

METADATA

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

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

International survey data of 28 countries (including England)

N = 174 Recovery College managers

This file contains descriptions of the 84 variables in the archived file “RECOLLECT International survey_28 countries_censored”

Please note where there are less than 3 Recovery Colleges in a country, the name of that country has been censored to preserve anonymisation.

Variable name	Item type	Description	Measurement Level	Response categories
Study ID	Administration			
Included	Administration	Data collection status	Nominal	1=Complete 2=Partial
Country	Administration	Please note where there are less than 3 Recovery Colleges in a country, that country has been censored to preserve anonymisation.	String	
Region	Administration	Geographical region based on continent. Some regions have been merged to facilitate anonymisation.	Nominal	1=Oceania 2=North America 3=Europe 4=Asia/Africa 5=England
RC_Years	Organisational	How long has your Recovery College been running (in years)?	Scale	
Total_Budget_USD	Organisational	What is the annual budget for your Recovery College (approximate if not known)?	Scale	

		<p>Budget information was provided in the national currency and converted to USD on 12/12/2022 using https://www.oanda.com/currency-converter/en/</p>		
Total_Budget_Euros	Organisational	<p>What is the annual budget for your Recovery College (approximate if not known)?</p> <p>Budget information was provided in the national currency and converted to Euros on 12/12/2022 using https://www.oanda.com/currency-converter/en/</p>	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 3=Do not know
RC_NumStudents	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_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_CYP	Students	Are there particular groups for whom your Recovery College caters? Children and young people	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	Students	What is the mean age (years) of the students who attend your Recovery College (if not known, please estimate)	Scale	
RC_Pr_MHServices	Students	Proportion (%) of students who are mental health service users (non-English Recovery Colleges only)	Scale	Note this data is only available for countries outside of England. More detailed information about the student make-up of English Recovery Colleges is available in the RECOLLECT WP1 National dataset.
RC_Pr_Carers	Students	Proportion (%) of students who are carers (non-English Recovery Colleges only)	Scale	Note this data is only available for countries outside of England. More detailed information about the student make-up of English Recovery Colleges is available in the RECOLLECT WP1 National dataset.
RC_Pr_Staff	Students	Proportion (%) of students who are staff (non-English Recovery Colleges only)	Scale	Note this data is only available for countries outside of England. More detailed information about the student make-up of English Recovery Colleges is available in the RECOLLECT WP1 National dataset.

RC_Pr_Other	Students	Proportion (%) of students who are other (non-English Recovery Colleges only)	Scale	Note this data is only available for countries outside of England. More detailed information about the student make-up of English Recovery Colleges is available in the RECOLLECT WP1 National dataset.
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	Nominal	1=Yes 2=No

		(choose one, or more than one if an equal partnership))? – Other health		
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 differently because of their background or mental health difficulties	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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,	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf

		translated text, materials adapted for learning difficulties). Their needs outside the course are also accommodated (e.g. buddy service, transport help, individual learning plans).		covery.com/files/RECOLLE CT%20Fidelity%20Measure. pdf 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 and co-delivery of all courses by a Peer Trainer and other subject-expert	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure. pdf for response categories
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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure. pdf 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,	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLE

		handouts and events which support students' pathways into valued activities, roles, relationships and support in the community.		CT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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?	Nominal	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	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf for response categories

		difficulties and practical, relevant self-management skills. Students choose courses which best suit their needs		
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. buddy service, transport help, individual learning plans).	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf for response categories
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	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf for response categories

		for chatting, sharing experiences and developing friendships		
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, roles, relationships and support in the community.	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf for response categories
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.	Scale	0 1 2 See https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf for response categories

				CT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf for response categories
RC_Fidelity11_Pandemic	Fidelity pandemic	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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf 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 https://www.researchintorecovery.com/files/RECOLLECT%20Fidelity%20Measure.pdf for response categories
RC_Funding_GovHService	Organisational costs	What is the main funding source for your college? (if there is more than one main funder e.g. half of funding coming from each of two sources, please indicate those which apply) - Selected Choice: Government Health Service	Nominal	1=Yes 2=No
RC_Funding_OtherGove	Organisational costs	What is the main funding source for your college? (if there is more than one main funder e.g. half of funding coming from each of two sources, please indicate those	Nominal	1=Yes 2=No

		which apply) - Selected Choice: Other Government		
RC_Funding_Charity	Organisational costs	What is the main funding source for your college? (if there is more than one main funder e.g. half of funding coming from each of two sources, please indicate those which apply) - Selected Choice: Charity	Nominal	1=Yes 2=No
RC_Funding_SelfFunded	Organisational costs	What is the main funding source for your college? (if there is more than one main funder e.g. half of funding coming from each of two sources, please indicate those which apply) - Selected Choice: Self-Funded	Nominal	1=Yes 2=No
RC_Funding_Other	Organisational costs	What is the main funding source for your college? (if there is more than one main funder e.g. half of funding coming from each of two sources, please indicate those which apply) - Selected Choice: Other	Nominal	1=Yes 2=No
Staff_Budget_USD	Organisational costs	<p>What is the annual staff budget for your Recovery College (approximate if not known)?</p> <p>Budget information was provided in the national currency and converted to USD on 12/12/2022 using https://www.oanda.com/currency-converter/en/</p>	Scale	
Staff_Budget_Euros	Organisational costs	<p>What is the annual staff budget for your Recovery College (approximate if not known)?</p> <p>Budget information was provided in the national currency and converted to Euros on 12/12/2022 using</p>	Scale	

		https://www.oanda.com/currency-converter/en/		
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