

# The Recovery College Brochure

**The aim of a Recovery College is to provide learning opportunities for people who experience any kind of health and social challenges, their family members, staff who support them and members of the public with an interest or involvement in mental health and wellbeing.**

These learning opportunities are all focused on increasing understanding, confidence, coping strategies and behaviour to enable people to manage their own lives, conditions and treatments as far as possible, so that they can live the lives they wish to lead.

Recovery colleges enable access to learning about how to live well to anyone who is struggling with some aspect of their wellbeing or their life. This affords the opportunity to facilitate the learning of a wider audience which will increase knowledge and understanding about recovery and mental health and wellbeing. A shared learning environment can enable issues such as stigma, discrimination and rights within society to be explored. Engaging with a wider audience within the learning environment can create opportunities for people using health services to participate in political, social and cultural conversations. This promotes citizenship and closer connections with wider communities.

The goal of a Recovery College is to both empower people and support them in their own recovery. The definition of Recovery is probably best summarised in the WHO definition given in their Mental Health Action Plan (2013) 1:

“From the perspective of the individual, recovery means gaining and retaining hope, understanding of ones abilities and disabilities, engagement in an active life, personal autonomy, social identity, meaning and purpose in life and a positive sense of self. Recovery is not synonymous with cure..... The core service requirements include: listening and responding to individuals’ understanding of their condition and what helps them to recover; working with people as equal partners in their care; offering choice of treatment and therapies, and in terms of who provides care; and the use of peer workers and supports, who provide each other with encouragement and a sense of belonging, in addition to their expertise”.

The ImROC Recovery College Brochure provides a pathway of information and resources to support you to create a Recovery College that is specific to your organisational culture and priorities. A bespoke consultancy service and add-on packages of your choice will guide you through the challenges and opportunities of setting up a

Recovery College. Based on evidence and practical examples from ImROC’s extensive work with Recovery Colleges around the world, we offer everything you and your organisational will need, from assessing organisational readiness to recruiting your Recovery College team.



# STAGE 1:

## Readiness

### Bespoke Consultancy Services

We would work closely with you through initial consultancy to ensure the work we carry out is completely tailored and effective in meeting your objectives and is considered with reference to ImROC fidelity criteria.

#### **Consultancy services are designed to achieve several aims including:**

- Identifying the level of organisational readiness and offering recommendations for development of a Recovery College
- Reviewing preparedness including, existing day service provision and L&D arrangements, governance & funding
- Embedding an awareness of cultural factors and diversity
- Identifying stakeholders
- Adapting and tailoring package offered, including bespoke modules

#### **Consultancy services are offered through:**

- Learning sets
- Masterclasses for your organisations leaders
- Presentations and workshops
- Facilitation of/participation in your organisation's Recovery Forum/Recovery College Steering Group etc.
- Mentor and/or supervision sessions
- One-to-One sessions with organisational lead (and other key individuals) in person/telephone/Skype etc. with ImROC consultant

#### **Consultancy services package:**

½ day consultation with Project Lead and 6 x 1 day package

½ day consultation with Project Lead and a rolling day a month (contents to be agreed after each day)

Consultation day rate (including preparation time)

### A day with a national Recovery College

You and your development team can also choose to visit a national Recovery College. Visits will be organised to meet your learning needs. An example visit could include:

- Presentation on the development of Recovery College
- Q&A session with manager and representatives of the team
- Attendance on a ½ day workshop (depending on availability)



# STAGE 2: Setting Up

## Setting up a Recovery College – Packages

These packages cover every aspect of setting up a Recovery College and can be bought individually, or as multiple or bespoke packages.

### Package 1 What is a Recovery College?

- Establishing your Recovery College – one day workshop
- Genuine Co-Production: The heart and soul of a Recovery College – half day workshop
- What is a Recovery College E-Toolkit including:
  - Recovery College Manual
  - Operational Policy
  - Student Handbook
  - Reference material, key articles, ImROC Briefing Papers and documents

### Package 2 Curriculum Development

- Curriculum Development – half day workshop
- Quality Assurance – half day workshop
- Curriculum E-Toolkit including:
  - Trainer Handbook
  - Curriculum development & Quality Assurance Templates
  - Reference material, key articles, ImROC Briefing Papers and documents

### Package 3 Developing the wider Recovery College Service

- The admissions system, timetabling and document development one day workshop
- Developing a genuinely inclusive and accessible service half day workshop
- Administration and Accessibility E Toolkit including:
  - Examples of Individual Learning Plans
  - Recording and administrative processes
  - Access venue auditing including General Emergency Evacuation Plans
  - Reference material, key articles, ImROC Briefing Papers and documents

### Package 4 Workforce Development

- Building your Recovery College Team – half day workshop
- Recovery Focused Supervision – one day workshop
- Workforce E Tool-kit
  - Example Job Descriptions and Person Specifications
  - Supervision documentation
  - Sample interview questions and assessment centre schedules and activities
  - Reference material, key articles, ImROC Briefing Papers and documents

### Package 5 Bespoke

Your choice of workshops and accompanying resources – individually priced.



## Workshop descriptions

### Establishing your Recovery College

1 day workshop

This workshop will take you through a whistle-stop journey of a Recovery College from organisational readiness, through to sustainability.

This will include:

- Aims of Recovery Colleges and different examples of best practice
- Space to reflect on why you are setting up a Recovery College, what are your main objectives and what model best suits your organisation
- Practical examples to support you through the pilot and set-up phases
- Upholding fidelity to IMROC and local fidelity criteria
- Infrastructure and community partnerships

### Genuine Co – Production (The heart and soul of a Recovery College)

1/2 day workshop

Co-Production is, and must be, at the heart of everything that is done in a Recovery College. It has become a current 'buzzword' so it is important that everything from development to delivery and evaluation is done in a genuinely coproduced environment. This workshop is designed to explore how it might be implemented in your Recovery College.

It also includes:

- The origins of coproduction
- Coproduction in statutory services
- The challenges and how to overcome them

### Curriculum Development:

1/2 day workshop

This workshop is the opportunity to explore the possibilities of curriculum with space for discussion and planning. It explores the process of developing a recovery-focused curriculum which will address the questions:

- How to decide which subjects to cover in your courses?
- How to coproduce and develop course materials?
- How do you harness local knowledge and skills?
- How do you ensure accessibility and sustainability?
- How do you ensure that social inclusion is as much reflected in the curriculum as internal recovery?

### Developing the wider Recovery College Service: The admissions system, timetabling and document development

1 day workshop

This workshop will guide you through the key admissions and administrative processes that are central for setting up your Recovery College and we will also assist you with some of the key documents you will need. This workshop will cover:

- Administrative structures, roles and responsibilities - the nucleus of a Recovery College
- Developing your brand
- Enrolment process
- Communication with students
- Prospectus development and distribution
- Timetabling
- Software needs
- Planning, printing and distribution of course materials including registers/certificates
- Annual reports – data collection and narrative



# STAGE 2: Setting Up

## Workshop descriptions

### Quality Assurance

#### 1/2 day workshop

This workshop addresses the issues of how we ensure a consistent high quality of learning and student experience, using the knowledge gained from different Recovery College experiences so far:

- What are the challenges to consistent quality and how do we address them?
- What are the best ways of measuring our students' experience?
- How can the impact of Recovery College be evaluated?
- Review of outcome measurement tools

### Building your Recovery College Team

#### 1/2 day workshop

How you build your Recovery College Team will depend a lot on the local conditions, available resources, and the size and scale of Recovery College you are developing. This workshop will describe the essential roles within a Recovery College and explore a number of different options for the structure and the staffing of your team. Includes:

- Best practice approaches to employing a peer workforce
- Developing your Peer Trainers
- Developing your Practitioner Trainers
- A Recruitment Toolkit

### Developing a Genuinely Inclusive and Accessible Service

#### 1/2 day workshop

This workshop looks at how your Recovery College can develop an inclusive, accessible and equal service across your College as a whole, not only in the training room. We will look at how we can embed the social model of inclusion in the service itself and we will include:

- Co-producing your wider service including your customer care environment and admissions systems
- Identifying potential barriers in your Recovery College service which you may not be aware of

- Developing customer care with a high degree of mental health awareness
- Building a sensitive and reliable system for individual learning support and access needs
- The role of Peer Learning Advisors and Individual Learning Plans
- Venue accessibility
- Using the Equality Act as a guide to develop your service including how to embed group and individual adjustments

### Recovery Focused Supervision

#### 1 day workshop

This workshop provides an introduction to the different models and frameworks of supervision. Participants will have the opportunity to think about what a recovery-focused approach to supervision looks like in practice. We will also focus on a peer to peer model of supervision for peer trainers which offers peers a space to explore and negotiate some of the unique aspects and challenges of peer working.

Also included:

- Managerial and personal/ practice
- Empathic and transparent communication, critical thinking, and problem solving skills.
- The responsibilities of the supervisor
- Self-management and self-care can be particularly important.
- Managing situations where things may not be going as they should be or where there are ethical issues to be worked with.
- Exploring Continual Professional Development for trainers



# STAGE 3: Training the Team

## ‘Train the Trainer’

3 day workshop

This workshop is designed to explore the skills required to become an effective recovery trainer in a Recovery College and to provide an overview of how to develop and deliver training within the Recovery College.

It is based on the current AET (Award in Training and Education) level 3 which replaced the old PTTLS (Preparation to Teach in the Lifelong Learning Sector). It will require a reflective summary of 500 words and also a 15 min micro teach in order to pass.

It includes:

- Personal Impact, how we engage and create a conversation
- Training techniques; and how we work with another trainer
- Techniques for managing challenging situations
- Accessibility in the training room
- Student feedback, how to give and receive it

## ImROC Recovery College Induction

1 day workshop

Both ‘Recovery’ and ‘Co-Production’ are widely interpreted and can easily be seen differently. You may be recruiting people from very different backgrounds to work alongside each other. How do you insure fidelity to your Recovery College and its ethos across your organisation and with any partner organisations.

It includes:

- Learn about the Recovery College
- Reflect on what you’re bringing to us
- What is coproduction and how do we use it?
- Practicalities

## Recovery Focused Practice for Administrative Staff

1/2 day workshop

Staff working in roles involving administration or reception duties, are pivotal in creating hope inspiring environments and are usually the first point of contact for students. This workshop explores the important role of our administration staff in supporting someone on their recovery journey.

# STAGE 4: Review

## College Peer Review



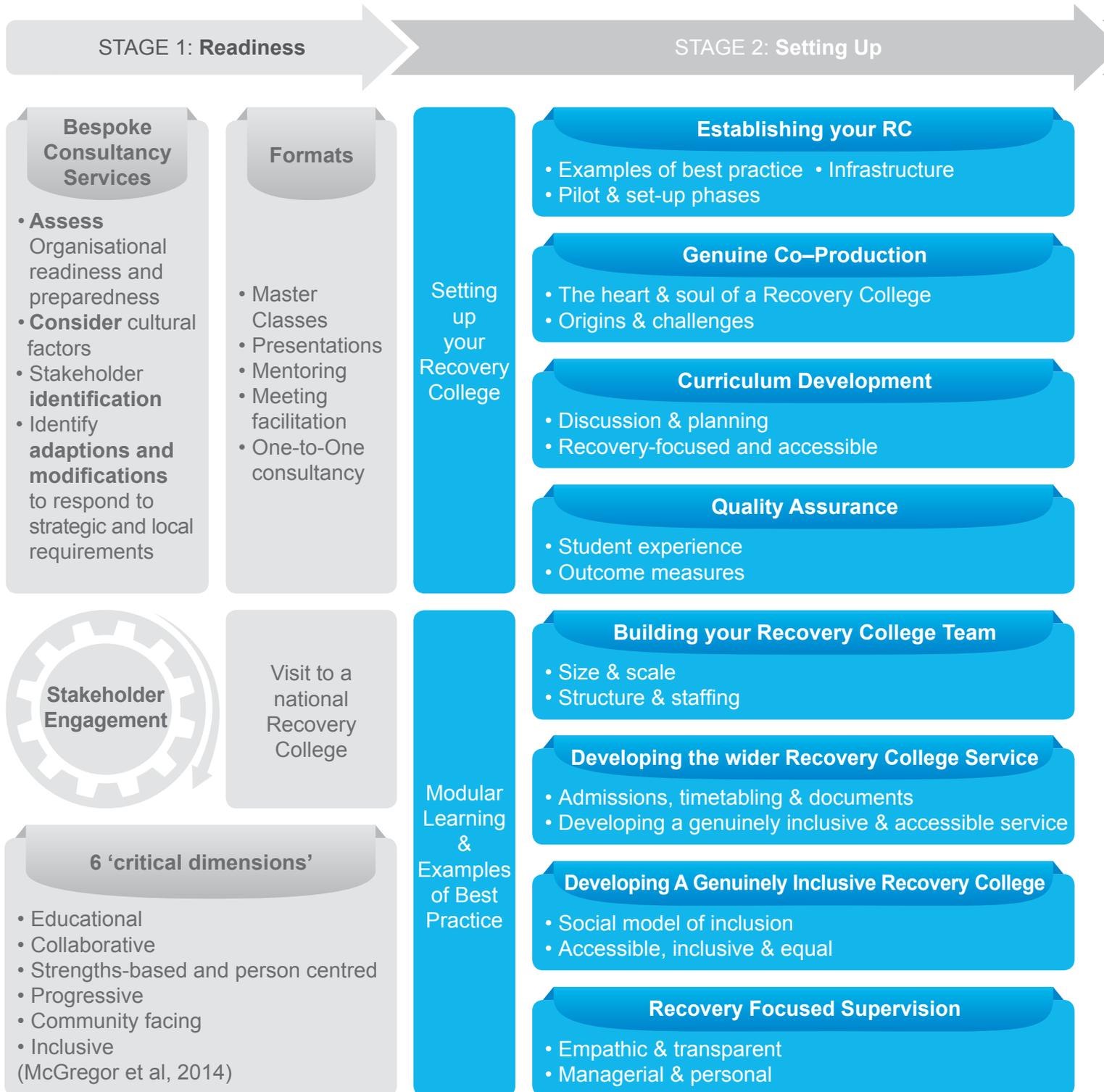
A collaborative process of appreciative inquiry which focuses on identifying and building on what is already working with reference to the ImROC fidelity Criteria.

- Pre Review Visit Self Assessment Tool
- Preparation Self-Assessment Tool
- Visit by ImROC Consultants
- Final Report to include an evaluation of your RC with reference to the ImROC fidelity Criteria and recommendations



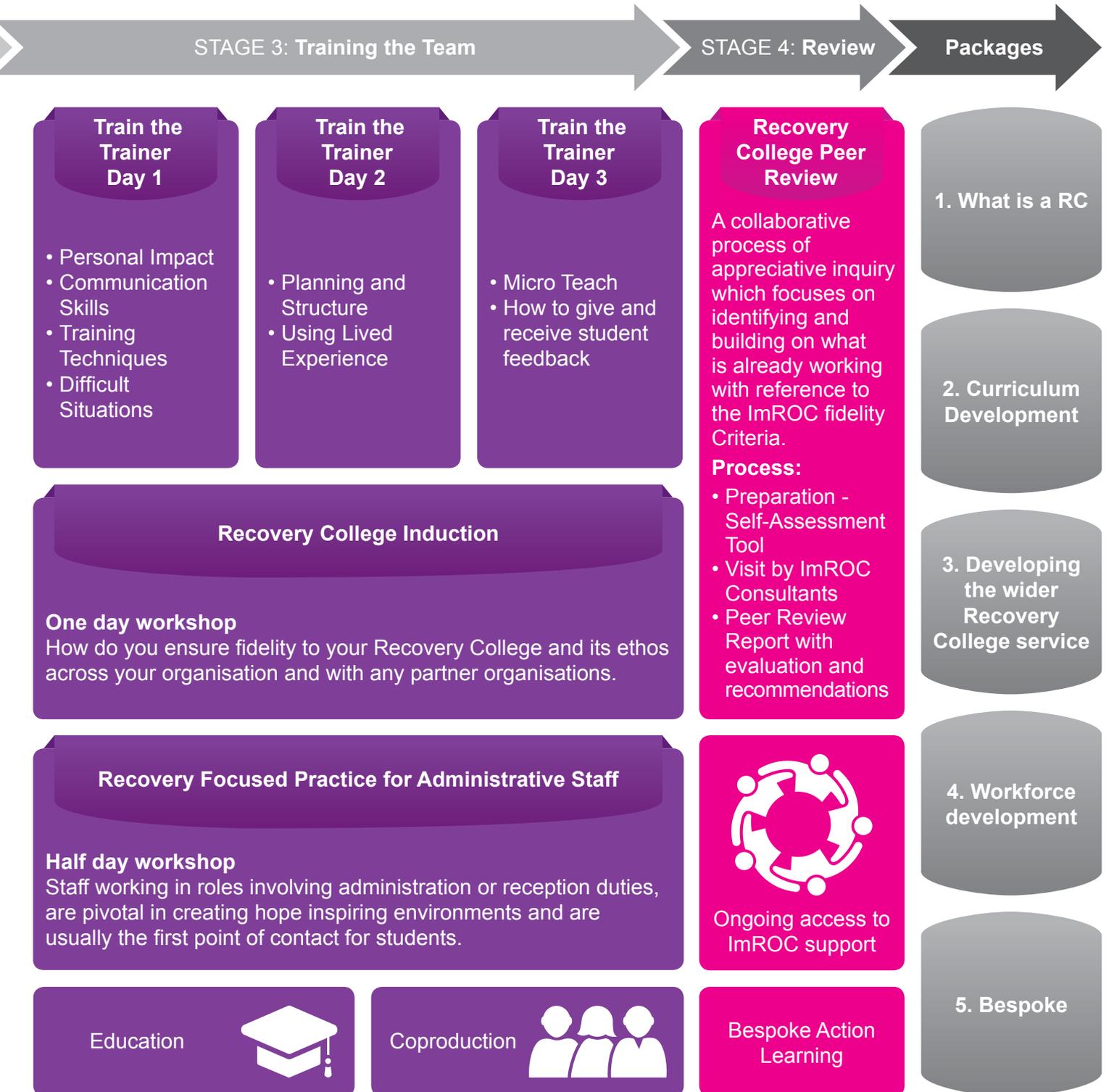
# Recovery College Consultancy Package

Recovery Colleges form a core part of the development of more recovery-focused mental health services that enable people to grow within and beyond what has happened to them; discover a new sense of self, meaning and purpose in life; explore their possibilities and rebuild a satisfying and contributing life (Deegan, 1988; Anthony, 1993; Repper and Perkins, 2003, 2012; Perkins et al, 2012).



Typically, a College will have a small team of peer and mental health practitioners employed directly by the College, supplemented by a larger group of sessional peer trainers and sessional mental health practitioner trainers drawn from among staff within mental health services and from community agencies. Some also offer opportunities for unpaid, volunteer trainers which can provide people with experience prior to applying for paid positions. (Perkins R, Meddings S, Williams S, Repper J (2018) Recovery Colleges 10 Years On, Nottingham, ImROC)

**This extensive consultancy package is designed to support you every step of the way to developing your Recovery College.**





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