

An Exploratory Study of Co-Production in Recovery Colleges in the UK

Exploring Co-Production in Recovery Colleges

Welcome. There are 4 sections to this questionnaire (15 questions in total) : Consent Form; About You; About Your Recovery College; About Co-Production . The whole questionnaire is likely to take 20 minutes for you to complete .

1. Consent to Participate

Participant Consent Form - Exploratory Study of Co-Production in Recovery Colleges in the UK

- I agree to take part in this research which is an Exploratory Study of Co-Production in Recovery Colleges in the UK . I am aware the anonymised findings will be shared via Journal publication.
- The researcher Toni King has given information on the Participant Information Sheet. This explains to my satisfaction the purpose of the research and the possible risks involved.
- I am aware that to participate I should be employed to work or volunteer in a Recovery College in the UK. I understand I should not participate if I work in Solent Recovery College.
- If I become concerned or distressed in relation to this study, I have identified a person in my organisation to speak to. This person is called my Contact Point and I have provided their name and contact details below. I am also able to contact the researcher – Toni King – at tk73@uni.brighton.ac.uk
- I have read the Participant Information Sheet. I understand it and the principles and procedures fully. I have kept a copy for my information.
- I am aware that in order to participate I will be required to
 1. complete this consent form
 2. complete the questionnaire
- I understand that any confidential information will be seen only by the researcher and will not be revealed to anyone else. I know that if I share information about illegal or unethical actions this will be raised with the researcher's supervisor – David Watson and the Contact Point I have identified.

- I understand that I am free to withdraw from the research at any time before 1 July 2015, without giving any reasons. I need to supply my name for this to be possible. I will request this by contacting tk73@uni.brighton.ac.uk

CHECKLIST

- 1 Read Participant Information Sheet
- 2 If you consent to participate please provide your name, contact point name and their contact details
- 3 Complete questionnaire

Your Name

*

Your Contact Point's name

*

Contact details for your Contact Point (tel/
email)

*

Consent to Participate? (yes / no)

*

2. About You

A. Describing my involvement in a Recovery College: [you can give more than 1 answer]

	yes	no	other
My time is recognised with a paid wage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My time is recognised with a non-pay arrangement (training, experience etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my involvement is mainly due to my learned / professional expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my involvement is mainly due to my personal / lived expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. I have been involved with the Recovery College for *

- ☐ less than 6 months
- ☐ 6-12 months
- ☐ 1-2 years
- ☐ more than 2 years

Any comments

C. I have been involved in the following:

[you can tick more than 1 answer]

- ☐ administrative or finance related tasks
- ☐ as a student
- ☐ delivering courses
- ☐ developing courses
- ☐ evaluation / quality assurance of the Recovery College
- ☐ managing / leading the Recovery College
- ☐ planning / developing the Recovery College
- ☐ student registrations / tutorials
- ☐ Other (please specify) _____

Any comments

3. About Your Recovery College

A. Please describe Your Recovery College. Use the prompts as a guide. Feel free to add as much information as you wish.

Who is involved?
Lead
organisation &
partners

Where is it
based? What is
the building /
room / physical
setting like?

How long has it
been
established?

Who attends?

Who develops
courses?

Who delivers
courses?

Who chooses
courses?

Who manages/
develops/
evaluates?

What is the role
of the students?

How do you know
if its working?

Please add any comments:

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B. Rachel Perkins (2012) identified the following 8 defining features of a Recovery College. In your experience, please rate these in order of how important each has been in creating the Recovery College you are involved with.

[rating scale: 1= the most important feature of a Recovery College - 8 = the least important feature of a Recovery College]

There is a Personal Tutor (or equivalent) who offers information, advice and guidance

Co-production between people with personal and professional experience of mental health problems

It operates on college principles

The College is not a substitute for traditional assessment and treatment

It is for everyone

It must reflect recovery principles in all aspects of its culture and operation

It is not a substitute for mainstream colleges

There is a physical base (building) with classrooms and a library where people can do their own research

4. About Co-Production

The following is adapted from the 'Co-Production Self Assessment Audit Tool'. *New Economics Foundation 2011*. There are 6 questions - 1 for each of the key components of Co-production. Please rate which of the 4 choices best describes the Recovery College you are involved with. Consider the questions in relation to both your staff and students.

A. Assets. *"Transforming the perception of people from passive recipients of services and burdens on the system into one where they are equal partners in designing and delivering services" **

- ☐ **Not There Yet** - Recovery College sees people as service users; problems to be solved; blank slates to be filled with knowledge
- ☐ **Basic** - Recovery College recognises the contribution people make toward achieving their outcomes, such as managing their condition
- ☐ **Making Progress** - Recovery College asks people what they like to do & supports people to put skills and experience to use within service
- ☐ **Excellent** - People's direct experience and aspiration is integral to the Recovery College; all design and delivery builds on and seeks to grow individual and community assets

Any comments

B. Capabilities. *"altering the delivery model of public services from a deficit approach to one that recognises and grows people's capabilities and actively supports them to put them to use at individual and community level" **

- ☐ **Not there yet** - professional expertise has greatest status; strategy and policy restrict role of others to service users / students
- ☐ **Basic** - Contribution of students and people with lived experience is restricted by regulation and risk management; specific volunteer roles are available

☐ **Making Progress** - People's contributions are welcomed and included within model

☐ **Excellent** - People's contributions are vital; the activity and work of the Recovery College is shaped to fit the skills and responsibilities of all involved

Any comments

C. Mutuality. *"offering people a range of incentives to engage which enable us to work in reciprocal relationships with professionals and with each other, where there are mutual responsibilities and expectations"* *

☐ **Not there yet** - assumption that mental health services are paid to provide this type of service and would not need or expect help - nor should community / people be expected to provide it

☐ **Basic** - Clear distinctions are maintained in the roles and responsibilities of people with professional and those with personal experience;

☐ **Making Progress** - people's ideas shape the service where professional feel it is appropriate. People know their contribution will be valued and recognised

☐ **Excellent** - people with professional and personal expertise work alongside with equal value and attributed to both; people are able to identify rewards that are valuable to them (not just money)

Any comments

D. Networks. *"engaging peer and personal networks alongside professionals as the best way of transferring knowledge inside and outside of 'services'" **

- ☐ **Not there yet** - carers / supporters are seen as marginal; strengthening individual and community networks are beyond Recovery College remit
- ☐ **Basic** - Recovery College appreciates the practical and emotional value of people supporting one another; policy / infrastructure does not assist this
- ☐ **Making Progress** - people are encouraged to invite friends & family to Recovery College; development of new networks is encouraged, primarily when they directly support the service
- ☐ **Excellent** - supporting peer networks that enable transfer of knowledge and skills is seen as core work; growing networks beyond Recovery College is invested in

Any comments

E. Shared Roles. *"removing tightly defined boundaries between professionals and recipients, and between producers and consumers of services, by reconfiguring the way services are developed and delivered" **

- ☐ **Not there yet** - staff with mental health training are seen as 'authoritative voice' by students and other staff;
- ☐ **Basic** - people are encouraged to volunteer; training is generally required to understand professionalised language / system
- ☐ **Making Progress** 'Expert by Experience' roles exist; aspects of delivering the service are shared. The 'experience' recognised as valuable is directly related to the service being delivered
- ☐ **Excellent** - Clear shared responsibility for project and its success among staff and students; expectations of mutuality are discussed when people become involved; a wide range of skills and experiences are valued

Any Comments

F. Catalysts. "Enabling public service agencies to become facilitators of action rather than central providers themselves" *

- ☐ **Not there yet** - Unwritten understanding that students / people with lived experience of mental distress are expected to comply with ideas / services set out by professionals
- ☐ **Basic** - Recovery College seeks to involve students and staff in identifying what service do you want or need and seeks to develop appropriate service
- ☐ **Making Progress** - Service is co-designed and co-delivered with people who have lived experience; aspirations are restricted by the objectives of the organisation(s)
- ☐ **Excellent** - Service is co-designed and co-delivered; acts a catalyst for connecting people to networks and resources; removing barriers and supporting people to live a meaningful, connected and contributing life

Any comments

G. What are your thoughts about the 6 key components of co-production as described above? Were you previously aware of these? How do they match or differ from your own understanding?

H. Please describe any difficulties you have experienced in achieving co-production. (Common themes have been identified from related literature - please indicate if these are relevant and how. Do not feel restricted by these prompts - feel free to provide additional information)

Funding and / or commissioning

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Attitude / culture of students

--

Attitude / culture of experts by profession

--

Attitude / culture of experts by experience

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Concern around regulation / risk

--

Evidencing outcomes

--

Gap in policy / guidance / skill / training

--

Taking the concept to scale - growing the model

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Any Comments

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14. How did you overcome these difficulties? What solutions or advice would you offer to others involved with or thinking about developing a Recovery College?

You have completed this survey!

Thank you for taking the time to answer

A summary of this study will be emailed via the original contacts list. A more detailed study will be published in the Journal of Mental Health & Social Inclusion (or similar).