RECOLLECT Fidelity Measure for online Recovery Colleges
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PART 1

INSTRUCTIONS
Part 1 produces a numerical score indicating the extent to which your online 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 an online 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 online 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.	☐ 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. online open days, training, supervision) to encourage equality and to challenge stigma and discrimination.	☐ 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).	☐ 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 gain self-awareness, understanding of their difficulties and practical, relevant self-management skills. Students choose courses which best suit their interests and aspirations.	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.	☐ 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, barriers to trainer recruitment and training, or technical barriers to online provision of courses.	☐ 1
	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.	☐ 2

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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 online materials, translated text, materials adapted forlearning difficulties). Their needs outside the course are also accommodated (e.g. buddy service, online access support, 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.	☐ 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.	☐ 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.	☐ 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 together with professionals and subject experts to design and deliver all aspects of the Recovery College.	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.	☐ 0
	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.	☐ 1

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.	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 online environment.	☐ 2

DIMENSION	CURRENT STAGE OF DEVELOPMENT	ANSWER *(tick)*
5. Social connectedness Both the culture and the online environment of the college provide students with opportunities to develop connections with others. The learning space is relaxed, and trainers recognise and cater for social needs of students, e.g. organising exercises and breaks in courses, and opportunities outside of courses, for students to chat, share experiences and develop friendships.	Students' social experience is low on the Recovery College's agenda when deciding on course structure and the online environment. There are no specific processes for students to get to know one another outside of classes.	☐ 0
	We ensure that the Recovery College is a welcoming environment for students. Trainers are encouraged to provide opportunities for online socializing during courses where possible, eg online breakout rooms, but this isnot central to their role. A few of our online courses have opportunities to meet online or in person outside the classroom, but there are a number of practical or financial barriers to this.	☐ 1
	The Recovery College recognises the role that student integration and connectedness plays in learning and recovery. The college provides a range of online social opportunities, e.g. chat rooms or other opportunities to meet outside of formal courses. Trainers are supported to integrate opportunities for students to form closer bonds with each other into the structure of courses.	☐ 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 online 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.	☐ 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.	☐ 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.	☐ 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'.	☐ 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).	☐ 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. online graduation ceremonies, students becoming trainers.	☐ 2

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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 *Tick Type 1 or Type 2*
8. Available to all Recovery Colleges vary in the ways in which they implement eligibility criteria for student access.	**The Recovery College is available to all.** 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.	☐ **TYPE 1**
	The Recovery College is limited to specific groups. 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.	☐ **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 bannered (e.g. with logos or named affiliation) as located within communities or neighbourhoods, not in NHS or social care services.	☐ **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 bannered (e.g. with logos or named affiliation) as belonging to local NHS or social care services.	☐ **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.	☐ **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.	☐ **TYPE 2**

11. Strengths-based	A focus on strengths (not problems) is implicit in the college.	
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.	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.	☐ **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.	☐ **TYPE 2**

12. Progressive	There is a focus on 'being' and 'belonging', not on goal-setting.	
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.	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.	☐ **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.	☐ **TYPE 2**