RECOLLECT Checklist for Recovery Colleges

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RECOVERY COLLEGE/HIGH SCHOOL MANAGER VERSION (ADOLESCENT/YOUTH) – PART 1

Disclaimer: Recovery College/Recovery High School refers to a learning space with non-clinical courses or workshops that help students develop life skills, improve mental health and wellness, and provide social support through lived experience, peer connection, and shared learning to help students achieve their personal recovery goals (your version of Recovery College/Recovery High School might be called something different e.g. Discovery College, Well-being Centre, etc.).

DESCRIPTION
This Checklist is designed to assess how close your Recovery College/Recovery High School 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/Recovery High School 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 <u>your own</u> views and experience of your Recovery College/Recovery High School.**

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
☐ We recognize 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.	☐ 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.	☐ We actively promote a non-judgmental 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, analyzing equal opportunity data).
Comments (optional)		

2. Learning

Recovery Colleges and High Schools follow an education approach whereby students and peers/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**
☐ We cannot provide evidence of the college's model(s) of education. 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 Leader/Trainer training. Peers/Trainers are skilled in delivering education and encouraging shared learning.	☐ We can articulate the college's model(s) of education. Some processes are in place to ensure that peers/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 peer/trainer recruitment and training	☐ We can demonstrate the college's full commitment to principles of Recovery College education. These are evident in the college's policies, curriculum and course materials. All peers/trainers (including clinical trainers) can describe the model(s) of education used in the college, and are offered ongoing formal or accredited training in learning.
Comments (optional)		

3. Tailored to the student

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

RED	AMBER	GREEN
☐ We are not able to demonstrate the ways in which the college provides an individualized experience for students. Peers/Trainers are not actively supported or trained to take account of and accommodate student differences during classes.	☐ We can demonstrate some ways in which individual needs of students are addressed, but recognize that there are still unmet needs, e.g. students with learning difficulties or non-fluent English speakers.	☐ We are able to demonstrate many ways in which students' individual needs are addressed both during and outside courses. Peers/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 Leaders/Trainers and students) are brought together with professionals and subject experts to design and deliver all aspects of the Recovery College/High School. This includes collaborative decision-making about the program, courses, 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
☐ We routinely involve students or staff in decision-making about the design and running of the Recovery College/High School. Most of our success in co-production has been at the level of course co-delivery. We recognize that there are currently some significant barriers to co-production throughout the college, including those of culture, management hierarchies and time.	☐ 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/High School (e.g. through student steering groups or student reps), but managers make many of the decisions.	☐ We can demonstrate a culture of co-production and its consistent use across the college. The voices of peers/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 layout, access to facilities, shared spaces for socializing/taking breaks. Trainers recognize and cater for students' social needs, e.g. organizing exercises and breaks for chatting, sharing experiences and developing friendships.

RED	AMBER	GREEN
☐ Students' social experience is low on the Recovery College/High School's agenda when deciding on course structure and 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 socialize.	☐ We ensure that the Recovery College/High School is a welcoming environment for students. Trainers are encouraged to provide opportunities for socializing 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.	☐ The Recovery College/High School recognizes the role that student integration and connectedness plays in learning and recovery. The college provides a range of facilities for socializing (e.g. physical or virtual breaks, 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
Comments (optional)		

6. Community focus

Recovery Colleges engage with community organizations (e.g. mental health charities, artistic/sporting groups) and other partners 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
☐ We have limited involvement with, or presence in, community organizations. Community organizations 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.	☐ We ensure that the college undertakes some activities to build awareness of its community services and relationships with community organizations. Some college courses are co-produced with community organizations and students are referred to relevant community organizations for support.	☐ We work with a range of community organizations 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 organizations has led to changes in the college.
Comments (optional)		

7. Commitment to recovery

Recovery College/High School 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
☐ Our organizational policies and procedures ensure the Recovery College/High School runs smoothly, but there are barriers (e.g. culture, organizational 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'.	☐ We actively motivate each other to promote recovery principles. We have a shared commitment to constantly improving the recovery focus of the college but recognize some barriers to progress (e.g. cultural, financial).	☐ 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.
Comments (optional)		

RECOLLECT Checklist for Recovery Colleges

RECOVERY COLLEGE/HIGH SCHOOL MANAGER VERSION

(ADOLESCENT/YOUTH)– PART 2

How to complete this section
This section is only completed by someone who has an overview of the Recovery College/High School as a whole (e.g. manager, senior peer trainer) and characterizes 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 recognize that Recovery Colleges/High Schools are complex and often span both types, so please pick the type that *most closely* resembles your college/High School. 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/High Schools vary in the ways in which they implement eligibility criteria for student access.

TYPE 1	**TYPE 2**
☐ **The Recovery College/High School is available to all.** The Recovery College is accessible to any youth (12-18), 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.	☐ **The Recovery College is limited to specific groups.** The Recovery College is open to youth (12-18) who are current or previous users of local mental health services. There may be local additions to this eligibility e.g. health/social care/community organization staff, or family and carers. Being 'inclusive' relates to the ways in which the Recovery College/High School does not discriminate or create access barriers for people with, for example, certain diagnoses, learning difficulties or physical health/mobility needs.

9. Location

Recovery Colleges/High Schools vary in where courses are run.

TYPE 1	TYPE 2
☐ **The Recovery College/High School is based in a community location that is not shared with health, social care or other statutory services.** The Recovery College/High School is deliberately located within communities or neighborhoods, not in hospitals or social care buildings.	☐ **The Recovery College/High School is based in a location which is shared with health, social care or other statutory services.** The Recovery College/High School is located within or near (e.g. adjoining building) to local hospitals or social care services.

10. Distinctiveness of course content

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

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

11. Strengths-based

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

TYPE 1	TYPE 2
☐ **A focus on strengths (not problems) is implicit in the program.** 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.	☐ **A focus on strengths (not problems) is explicit in the program, 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.

12. Progressive

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

TYPE 1	TYPE 2
☐ **There is a focus on 'being' and 'belonging', not on goal-setting.** The focus of the Recovery College/High School 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.	☐ **There is a focus on 'becoming' and a strong emphasis on goal-setting and change.** The focus of the Recovery College/High School 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.