

# **Best Practice in Teaching and Learning of: ImROC, Nottingham, Great Britain**

## **1. What is your definition of experienced based learning?**

Experience based learning is an education model based on self-reflection and development of knowledge and skills through active participation in experiences. Students are engaged and drive the pace and focus of their learning rather than passive recipients of knowledge, such as through didactic.

## **2. What do / would you call your best practice?**

Coproduction is a central tenet to recovery colleges. Shared, equal relationships between co-tutors where equivalent value is placed on lived experience and subject specific knowledge breaks down hierarchical power imbalances, reduces stigma and promotes enriching environments for student to experience greater self-control. Staff are coaches who help people find their own solutions.

Learning together without restrictive labels of diagnosis or mental health condition help students see the opportunities available to them, what other student have achieved and enables organic social networks and friendships to emerge.

Each element and operation of a recovery college is co-produced. For example, quality and assurance panels made up of members with lived experience and subject specific knowledge review the structure, content and evaluation of courses for the college.

## **3. Brief description / goal of your best practice**

Recovery colleges shift treatment to education. A patient becomes a student. Courses give students information, knowledge and time for reflection and self development. Being in a classroom with other student provides hopes through seeing what others have achieved and reduces both stigma and isolation frequently reported by people supported by mental health services.

Recovery colleges provide one way of supporting people achieve their life goals. The ambition of the college is not for students to stay with the college forever but to develop skills, gain knowledge and lead their life beyond the college to other challenges and journeys.

Investment in recovery colleges also provides welcome cost savings to scarce resources within health and social care. By attending a recovery college students are less likely to need ongoing support from community mental health teams and are less likely to be re-admitted to expensive in-patient facilities. Learning skills, experiencing an identity beyond being a patient and establishing social links are firm foundations for recovery and resilience. Staff within host organisations where colleges are located, such as NHS Trusts, as benefit from attending courses and reflecting on the nature and culture of their practice.

#### **4. When did you start it?**

##### **What were the reasons / motives to introduce and continue your best practice?**

Recovery colleges in the UK were first established by Rachel Perkins (South West London and St George's Recovery College) and Julie Repper (Nottingham Recovery College). After visiting Recovery Innovations in Arizona, the concept of recovery colleges was brought to England and amplified through the work of ImROC. In 2012 ImROC published the first practical briefing paper on recovery colleges and plans to publish a new revised paper shortly building on new evidence.

Recovery colleges provide a concrete example of a recovery innovation. They can be developed slowly from pilot phase to a fully operational college with hubs and spokes. This offers minimal risk and requires minimal financial invest at the early stages. However to be benefit from a sustainable college, the supportive and enabling infrastructure within an organisation or community to essential to its continuation.

##### **What was your starting situation?**

When ImROC began there were no recovery colleges, there are now above 40 colleges within the UK and significantly more internationally. ImROC supported the establishment and piloting of the majority of these colleges through sharing the learning and challenges from the early adoption of recovery colleges in Nottingham and South West London.

ImROC worked with 36 organisations from 2011 and many selected recovery colleges as the focus on their development work. Today recovery colleges continue to be a core area of support ImROC works with sites both within the UK and internationally to establish and enhance.

#### **5. Please describe your best practice:**

##### **Which learning goal/targets does your best practice have?**

Recovery colleges promote self management. Each student is offered an individual learning plan (ILP) to record a plan for their learning and development. Students will select courses they would like to attend based on their personal interests. Decisions over the direction of their learning and content of the plan are made by the student with guidance and suggestions from the tutor. Each student may have a different ILP. By working through the ILP and reflecting, refreshing and pushing further the ambition for life goals, students ultimately take back control of their lives.

##### **Which (learning or teaching) methods are used?**

Coproduced, cofacilitated and cofacilitated.

Accessibility, and appropriateness / relevance for all students, is essential therefore all courses need to utilize a range of different learning methods to meet different preferences and needs of students.

##### **Which themes are addressed?**

Co production, self management, reducing stigma, peer support, social networking and reduced

isolation and loneliness.

### **Which resources are used?**

In most cases a physical base is needed to deliver courses although a small and growing number of colleges are introducing virtual, on-line based learning opportunities.

Course tutors (part-time or full time) are required to structure the course content and agree on delivery materials and techniques.

### **What requirements do the participants have to fulfill?**

Students attend the courses and participate as much or as little as they wish. The skill of the course tutors lies in their ability to flex their learning style to accommodate the students in the room.

### **What standards does your best practice have?**

Quality and assurance panels review the effectiveness of each course and consider if the course should be revised, continued or closed.

ImROC has clearly defined core characteristics of a recovery college:

1. Co-production between people with personal and professional experience of mental health problems
2. There is a physical base (building) with classrooms and a library where people can do their own research
3. It operates on college principles
4. It is for everyone
5. There is a Personal Tutor (or equivalent) who offers information, advice and guidance
6. The College is not a substitute for traditional assessment and treatment
7. It is not a substitute for mainstream colleges
8. It must reflect recovery principles in all aspects of its culture and operation

## **6. What did you learn from your experiences with your best practice?**

### **What are the outcomes of your best practice?**

Outcomes for the organisation / community are that recovery colleges reduce the demand placed on mental health provider services (in patient and community based).

For the individual they can be pivotal in their recovery journey to regain control and take the next step away from sole reliance on services.

Recovery colleges also begin to change the culture of an organisation and demonstrate the organization's commitment to recovery-orientated practice. For example, where the Chief Executive co-develops and delivers a course on living with bipolar through both disclosing openly their lived experience and committing their time to acting as a trainer help give the college a firm place within the organisation.

## 7. How might these experiences be useful to the Empowerment College?

ImROC's learning experiences from establishing and developing recovery colleges at scale offers a range of knowledge and experiences that can be considered and adapted for use in the Empowerment College.

For example,

- ImROC's core defining features of a recovery college
- Staffing and workforce: recruitment, training, staff progression, wellbeing and support
- Course development and evaluation
- Training the trainers
- Marketing and communications
- Engaging local communities and collaborative learning

## 8. Is there anything else that is important in this context?

## 9. List of Research or Literature in connection with your project:

Shepherd, G., McGregor, J., Meddings, S., & Roeg, W. (2017). Recovery Colleges and Co-production. In M. Slade, L. Oades, & A. Jarden (Eds.), *Wellbeing, Recovery and Mental Health* (pp. 169-180). Cambridge: Cambridge University Press. doi:10.1017/9781316339275.016

Central and North West London Annual Report 2013-2014 (2014) <http://www.cnwl.nhs.uk/wp-content/uploads/CNWL-Recovery-College-Annual-Report.pdf>

Meddings, S., McGregor, J., Roeg W and Shepherd G (2015). Recovery colleges: quality and outcomes. *Mental Health and Social Inclusion Journal* Vol. 19 Issue: 4, pp.212-221, doi: 10.1108/MHSI-08-2015-0035

Meddings, S., Byrne, D., Barnicoat, S., Campbell, E. & Locks, L. (2014). Co-Delivered and Co-Produced: Creating a Recovery College in Partnership. *Journal of Mental Health Training, Education and Practice*, 9(1), 16-25.

Meddings, S., Guglietti, S., Lambe, H. & Byrne, D. (2014). Student perspectives: recovery college experience. *Mental Health and Social Inclusion*, 18 (3), 142-150.

Meddings, S, Campbell,E., Guglietti, S., Lambe, H., Locks, L., Byrne, D. and Whittington, A. (2015 / in press). From Service User to Student – The Benefits of Recovery College. *Clinical Psychology Forum*.

McCaig, M., McNay, L., Marland, G., Bradstreet, S. & Campbell, J. (2014). Establishing a recovery college in a Scottish university. *Mental Health and Social Inclusion*, 19 (2), 92-97.

McGregor,J. (2012) Nottingham Recovery College – Education and Transformation: *'It is not just education, it is about you'* Unpublished paper Nottinghamshire Mental Health Trust

McGregor, J., Repper, J. and Brown, H. (2014), 'The College is so different from anything I have done'. A study of the characteristics of Nottingham Recovery College, *Journal of Mental Health Training, Education and Practice*, 9(1), 3-15.

Rinaldi,M. Morland,M. & Wybourn,S. (2012) Annual Report South West London Recovery College (Unpublished) SWLSG Mental Health Trust

Watson,E. (2013) What Makes a Recovery College? A Systematic Literature Review of Recovery Education in Mental Health, Unpublished M.A.  
University of Nottingham

Zucchelli,F & Skinner,S. (2013) Central and North West London NHS Foundation Trust's (CNWL) Recovery College: the story so far  
Mental Health & Social Inclusion 17 (4) 183-189.

### Stories / Narratives:

[http://www.cnwl.nhs.uk/wp-content/uploads/2013/05/CNWL\\_mental\\_health\\_employment\\_recovery\\_booklet.pdf](http://www.cnwl.nhs.uk/wp-content/uploads/2013/05/CNWL_mental_health_employment_recovery_booklet.pdf)

<http://www.cpfh.nhs.uk/Downloads/DVD-Documents/Recovery/Recovery%20College/Recovery%20Stories%20book%20Feb%202014.pdf>

<http://www.recoverydevon.co.uk/index.php/creative-cafe/the-stories-gathered-so-far>

### Videos

- [South West London Recovery College - YouTube](#)

▶ 5:24 ▶ 5:24

[www.youtube.com/watch?v=VSOeQbkMVqc](http://www.youtube.com/watch?v=VSOeQbkMVqc)

12 Oct 2011 - Uploaded by SWLSTG

South West London *Recovery College* is the UK's first mental health recovery study and training facility ...

- [The Recovery College - YouTube](#)

▶ 7:17 ▶ 7:17

[www.youtube.com/watch?v=QFc\\_9nZNY\\_k](http://www.youtube.com/watch?v=QFc_9nZNY_k)

16 Jan 2014 - Uploaded by Sussex Partnership NHS Foundation Trust

A short film about success of two *Recovery Colleges* held within Brighton & Hove and Hastings and Rother.

- [CNWL Recovery College - YouTube](#)

[www.youtube.com/user/CNWLRC](http://www.youtube.com/user/CNWLRC)

Central and North West London (CNWL) NHS Foundation Trust The CNWL *Recovery College* courses and workshops are open to anybody to attend. For more ...

- [Recovery Colleges - Centre for Mental Health](#)

[www.centreformentalhealth.org.uk/recovery/Recovery\\_Colleges.aspx](http://www.centreformentalhealth.org.uk/recovery/Recovery_Colleges.aspx)

A *Recovery College* embodies the transformations that are central to driving ... about the *Recovery College* in South West London can be viewed on *YouTube*.

- [The Recovery College - Southern Health](#)

[www.southernhealth.nhs.uk](http://www.southernhealth.nhs.uk) › [Health and wellbeing](#) › [Recovery](#)

The *Recovery College* offers courses designed to help increase your knowledge and skills about ... The *Recovery College* takes an educational approach to equip you with the knowledge and skills to ... Facebook · LinkedIn · Twitter · *YouTube*.

- [St Mungo's Broadway Recovery College](#)

[www.mungosbroadway.org.uk/st\\_mungos\\_recovery\\_college](http://www.mungosbroadway.org.uk/st_mungos_recovery_college)

*recovery college*, skills, *recovery*, *college*, homelessness. ... 'It's refreshing that, just because you've been homeless and experienced some difficulties, you don't ...

- [Devon Partnership NHS Trust: Recovery - supporting you to ...](#)  
[www.devonpartnership.nhs.uk/Recovery-supporting-you-to-live-well.52...](http://www.devonpartnership.nhs.uk/Recovery-supporting-you-to-live-well.52...)  
 Recovery has evolved to have a particular meaning in mental health settings. ... Films of people's stories are also available on our *YouTube* channel. ... Working in partnership with Exeter *College* and Mind Exeter and East Devon, Devon ...
- [2Gether NHS Foundation Trust: Coaching for recovery ...](#)  
[www.health.org.uk/areas-of-work/.../2gether-nhs-foundation-trust/](http://www.health.org.uk/areas-of-work/.../2gether-nhs-foundation-trust/)  
 The first involved developing pop-up 'recovery colleges' where a curriculum wa ... the site and will only be used if we need to contact *you* about your comment.
- [Recovery College - South West London and St George's ...](#)  
[www.swlstg-tr.nhs.uk/.../first-uk-recovery-college-minister-highlights-rol...](http://www.swlstg-tr.nhs.uk/.../first-uk-recovery-college-minister-highlights-rol...)  
 29 Sep 2011 - Health Minister Paul Burstow MP opens the UK's first *Recovery College*. ... View the South West London *Recovery College's YouTube* video.
- [The Recovery College - Mersey Care NHS Trust](#)  
[www.merseycare.nhs.uk/info/imroc/recoverycollege/](http://www.merseycare.nhs.uk/info/imroc/recoverycollege/)  
 by M Care - 2013  
 For further information on the *Recovery College* please email: ... Navajo BrowseAloud NHS Jobs NHS Choices NHS Direct PALS Twitter Facebook *YouTube*.
- [Recovery College East](#)  
[http://www.youtube.com/watch?v=l6cV9DvTk\\_E](http://www.youtube.com/watch?v=l6cV9DvTk_E)
- [Sussex Recovery College](#)  
[https://www.youtube.com/watch?v=QFc\\_9nZNy\\_k](https://www.youtube.com/watch?v=QFc_9nZNy_k)
- [Mersey Care Recovery College video](#)  
<https://www.youtube.com/watch?v=e8-SwJx0P5E&feature=youtu.be>

## Websites

Recovery Devon <http://www.recoverydevon.co.uk/>  
 Recovery College East <http://www.cpft.nhs.uk/about-us/recovery-college-east.htm>  
 Sussex Recovery College [<https://www.sussexrecoverycollege.org.uk/>]