access barriers for people with, for example, certain diagnoses, learning difficulties or physical health/mobility needs.</p>	<input type="checkbox"/> TYPE 2

9. Location Recovery Colleges vary in where courses are run.	The Recovery College is based in a community location that is not shared with health, social care or other statutory services. The Recovery College is deliberately located within communities or neighbourhoods, not in NHS or social care buildings.	<input type="checkbox"/> TYPE 1
	The Recovery College is based in a location which is shared with health, social care or other statutory services. The Recovery College is located within or near (e.g. adjoining building) to local NHS or social care services.	<input type="checkbox"/> TYPE 2
10. Distinctiveness of course content Recovery Colleges vary in the content/subject-matter of courses offered.	Any topic can be offered as a course, irrespective of whether it is available in mainstream adult education settings. The curriculum includes courses on topics which are also available in local mainstream colleges. Example courses might include gardening, arts, Maths, English, budgeting, understanding benefits, physical health care, job-seeking, home maintenance and a range of leisure/recreation activities.	<input type="checkbox"/> TYPE 1
	Only topics not available in mainstream adult education settings are offered. The curriculum never includes courses on topics which are available in local mainstream colleges. Some courses are offered with a specific recovery-related focus, e.g. gardening for wellbeing, arts for recovery.	<input type="checkbox"/> TYPE 2
11. Strengths-based A strengths-based approach (focussing on assets and potential, not on problems) is either explicit or implicit within the language, courses and materials	A focus on strengths (not problems) is implicit in the college. The learning opportunities offered by the Recovery College implicitly builds on the experiences, strengths, assets and resources of students. The language of being ‘strengths-based’ is not often used.	<input type="checkbox"/> TYPE 1
	A focus on strengths (not problems) is explicit in the college, in addition to dimensions 1-7 above. The learning opportunities offered by the Recovery College explicitly build on the experiences, strengths, assets and resources of students. The language of being ‘strengths-based’ is routinely used by staff and students, and features in course materials and other aspects of the Recovery College.	<input type="checkbox"/> TYPE 2

of the Recovery College.		
12. Progressive There is variation in the ways in which Recovery Colleges focus on, enable and encourage the forward-moving, goal-focused nature of the student experience.	There is a focus on ‘being’ and ‘belonging’, not on goal-setting. The focus of the Recovery College is on supporting individual students' learning needs, safety and belonging, identity development, personal meaning-making and reflection. The college does not require behavioural goal-setting. Students can learn in whatever direction they want to – and for some students that might not be about moving forwards.	<input type="checkbox"/> TYPE 1
	There is a focus on ‘becoming’ and a strong emphasis on goal-setting and change. The focus of the Recovery College is on processes which provide pathways of opportunity for students and which support them to move on with their lives. This might include the use of goal-oriented personal plans (Individual Learning Plans) and planning and reviewing goal-oriented activities.	<input type="checkbox"/> TYPE 2