

## METADATA

### Work Package 1 of the Recovery College Characterisation and Resting (RECOLLECT) 2 Study

RECOLLECT 2 protocol: <https://pubmed.ncbi.nlm.nih.gov/36153488/>

### National survey data (England)

**N = 63 Recovery College managers**

This file contains descriptions of the 175 variables in the archived file RECOLLECT\_NationalSurveyWP1.xlsx

Variable name	Item type	Description	Measurement level	Response categories
Study ID				
RC_Years	Organisational	How long has your Recovery College been running (in years)?	scale	
RC_Budget	Organisational	What is the annual budget for your Recovery College in GBP (approximate if not known)?	Scale	
RC_Location	Organisational	Which of these most closely matches the location of your Recovery College?	nominal	1=Urban 2=Suburban 3=Rural 4=Mixed
RC_PhysBase	Organisational	Do you have a main physical base (i.e. says Recovery College on the door, with administration, classrooms and library)?	nominal	1=Yes 2=No - we meet in community venues or mixed-use venues 3=No - we are a virtual college operating only online
RC_Goal	Organisational	Besides supporting personal recovery, which of these is the MORE important goal of your Recovery College?	nominal	1=To reduce stigma and discrimination in society 2=To positively impact on

				mental health services 3=Both are equally important
RC_NumCourses	Organisational	How many courses do you run per year? (Count every time each course is run, e.g. if you run the same course three times, count this as three courses)	scale	
RC_NumCourseType	Organisational	How many different courses do you provide? (Count the same course once even if it runs several times)	scale	
RC_NumCoursePerStudent	Organisational	How many courses does each student typically attend over one year?	scale	
RC_PersonalPlans	Organisational	Does your recovery college use goal-oriented personal plans (Individual Learning Plans)?	nominal	1=Yes 2=No
RC_NumStudents_Cl	Students	How many individuals do you expect to register as students in a year in total?	Scale	
RC_User_MHnoservices	Students	Who is your Recovery College for? People with mental health issues who are using no services or only primary care or voluntary sector mental health services	Nominal	1=Yes 2=No
RC_User_MHsecondary	Students	Who is your Recovery College for? People with mental health issues who are using secondary mental health services	Nominal	1=Yes 2=No
RC_User_MHspecialist	Students	Who is your Recovery College for? People with mental health issues who are using specialist mental health services	Nominal	1=Yes 2=No
RC_User_InfCarers	Students	Who is your Recovery College for? Informal carers (e.g. family, friends) of people with mental health issues	Nominal	1=Yes 2=No

RC_User_MHworker	Students	Who is your Recovery College for? Mental health worker (e.g. Nurse, Psychologist, Psychiatrist, Counsellor)	Nominal	1=Yes 2=No
RC_User_OtherMHstaff	Students	Who is your Recovery College for? Other staff working in mental health services (e.g. Receptionist, Administrator)	Nominal	1=Yes 2=No
RC_User_GenPublic	Students	Who is your Recovery College for? General public who may have no connection with the mental health system	Nominal	1=Yes 2=No
RC_Group_BAME	Students	Are there particular groups for whom your Recovery College caters? Black, Asian, Minority ethnic groups	Nominal	1=Yes 2=No
RC_Group_CYP	Students	Are there particular groups for whom your Recovery College caters? Children and young people	Nominal	1=Yes 2=No
RC_Group_Forensic	Students1	Are there particular groups for whom your Recovery College caters? Forensic	Nominal	1=Yes 2=No
RC_Group_Homeless	Students	Are there particular groups for whom your Recovery College caters? Homeless	Nominal	1=Yes 2=No
RC_Group_Unemployed	Students	Are there particular groups for whom your Recovery College caters? Unemployed	Nominal	1=Yes 2=No
RC_Group_Substance	Students	Are there particular groups for whom your Recovery College caters? Substance misuse	Nominal	1=Yes 2=No
RC_Group_Veterans	Students	Are there particular groups for whom your Recovery College caters? Veterans	Nominal	1=Yes 2=No
RC_Group_LGBTQIA	Students	Are there particular groups for whom your Recovery College caters? LGBTQIA+	Nominal	1=Yes 2=No
RC_Group_NoDistinctGroup	Students	Are there particular groups for whom your Recovery College caters? No distinct group	Nominal	1=Yes 2=No

RC_FF_CarersLead	Students	Do you have a designated carers' lead (someone who has a dedicated role to support informal family/friend carers) at your Recovery College?	Nominal	1=Yes 2=No
RC_FF_StudentCarers	Students	Do you routinely monitor whether students are carers?	Nominal	1=Yes 2=No
RC_FF_2yCarerCourse	Students	In the past two years have you run a course specifically for carers or caring for someone with mental health issues?	Nominal	1=Yes 2=No
RC_StudentAge_Cleaned	Students	What is the mean age (years) of the students who attend your Recovery College (if not known, please estimate)	Scale	
RC_EthnicGroup_Asian	Students	Estimate the proportion (% totaling to 100) of students who identify as: - Asian or Asian British	Scale	
RC_EthnicGroup_Black	Students	Estimate the proportion (% totalling to 100) of students who identify as: - Black or Black British	Scale	
RC_EthnicGroup_Mixed	Students	Estimate the proportion (% totalling to 100) of students who identify as: - Mixed or Mixed British	Scale	
RC_EthnicGroup_White	Students	Estimate the proportion (% totalling to 100) of students who identify as: - White or White British	Scale	
RC_EthnicGroup_Other	Students	Estimate the proportion (% totalling to 100) of students who identify as: - Other	Scale	
Ethnicity_100	Students	Do the proportions of ethnicities provided add up to 100%?	Scale	
RC_Gender_Male	Students	Estimate the proportion (% totalling to 100) of students who identify as: - Male	Scale	
RC_Gender_Female	Students	Estimate the proportion (% totalling to 100) of students who identify as: - Female	Scale	

RC_Gender_NonBinary	Students	Estimate the proportion (% totalling to 100) of students who identify as: - non-binary	Scale	
RC_Gender_PreferNotToSay	Students	Estimate the proportion (% totalling to 100) of students who identify as: - Prefer not to say	Scale	
Gender_100	Students	Do the proportions of genders provided add up to 100%?	Scale	
RC_Affiliation_HealthService	Governance and leadership	What is the main organisational affiliation for your Recovery College (e.g. whose buildings you operate from or where data and records are stored (choose one, or more than one if an equal partnership))? – Health service	Nominal	1=Yes 2=No
RC_Affiliation_OtherHealth	Governance and leadership	What is the main organisational affiliation for your Recovery College (e.g. whose buildings you operate from or where data and records are stored (choose one, or more than one if an equal partnership))? – Other health	Nominal	1=Yes 2=No
RC_Affiliation_LocalAuth	Governance and leadership	What is the main organisational affiliation for your Recovery College (e.g. whose buildings you operate from or where data and records are stored (choose one, or more than one if an equal partnership))? – Local authority	Nominal	1=Yes 2=No
RC_Affiliation_Education	Governance and leadership	What is the main organisational affiliation for your Recovery College (e.g. whose buildings you operate from or where data and records are stored (choose one, or more than one if an equal partnership))? – Education	Nominal	1=Yes 2=No

RC_Affiliation_NGO	Governance and leadership	What is the main organisational affiliation for your Recovery College (e.g. whose buildings you operate from or where data and records are stored (choose one, or more than one if an equal partnership))? – Non-government organisation	Nominal	1=Yes 2=No
RC_Affiliation_Independent	Governance and leadership	What is the main organisational affiliation for your Recovery College (e.g. whose buildings you operate from or where data and records are stored (choose one, or more than one if an equal partnership))? – Independent	Nominal	1=Yes 2=No
RC_Affiliation_Other	Governance and leadership	What is the main organisational affiliation for your Recovery College (e.g. whose buildings you operate from or where data and records are stored (choose one, or more than one if an equal partnership))? – Other	Nominal	1=Yes 2=No
RC_LivedExperience	Governance and leadership	Does your core Recovery College leadership team include people with lived experience of mental health issues?	Nominal	1=Yes 2=No 3=Unknown
RC_CoProdGroups	Governance and leadership	During coproduction, what groups are most commonly involved? (tick one)	Nominal	1= Lived experience + health or social care professional 2= Lived experience + community topic expert 3=Lived experience only 4=Other
RC_Fidelity1_Equality	Fidelity measure	Valuing equality: The contributions and assets of students, trainers (peers, clinicians, external) and other staff are equally valued. No one is judged or treated	Scale	0 1 2 See <a href="https://www.researchintore">https://www.researchintore</a>

		differently because of their background or mental health difficulties		<a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">covery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity2_Learning	Fidelity measure	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 needs	Scale	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity3_Tailored	Fidelity measure	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).	Scale	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity4_CoProduction	Fidelity measure	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	Scale	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories

		and co-delivery of all courses by a Peer Trainer and other subject-expert		
RC_Fidelity5_SocialConn	Fidelity measure	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. nonclinical 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	Scale	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity6_CommFocus	Fidelity measure	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.	Scale	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity7_CommRecovery	Fidelity measure	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.	Scale	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories



RC_Fidelity8_Available	Fidelity measure	Available to all: Recovery Colleges vary in the ways in which they implement eligibility criteria for student access.	Nominal	1= Type 1 2= Type 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity9_Location	Fidelity measure	Location: Recovery Colleges vary in where courses are run.	Nominal	1= Type 1 2= Type 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity10_Distinct	Fidelity measure	Distinctiveness of course content: Recovery Colleges vary in the content/subject matter of courses offered.	Nominal	1= Type 1 2= Type 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity11_Strengths	Fidelity measure	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	Nominal	1= Type 1 2= Type 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity12_Progressive	Fidelity measure	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.	Nominal	1= Type 1 2= Type 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories

				<a href="#">CT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity_Pandemic	Fidelity pandemic	Do you think your Recovery College would have scored differently on any of these domains prior to the pandemic?	String?	1 = Yes 2 = No
RC_Fidelity1_Pandemic	Fidelity pandemic	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	Nominal	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity2_Pandemic	Fidelity pandemic	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 needs	Nominal	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity3_Pandemic	Fidelity pandemic	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.	Nominal	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories

		buddy service, transport help, individual learning plans).		
RC_Fidelity4_Pandemic	Fidelity pandemic	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	Nominal	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity5_Pandemic	Fidelity pandemic	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. nonclinical 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	Nominal	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity6_Pandemic	Fidelity pandemic	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,	Nominal	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories

		roles, relationships and support in the community.		
RC_Fidelity7_Pandemic	Fidelity pandemic	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.	Nominal	0 1 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity8_Pandemic	Fidelity pandemic	Available to all: Recovery Colleges vary in the ways in which they implement eligibility criteria for student access.	Nominal	1= Type 1 2= Type 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity9_Pandemic	Fidelity pandemic	Location: Recovery Colleges vary in where courses are run.	Nominal	1= Type 1 2= Type 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity10_Pandemic	Fidelity pandemic	Distinctiveness of course content: Recovery Colleges vary in the content/subject matter of courses offered.	Nominal	1= Type 1 2= Type 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity11_Pandemic	Fidelity pandemic	Strengths-based: A strengths-based approach(focussing on assets and	Nominal	1= Type 1 2= Type 2

		potential, not on problems) is either explicit or implicit within the language, courses and materials of the Recovery College		See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Fidelity12_Pandemic	Fidelity pandemic	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.	Nominal	1= Type 1 2= Type 2 See <a href="https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf">https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf</a> for response categories
RC_Costs_CCG	Organisational costs	How is your college funded (indicate the percentage of funding received from all applicable funding sources below)? If you don't know exactly, please report approximate percentage of funding from any applicable sources. Please ensure the total equals 100 - Clinical commissioning group (CCG), integrated care system (ICS), or equivalent	Scale	
RC_Costs_NHSTrust	Organisational costs	How is your college funded (indicate the percentage of funding received from all applicable funding sources below)? If you don't know exactly, please report approximate percentage of funding from any applicable sources. Please ensure the total equals 100 - NHS Trust	Scale	
RC_Costs_Charity	Organisational costs	How is your college funded (indicate the percentage of funding received from all applicable funding sources below)? If you don't know exactly, please report approximate percentage of funding from	Scale	

		any applicable sources. Please ensure the total equals 100 - Charitable fund, grants, and/or donations		
RC_Costs_SelfFunded	Organisational costs	How is your college funded (indicate the percentage of funding received from all applicable funding sources below)? If you don't know exactly, please report approximate percentage of funding from any applicable sources. Please ensure the total equals 100 - Self-funded (e.g. charges for courses; fund-raising activities by staff/students)	Scale	
RC_Costs_Independent	Organisational costs	How is your college funded (indicate the percentage of funding received from all applicable funding sources below)? If you don't know exactly, please report approximate percentage of funding from any applicable sources. Please ensure the total equals 100 - Independent provider services	Scale	
RC_Costs_Other	Organisational costs	How is your college funded (indicate the percentage of funding received from all applicable funding sources below)? If you don't know exactly, please report approximate percentage of funding from any applicable sources. Please ensure the total equals 100 - Other	Scale	
RC_Costs_100	Organisational costs	Do the proportions of costs provided add up to 100%?	Nominal	1=Yes 2=No
RC_Costs_AnnualRent_Cl	Organisational costs	How much do you pay per year to use any indoor/outdoor premises (e.g. rent)? If you do not pay anything, please write	Scale	

		'0' in the box. Rounded to the nearest GBP£		
RC_Costs_TechBudget_Cl	Organisational costs	What is your annual budget for technology (e.g. laptops/e-learning software) and stationery costs, which are not included in premises costs? If you do not pay anything, please write '0' in the box. Rounded to the nearest GBP£	Scale	
RC_Costs_StaffBudget_Cl	Organisational costs	What is your annual budget for central/core staff salaries? (i.e. those contracted for regular employment by the recovery college)? Rounded to the nearest GBP£	Scale	
RC_Staff_Managers_Grade	Staffing	Who are the staff in the central/core team? Please specify the whole time equivalent (WTE) (i.e. full working week - if two people each work 2.5 days per week this is equivalent to 1 whole time equivalent). Please indicate the NHS Agenda for change band that reflects the majority of staff in the respective roles – for non-NHS staff, indicate the equivalent NHS Agenda for change band based on their salary. Please write 0 if not relevant and not applicable (after Band 9) in the salary section - Manager(s) – NHS BAND	Scale	
RC_Staff_Managers_WTE	Staffing	Who are the staff in the central/core team? Please specify the whole time equivalent (WTE) (i.e. full working week - if two people each work 2.5 days per week this	Scale	

		is equivalent to 1 whole time equivalent).Please indicate the NHS Agenda for change band that reflects the majority of staff in the respective roles – for non-NHS staff, indicate the equivalent NHS Agenda for change band based on their salary. Please write 0 if not relevant and not applicable (after Band 9) in the salary section - Manager(s) – WHOLE TIME EQUIVALENT		
RC_Staff_Admin_Grade	Staffing	Who are the staff in the central/core team? Please specify the whole time equivalent (WTE) (i.e. full working week - if two people each work 2.5 days per week this is equivalent to 1 whole time equivalent).Please indicate the NHS Agenda for change band that reflects the majority of staff in the respective roles – for non-NHS staff, indicate the equivalent NHS Agenda for change band based on their salary. Please write 0 if not relevant and not applicable (after Band 9) in the salary section - Administrator(s) – NHS BAND	Scale	
RC_Staff_Admin_WTE	Staffing	Who are the staff in the central/core team? Please specify the whole time equivalent (WTE) (i.e. full working week - if two people each work 2.5 days per week this is equivalent to 1 whole time equivalent).Please indicate the NHS Agenda for change band that reflects the	Scale	



		majority of staff in the respective roles – for non-NHS staff, indicate the equivalent NHS Agenda for change band based on their salary. Please write 0 if not relevant and not applicable (after Band 9) in the salary section - Administrator(s) – WHOLE TIME EQUIVALENT		
RC_Staff_PeerTrainers_Grade	Staffing	Who are the staff in the central/core team? Please specify the whole time equivalent (WTE) (i.e. full working week - if two people each work 2.5 days per week this is equivalent to 1 whole time equivalent). Please indicate the NHS Agenda for change band that reflects the majority of staff in the respective roles – for non-NHS staff, indicate the equivalent NHS Agenda for change band based on their salary. Please write 0 if not relevant and not applicable (after Band 9) in the salary section - Peer trainer(s)/learning advisor(s) – NHS GRADE	Scale	
RC_Staff_PeerTrainers_WTE	Staffing	Who are the staff in the central/core team? Please specify the whole time equivalent (WTE) (i.e. full working week - if two people each work 2.5 days per week this is equivalent to 1 whole time equivalent). Please indicate the NHS Agenda for change band that reflects the majority of staff in the respective roles – for non-NHS staff, indicate the	String	

		equivalent NHS Agenda for change band based on their salary. Please write 0 if not relevant and not applicable (after Band 9) in the salary section - Peer trainer(s)/learning advisor(s) – WHOLE TIME EQUIVALENT		
RC_Staff_OtherTrainers_Grade	Staffing	Who are the staff in the central/core team? Please specify the whole time equivalent (WTE) (i.e. full working week - if two people each work 2.5 days per week this is equivalent to 1 whole time equivalent). Please indicate the NHS Agenda for change band that reflects the majority of staff in the respective roles – for non-NHS staff, indicate the equivalent NHS Agenda for change band based on their salary. Please write 0 if not relevant and not applicable (after Band 9) in the salary section - Other trainer(s) - NHS GRADE	Scale	
RC_Staff_OtherTrainers_WTE	Staffing	Who are the staff in the central/core team? Please specify the whole time equivalent (WTE) (i.e. full working week - if two people each work 2.5 days per week this is equivalent to 1 whole time equivalent). Please indicate the NHS Agenda for change band that reflects the majority of staff in the respective roles – for non-NHS staff, indicate the equivalent NHS Agenda for change band based on their salary. Please write 0 if not	Scale	

		relevant and not applicable (after Band 9) in the salary section - Other trainer(s) – WHOLE TIME EQUIVALENT		
RC_OtherPaidRoles	Staffing	Are there any other paid core roles at your Recovery College?	Nominal	1=Yes 2=No
RC_Role1_Text	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down.	String	
RC_Role1_Number	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NUMBER OF PAID INDIVIDUALS	Scale	
RC_Role1_Hours	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - TYPICAL NUMBERS OF HOURS PER WEEK	Scale	
RC_Role1_Band	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NHS AGENDA FOR PAY BAND (OR EQUIVALENT)	Scale	
RC_Role2_Text	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down.	String	

RC_Role2_Number	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NUMBER OF PAID INDIVIDUALS	Scale	
RC_Role2_Hours	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - TYPICAL NUMBERS OF HOURS PER WEEK	Scale	
RC_Role2_Band	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NHS AGENDA FOR PAY BAND (OR EQUIVALENT)	Scale	
RC_Role3_Text	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down.	String	
RC_Role3_Number	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NUMBER OF PAID INDIVIDUALS	Scale	
RC_Role3_Hours	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will	Scale	

		ask about these roles further down. Please write 0 if not relevant - Role - TYPICAL NUMBERS OF HOURS PER WEEK		
RC_Role3_Band	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NHS AGENDA FOR PAY BAND (OR EQUIVALENT)	Scale	
RC_Role4_Text	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down.	String	
RC_Role4_Number	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NUMBER OF PAID INDIVIDUALS	Scale	
RC_Role4_Hours	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - TYPICAL NUMBERS OF HOURS PER WEEK	Scale	
RC_Role4_Band	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NHS	Scale	

		AGENDA FOR PAY BAND (OR EQUIVALENT)		
RC_Role5_Text	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down.	String	
RC_Role5_Number	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NUMBER OF PAID INDIVIDUALS	Scale	
RC_Role5_Hours	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - TYPICAL NUMBERS OF HOURS PER WEEK	Scale	
RC_Role5_Band	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NHS AGENDA FOR PAY BAND (OR EQUIVALENT)	Scale	
RC_Role6_Text	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down.	String	
RC_Role6_Number	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will	Scale	

		ask about these roles further down. Please write 0 if not relevant - Role - NUMBER OF PAID INDIVIDUALS		
RC_Role6_Hours	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - TYPICAL NUMBERS OF HOURS PER WEEK	Scale	
RC_Role6_Band	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NHS AGENDA FOR PAY BAND (OR EQUIVALENT)	Scale	
RC_Role7_Text	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down.	String	
RC_Role7_Number	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NUMBER OF PAID INDIVIDUALS	Scale	
RC_Role7_Hours	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role -	Scale	

		TYPICAL NUMBERS OF HOURS PER WEEK		
RC_Role7_Band	Staffing	Please list any other paid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles further down. Please write 0 if not relevant - Role - NHS AGENDA FOR PAY BAND (OR EQUIVALENT)	Scale	
RC_OtherUnpaidRoles	Staffing	Are there any unpaid core roles at your Recovery College?	Nominal	1=Yes 2=No
RC_Role1_Unpaid_Text	Staffing	Please list any unpaid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles in the next question.	String	
RC_Role1_NumVolunteers	Staffing	Number of individuals who volunteer	Scale	
RC_Role1_NumHours	Staffing	Typical numbers of hours per week	Scale	
RC_Role2_Unpaid_Text	Staffing	Please list any unpaid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles in the next question.	String	
RC_Role2_NumVolunteers	Staffing	Number of individuals who volunteer	Scale	
RC_Role2_NumHours	Staffing	Typical numbers of hours per week	Scale	
RC_Role3_Unpaid_Text	Staffing	Please list any unpaid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles in the next question.	String	
RC_Role3_NumVolunteers	Staffing	Number of individuals who volunteer	Scale	
RC_Role3_NumHours	Staffing	Typical numbers of hours per week	Scale	
RC_Role4_Unpaid_Text	Staffing	Please list any unpaid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles in the next question.	String	



RC_Role4_NumVolunteers	Staffing	Number of individuals who volunteer	Scale	
RC_Role4_NumHours	Staffing	Typical numbers of hours per week	Scale	
RC_Role5_Unpaid_Text	Staffing	Please list any unpaid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles in the next question.	String	
RC_Role5_NumVolunteers	Staffing	Number of individuals who volunteer	Scale	
RC_Role5_NumHours	Staffing	Typical numbers of hours per week	Scale	
RC_Role6_Unpaid_Text	Staffing	Please list any unpaid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles in the next question.	String	
RC_Role6_NumVolunteers	Staffing	Number of individuals who volunteer	Scale	
RC_Role6_NumHours	Staffing	Typical numbers of hours per week	Scale	
RC_Role7_Unpaid_Text	Staffing	Please list any unpaid core roles. Please do not report any sessional/occasional staff here, we will ask about these roles in the next question.	String	
RC_Role7_NumVolunteers	Staffing	Number of individuals who volunteer	Scale	
RC_Role7_NumHours	Staffing	Typical numbers of hours per week	Scale	
RC_Nurse	Staffing	Who else does work in the Recovery College and typically how many hours do they work there over a year (e.g. a Consultant Psychologist teaching a course once a year)? Please tell us about sessional/occasional staff not included in the previous questions here. If you do not have these roles, please put '0' in each corresponding box. - NURSES - Does anyone in this role work at the Recovery College (Y/N)	Nominal	1=Yes 2=No
RC_Nurse_PayDirectly	Staffing	Does the Recovery College pay directly for this role?	Nominal	1=Yes 2=No

RC_Nurse_HoursPerYear	Staffing	Total number of hours per year	Scale	
RC_OT	Staffing	Who else does work in the Recovery College and typically how many hours do they work there over a year (e.g. a Consultant Psychologist teaching a course once a year)? Please tell us about sessional/occasional staff not included in the previous questions here. If you do not have these roles, please put '0' in each corresponding box. - OCCUPATIONAL THERAPIST(S) - Does anyone in this role work at the Recovery College (Y/N)	Nominal	1=Yes 2=No
RC_OT_PayDirectly	Staffing	Does the Recovery College pay directly for this role?	Nominal	1=Yes 2=No
RC_OT_HoursPerYear	Staffing	Total number of hours per year	Scale	
RC_AHP	Staffing	Who else does work in the Recovery College and typically how many hours do they work there over a year (e.g. a Consultant Psychologist teaching a course once a year)? Please tell us about sessional/occasional staff not included in the previous questions here. If you do not have these roles, please put '0' in each corresponding box. - ALLIED HEALTH PROFESSIONAL(S) - Does anyone in this role work at the Recovery College (Y/N)	Nominal	1=Yes 2=No
RC_AHP_PayDirectly	Staffing	Does the Recovery College pay directly for this role?	Nominal	1=Yes 2=No
RC_AHP_HoursPerYear	Staffing	Total number of hours per year	Scale	
RC_Psychologist	Staffing	Who else does work in the Recovery College and typically how many hours do	Nominal	1=Yes 2=No

		they work there over a year (e.g. a Consultant Psychologist teaching a course once a year)? Please tell us about sessional/occasional staff not included in the previous questions here. If you do not have these roles, please put '0' in each corresponding box. - PSYCHOLOGISTS(S) - Does anyone in this role work at the Recovery College (Y/N)		
RC_Psychologist_PayDirectly	Staffing	Does the Recovery College pay directly for this role?	Nominal	1=Yes 2=No
RC_Psychologist_HoursPerYear	Staffing	Total number of hours per year	Scale	
RC_Psychiatrist	Staffing	Who else does work in the Recovery College and typically how many hours do they work there over a year (e.g. a Consultant Psychologist teaching a course once a year)? Please tell us about sessional/occasional staff not included in the previous questions here. If you do not have these roles, please put '0' in each corresponding box. - PSYCHIATRIST(S) - Does anyone in this role work at the Recovery College (Y/N)	Nominal	1=Yes 2=No
RC_Psychiatrist_PayDirectly	Staffing	Does the Recovery College pay directly for this role?	Nominal	1=Yes 2=No
RC_Psychiatrist_HoursPerYear	Staffing	Total number of hours per year	Scale	
RC_Other1_Text	Staffing	Who else does work in the Recovery College and typically how many hours do they work there over a year (e.g. a Consultant Psychologist teaching a course once a year)? Please tell us about sessional/occasional staff not included	String	

		in the previous questions here. If you do not have these roles, please put '0' in each corresponding box. - OTHER ROLE - Text		
RC_Other1	Staffing	Does anyone in this role work at the Recovery College (Y/N)	Nominal	1=Yes 2=No
RC_Other1_PayDirectly	Staffing	Does the Recovery College pay directly for this role?	Nominal	1=Yes 2=No
RC_Other1_HoursPerYear	Staffing	Total number of hours per year	Scale	
RC_Other2_Text	Staffing	Who else does work in the Recovery College and typically how many hours do they work there over a year (e.g. a Consultant Psychologist teaching a course once a year)? Please tell us about sessional/occasional staff not included in the previous questions here. If you do not have these roles, please put '0' in each corresponding box. - OTHER ROLE - Text	String	
RC_Other2	Staffing	Does anyone in this role work at the Recovery College (Y/N)	Nominal	1=Yes 2=No
RC_Other2_PayDirectly	Staffing	Does the Recovery College pay directly for this role?	Nominal	1=Yes 2=No
RC_Other2_HoursPerYear	Staffing	Total number of hours per year	Scale	
RC_Other3_Text	Staffing	Who else does work in the Recovery College and typically how many hours do they work there over a year (e.g. a Consultant Psychologist teaching a course once a year)? Please tell us about sessional/occasional staff not included in the previous questions here. If you do not have these roles, please put '0'	String	

		in each corresponding box. - OTHER ROLE - Text		
RC_Other3	Staffing	Does anyone in this role work at the Recovery College (Y/N)	Nominal	1=Yes 2=No
RC_Other3_PayDirectly	Staffing	Does the Recovery College pay directly for this role?	Nominal	1=Yes 2=No
RC_Other3_HoursPerYear	Staffing	Total number of hours per year	Scale	
RC_Costs_StaffTrainingBudget	Organisational costs	What is the Recovery College annual budget for staff training? If you do not pay anything, please put '0' in the box	String	
RC_Costs_BusinessCases	Organisational costs	Have you paid for or submitted any business cases for important new staff/facilities/equipment to support the delivery of the recovery college that you haven't listed above?	Nominal	1=Yes 2=No
RC_Costs_Covid19Impact	Organisational costs	Has the COVID-19 pandemic had an impact on your budget/spending?	Nominal	1=Yes 2=No