

**Supplementary Information 1. Included studies in six reviews about Recovery Colleges (retrieved on MEDLINE, Embase, Cochrane, CINAHL, and PsycINFO on 30 January 2023).**

Included sources in Bester KL, McGlade A, Darragh E. Is co-production working well in recovery colleges? Emergent themes from a systematic narrative review. *The Journal of Mental Health Training, Education and Practice* 2022; **17**(1): 48-60.

	Reference	Country
1	Cameron J, Hart A, Brooker S, Neale P, Reardon M. Collaboration in the design and delivery of a mental health Recovery College course: experiences of students and tutors. <i>J Ment Health</i> 2018; <b>27</b> (4): 374-81.	UK
2	Crowther A, Taylor A, Toney R, et al. The impact of Recovery Colleges on mental health staff, services and society. <i>Epidemiology and Psychiatric Sciences</i> 2019; <b>28</b> (5): 481-8.	UK
3	Dalgarno M, Oates J. The meaning of co-production for clinicians: An exploratory case study of Practitioner Trainers in one Recovery College. <i>Journal of Psychiatric and Mental Health Nursing</i> 2018; <b>25</b> (5-6): 349-57.	UK
4	McGregor J, Repper J, Brown H. "The college is so different from anything I have done". A study of the characteristics of Nottingham Recovery College. <i>The Journal of Mental Health Training, Education and Practice</i> 2014; <b>9</b> (1): 3-15.	UK
5	Meddings S, Guglietti S, Lambe H, Byrne D. Student perspectives: recovery college experience. <i>Mental Health and Social Inclusion</i> 2014; <b>18</b> (3): 142-50.	UK
6	Meddings S, Byrne D, Barnicoat S, Campbell E, Locks L. Co-delivered and co-produced: creating a recovery college in partnership. <i>The Journal of Mental Health Training, Education and Practice</i> 2014; <b>9</b> (1): 16-25	UK
7	Perkins AM, Ridler JH, Hammond L, Davies S, Hackmann C. Impacts of attending recovery colleges on NHS staff. <i>Mental Health and Social Inclusion</i> 2017; <b>21</b> (1): 18-24.	UK
8	Sommer J, Gill K, Stein-Parbury J. Walking side-by-side: Recovery Colleges revolutionising mental health care. <i>Mental Health and Social Inclusion</i> 2018; <b>22</b> (1): 18-26.	Australia
9	Windsor L, Roberts G, Dieppe P. Recovery Colleges – safe, stimulating and empowering. <i>Mental Health and Social Inclusion</i> 2017; <b>21</b> (5): 280-8.	UK
10	Zabel E, Donegan G, Lawrence K, French P. Exploring the impact of the recovery academy: a qualitative study of Recovery College experiences. <i>The Journal of Mental Health Training, Education and Practice</i> 2016; <b>11</b> (3): 162-71.	UK

Included sources in Lin E, Harris H, Black G, et al. Evaluating recovery colleges: a co-created scoping review. *Journal of Mental Health* 2022: 1-22.

	Reference	Country
1	Bourne P, Meddings S, Whittington A. An evaluation of service use outcomes in a Recovery College. <i>Journal of Mental Health</i> 2018; <b>27</b> (4): 359-66.	UK
2	Burhouse A, Rowland M, Marie Niman H, et al. Coaching for recovery: a quality improvement project in mental healthcare. <i>BMJ Quality Improvement Reports</i> 2015; <b>4</b> (1): u206576.w2641.	UK
3	Cameron J, Hart A, Brooker S, Neale P, Reardon M. Collaboration in the design and delivery of a mental health Recovery College course: experiences of students and tutors. <i>J Ment Health</i> 2018; <b>27</b> (4): 374-81.	UK

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5	Cronin P, Stein-Parbury J, Sommer J, Gill KH. What about value for money? A cost benefit analysis of the South Eastern Sydney Recovery and Wellbeing College. <i>Journal of Mental Health</i> 2021: 1-8.	Australia
6	Dunn EC, Sally Rogers E, Hutchinson DS, et al. Results of an Innovative University-based Recovery Education Program for Adults with Psychiatric Disabilities. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> 2008; <b>35</b> (5): 357-69.	United States
7	Durbin A, Nisenbaum R, Wang R, Hwang SW, Kozloff N, Stergiopoulos V. Recovery Education for Adults Transitioning From Homelessness: A Longitudinal Outcome Evaluation. <i>Frontiers in Psychiatry</i> 2021; <b>12</b> .	Canada
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9	Frayn E, Duke J, Smith H, Wayne P, Roberts G. A voyage of discovery: setting up a recovery college in a secure setting. <i>Mental Health and Social Inclusion</i> 2016; <b>20</b> (1): 29-35.	UK
10	Hall T, Jordan HL, Reifels L, et al. A Process and Intermediate Outcomes Evaluation of an Australian Recovery College. <i>Journal of Recovery in Mental Health</i> 2018; <b>1</b> (3): 7-20.	Australia
11	Harper L, McKeown M. Why make the effort? Exploring recovery college engagement. <i>Mental Health and Social Inclusion</i> 2018; <b>22</b> (1): 27-33.	UK
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13	Hopkins L, Pedwell G, Lee S. Educational outcomes of Discovery College participation for young people. <i>Mental Health and Social Inclusion</i> 2018; <b>22</b> (4): 195-202.	Australia
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*17	King T, Meddings S. Survey identifying commonality across international Recovery Colleges. <i>Mental Health and Social Inclusion</i> 2019; <b>23</b> (3): 121-8.	International
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19	Meddings S, Guglietti S, Lambe H, Byrne D. Student perspectives: recovery college experience. <i>Mental Health and Social Inclusion</i> 2014; <b>18</b> (3): 142-50.	UK

20	Meddings S, Campbell E, Guglietti S, et al. From service user to student: The benefits of recovery college. <i>Clinical Psychology Forum</i> 2015; (268): 32–7.	UK
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\*Same study as No. 6 in Thériault’s review in 2020 (full reference below), which categorised the location of this study being in England.

Thériault J, Lord M-M, Briand C, Piat M, Meddings S. Recovery Colleges After a Decade of Research: A Literature Review. *Psychiatric Services* 2020; **71**(9): 928-40.

Included sources in Thériault J, Lord M-M, Briand C, Piat M, Meddings S. Recovery Colleges After a Decade of Research: A Literature Review. *Psychiatric Services* 2020; **71**(9): 928-40.

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2	Bourne P, Meddings S, Whittington A. An evaluation of service use outcomes in a Recovery College. <i>Journal of Mental Health</i> 2018; <b>27</b> (4): 359-66.	England
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	Disabilities. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> 2008; <b>35</b> (5): 357-69.	
5	Kay K, Edgley G. Evaluation of a new recovery college: delivering health outcomes and cost efficiencies via an educational approach. <i>Mental Health and Social Inclusion</i> 2019; <b>23</b> (1): 36-46.	England
*6	King T, Meddings S. Survey identifying commonality across international Recovery Colleges. <i>Mental Health and Social Inclusion</i> 2019; <b>23</b> (3): 121-8.	England
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8	Meddings S, Walsh L, Patmore L, McKenzie KLE, Holmes S. To what extent does Sussex Recovery College reflect its community? An equalities and diversity audit. <i>Mental Health and Social Inclusion</i> 2019; <b>23</b> (3): 136-44.	England
9	Nurser K, Hunt D, Bartlett T. Do recovery college courses help to improve recovery outcomes and reduce self-stigma for individuals who attend? <i>Clinical Psychology Forum</i> 2017; <b>300</b> : 32–7.	England
10	Sommer J, Gill KH, Stein-Parbury J, Cronin P, Katsifis V. The role of recovery colleges in supporting personal goal achievement. <i>Psychiatric Rehabilitation Journal</i> 2019; <b>42</b> (4): 394.	Australia
11	Burhouse A, Rowland M, Marie Niman H, et al. Coaching for recovery: a quality improvement project in mental healthcare. <i>BMJ Quality Improvement Reports</i> 2015; <b>4</b> (1): u206576.w2641.	England
12	Ebrahim S, Glascott A, Mayer H, Gair E. Recovery Colleges; how effective are they? <i>The Journal of Mental Health Training, Education and Practice</i> 2018; <b>13</b> (4): 209-18.	England
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18	Stevens J, Butterfield C, Whittington A, Holttum S. Evaluation of Arts based Courses within a UK Recovery College for People with Mental Health Challenges. <i>International Journal of Environmental Research and Public Health</i> , 2018; <b>15</b> (6): 1170.	England
19	Cameron J, Hart A, Brooker S, Neale P, Reardon M. Collaboration in the design and delivery of a mental health Recovery College course: experiences of students and tutors. <i>J Ment Health</i> 2018; <b>27</b> (4): 374-81.	England
20	Crowther A, Taylor A, Toney R, et al. The impact of Recovery Colleges on mental health staff, services and society. <i>Epidemiology and Psychiatric Sciences</i> 2019; <b>28</b> (5): 481-8.	England
21	Dalgarno M, Oates J. The meaning of co-production for clinicians: An exploratory case study of Practitioner Trainers in one Recovery College. <i>Journal of Psychiatric and Mental Health Nursing</i> 2018; <b>25</b> (5-6): 349-57.	England
22	Frayn E, Duke J, Smith H, Wayne P, Roberts G. A voyage of discovery: setting up a recovery college in a secure setting. <i>Mental Health and Social Inclusion</i> 2016; <b>20</b> (1): 29-35.	England

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24	Harper L, McKeown M. Why make the effort? Exploring recovery college engagement. <i>Mental Health and Social Inclusion</i> 2018; <b>22</b> (1): 27-33.	England
25	Martina T. Poetry for recovery: Peer trainer reflections at Sussex Recovery College. <i>Clinical psychology forum</i> 2015; <b>268</b> : 28-31.	England
26	Newman-Taylor K, Stone N, Valentine P, Hooks Z, Sault K. The Recovery College: A unique service approach and qualitative evaluation. <i>Psychiatr Rehabil J</i> 2016; <b>39</b> (2): 187-90.	England
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31	Zabel E, Donegan G, Lawrence K, French P. Exploring the impact of the recovery academy: a qualitative study of Recovery College experiences. <i>The Journal of Mental Health Training, Education and Practice</i> 2016; <b>11</b> (3): 162-71.	England

\*Same study as No. 17 in Lin’s review in 2022 (full reference below), which categorised this study as an international study.

Lin E, Harris H, Black G, et al. Evaluating recovery colleges: a co-created scoping review. *Journal of Mental Health* 2022: 1-22.

Included sources in

Crowther A, Taylor A, Toney R, et al. The impact of Recovery Colleges on mental health staff, services and society. *Epidemiology and Psychiatric Sciences* 2019; **28**(5): 481-8., and Toney R, Elton D, Munday E, et al. Mechanisms of Action and Outcomes for Students in Recovery Colleges. *Psychiatric Services* 2018; **69**(12): 1222-9. (Same 44 sources)

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No	Authors	Country
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2	Perkins R, Repper J, Rinaldi M, Brown H. Briefing: Recovery Colleges2012. <a href="https://imroc.org/wp-content/uploads/2022/04/1.Recovery-Colleges.pdf">https://imroc.org/wp-content/uploads/2022/04/1.Recovery-Colleges.pdf</a> (accessed 23 January 2023).	UK
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7	Shepherd G, Boardman J, Rinaldi M, Roberts G. Supporting recovery in mental health services: Quality and outcomes. <i>London: Implementing Recovery Through Organisational Change</i> 2014.	UK
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9	McGregor J, Brophy L, Hardy D, et al. Proceedings of June 2015 Meeting. Recovery Colleges International Community of Practice (RCICoP); 2015; 2015.	UK
10	Rinaldi M, Morland M, Wybourn S. Annual Report 2011 – 2012 South West London Recovery College, London, South West London and St George's Mental Health NHS Trust. London: National Health Service, 2012.	UK
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12	Meddings S, Guglietti S, Lambe H, Byrne D. Student perspectives: recovery college experience. <i>Mental Health and Social Inclusion</i> 2014; <b>18</b> (3): 142-50.	UK
13	King T. An exploratory study of co-production in recovery colleges in the UK. Sussex: University of Brighton.; 2015.	UK

## Supplementary Information 2. Inclusion criteria for Recovery Colleges

Currently active services that:	
(a)	Targeting to supporting personal recovery, defined as living a purposeful and autonomous life despite the presence of mental health symptom
(b)	Prioritising co-production, defined as individuals with lived experience working with staff or subject experts to design and deliver all aspects of the Recovery College
(c)	Prioritising adult learning approaches, in which students and trainers work together and learn from each other by sharing experiences, knowledge, and skills

These criteria were confirmed by the service managers, who were approached by the research team in the England survey, and by each country lead in the international survey.