



DfE Senior Mental Health Lead Training Continuous Quality Improvement (CQI) Policy

Version	Change details	Date
1	Original	August 2022

1. Overview

At Compass, we are committed to upholding the highest standards of quality and continuous improvement in all aspects of our operations. We recognise that our success in fulfilling our charitable mission depends on delivering programmes and services that have a positive and meaningful impact on the communities we serve. We regularly review and update this commitment to reflect our evolving understanding and practices in Continuous Quality Improvement (CQI).

2. Purpose

A CQI Policy is a set of guidelines and procedures that an organisation follows to ensure that the quality of its products or services consistently meets or exceeds the expectations of its customers or stakeholders.

3. Scope

This section outlines the purpose and goals of the CQI Policy for the Compass DfE Senior Mental Health Lead 'training programme' known as – A practical introduction to implementing the whole school approach (WSA).

This policy remains in effect whilst the training programme is being delivered as part of the Department for Education's (DfE) grant funded senior mental health lead training initiative. This contributes to the training programme being recognised and promoted as a quality-assured course that meets the requirements and expectations of DfE's Continuous Improvement Guidance.

4. Responsibilities

This section outlines the quality improvement roles and responsibilities of the various stakeholders involved in the training programme. Stakeholders include:

- **Training programme managers:** The Assistant Director – Business Development as training programme manager holds overall responsibility for overseeing the development and implementation of the training programme, ensuring that it meets the needs of the organisation and the learners, and monitoring its effectiveness. They also have a responsibility to ensure that the training programme adheres to the DfE quality standards and regulations.

- **Trainers and facilitators:** Trainers and facilitators are responsible for delivering the training programme content and ensuring that learners understand and can apply the material covered. They are responsible for assessing learner performance and providing feedback. Trainers and facilitators also have a responsibility to provide input into the continuous improvement process, identifying areas for improvement and proposing solutions.
- **Learners:** Learners have a responsibility to actively participate in the training program, ask questions, and provide feedback. They also have a responsibility to apply the knowledge and skills they acquire during the training program to their work.
- **Supervisors and managers:** Supervisors and managers are responsible for supporting the learners in applying the knowledge and skills they acquire during the training programme to their setting. They also have a responsibility to provide feedback to the training program managers and trainers regarding the effectiveness of the training program and the performance of the learners.
- **Quality assurance and continuous improvement team:** The quality assurance and continuous improvement team (Compass Positive Effect) is responsible for monitoring and evaluating the effectiveness of the training program, identifying areas for improvement, and developing and implementing action plans to address those areas.
- **Commissioned DfE Senior Mental Health Lead QA body:** The commissioned DfE Senior Mental Health Lead QA body [currently The Carnegie Centre of Excellence for Mental Health in Schools] is responsible for routinely and independently assessing the training programme against each quality principle using the continuous improvement scale, as outlined in the DfE's Continuous Improvement Guidance. In cases where they identify areas for improvement, feedback is provided to explain where and why they consider improvement is necessary alongside any necessary corrective actions required for the training programme to remain on the DfE quality-assured list of providers / courses.

5. Standards

This section describes the quality standards that the training programme must meet, such as content, delivery methods, assessment, and evaluation.

- **DfE quality principles for Senior Mental Health Lead training courses:** From September 2021, all senior mental health lead training delivered for schools and colleges that is paid for through a DfE grant first needs to be assessed against DfE quality criteria. This process included the submission of a training provider application form that asked questions to assess courses against the following quality principles:
 - A. That the proposed course content covers some or all of the knowledge and skills published in the DfE learning outcomes.
 - B. That the provider can demonstrate good knowledge and understanding of the needs of senior mental health leads in schools and colleges.

- C.** That the proposed course content and learning processes are informed by a considered understanding of relevant evidence and theory.
- D.** That the proposed course will provide appropriate strategies that senior leads are able to use to help overcome the challenges faced in leading a whole school or college approach.
- E.** That the core trainers have the ability to deliver the proposed course to senior leaders in education.
- F.** That the proposed course meets the accessibility needs of learners, including satisfying statutory requirements for equalities.
- G.** That the provider demonstrates a good understanding of the main research and statutory requirements relevant to schools and colleges and shows senior leads how to use resources that will support them to make strategic change.
- H.** That the provider has appropriate policies and processes in place for collecting and analysing data regarding learner outcomes to:
 - inform the continuous improvement of their course
 - share with the DfE and their quality assurance body
- I.** That the proposed course will include effective methods that enable senior mental health leads to plan for, implement and sustain strategic change.

The document that sets out the DfE learning outcomes that will enable a senior mental health lead to implement and sustain an effective whole school or college approach to mental health and wellbeing in their setting, aligning to the 8 principles outlined in Public Health England’s (PHE) promoting children and young people’s emotional health and wellbeing can be found [here](#).

The original Compass application forms for online delivery and face to face delivery are embedded below (online delivery and face-to-face delivery):



Compass_Training
Provider Application F



Compass_Training
Provider Application F

- **DfE quality assurance process:** All grant funded training for senior mental health leads are quality assured by the DfE-commissioned quality assurance body – The Carnegie Centre of Excellence for Mental Health in Schools. Every applicant receives feedback on the outcome of their application for quality assurance, including areas for potential development of their course. For courses on the approved training provider list, there will also be targeted assurance reviews of their delivery to schools and colleges, and feedback will be provided to support continuous improvement.

- **Compass delivery standards:** To ensure that the training programme is delivered effectively and efficiently Compass will ensure the following delivery standards:
 - Small cohorts of 4-8 learners (6-10 for face-to-face) to allow for more interactive discussions.
 - Sharing of classroom experience (based on organisation experience and facilitation of peer-to-peer shared examples).
 - 2-day (13-hour) course content with ongoing one-to-one support and termly group meetings.
 - Flexible approach through online or in-person training that builds on the learner journey.
 - Delivery by a qualified trainer, experienced in delivering this course, and where possible / necessary supported by an experienced facilitator.

- **Compass evaluation standards:** To ensure that the training programme is delivered effectively and efficiently Compass will ensure the following evaluation standards:
 - Post-course learner assessment and feedback focussing on how well training has met the needs of learners, learner satisfaction with delivery approach, the impact of training, and the effectiveness of supporting tools and resources etc. A copy of the post-course learner feedback form can be found [here](#). [Note: When following this link in a CQI capacity do not complete / submit the form].
 - Post-course trainer and facilitator reflective practice focussing on how well training has met the needs of learners, the effectiveness of the delivery methods, identification of areas for improvement etc.
 - Routine (termly) observations and performance management of trainers and facilitators by the Training Programme Manager (or nominee) to ensure compliance with quality standards and expectations. Feedback and support will be offered to trainers and facilitators to ensure that all learners receive the same quality of training and that there is no detrimental variation in the quality of training delivered.
 - Compass' Learning and Development Framework and annual appraisal process for employed trainers and facilitators will also provide an opportunity to demonstrate ongoing learning and development needs. By understanding and participating in ongoing learning and development, trainers and facilitators can improve their skills and knowledge, meet regulatory and professional requirements, and improve training programme outcomes.

6. Continuous Improvement Process

This section outlines the steps involved in our Continuous Improvement Process (CIP), including data collection, analysis, and action planning.

- **Evaluate the effectiveness of the training programme:** The first step in our CIP is to evaluate the effectiveness of the training programme. This includes the effectiveness of the training program. This includes gathering feedback from learners, assessing the outcomes of the training, and reviewing the training materials and delivery methods.
- **Identify areas for improvement:** Based on the evaluation, the next step is to identify areas where the training program can be improved. This may include revising the training materials, changing the delivery methods, or adding new content.
- **Develop an improvement plan:** Once areas for improvement have been identified, an action plan should be developed to address them. The plan includes specific actions to be taken, timelines for completion, and responsibilities for each action.
- **Implement the improvement plan:** The next step is to implement the improvement plan. This may involve revising the training materials, delivering new training sessions, or providing additional support to learners.
- **Repeat the cycle:** Based on the evaluation of the improvement plan, the CIP cycle should be repeated to continue to evaluate and improve the training program.

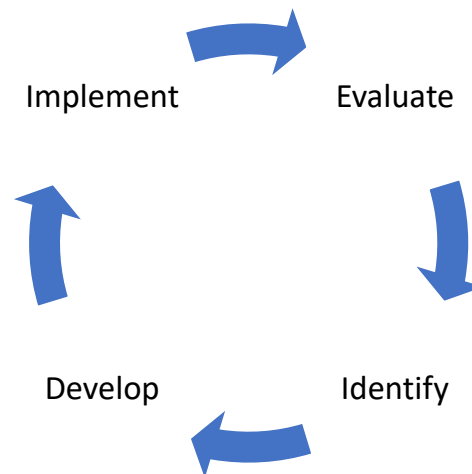


Image: Continuous Improvement Process (CIP)

7. Data collection and analysis

Data collection will be undertaken through the following methods:

- Termly observations of the training programme in delivery by the 'quality assurance and continuous improvement team' with completion of learning observation checklist.
- Trainer / facilitator record-keeping of ad-hoc learner feedback during Day 1 and Day 2 training and one-to-one follow-up consultations.

- Formal learner feedback captured post-training, including knowledge gained.
- Ad-hoc feedback captured by trainer / facilitator during Community in Practice activities.
- Deep dive QA feedback from DfE commissioned Senior Mental Health Lead Training QA body.
- Ongoing review of national guidance and best practice for schools and colleges in respect of mental health and wellbeing topics (and other topics relevant to implementation of whole school approach principles).

All data will be analysed by the Lead Trainer and a report provided to the Training Programme Manager alongside possible actions / amendments to take place. This will be discussed during weekly team meetings.

8. Action planning and implementation

The weekly meetings between the 'quality assurance and continuous improvement team' and Training Programme Manager is used to discuss the evaluation and identified areas for improvement. An action plan for improvement will be developed and agreed with defined timescales and responsibilities. This document will be added to and tracked against progress at subsequent team meetings.

The action plan for improvement will be implemented at regular periods attached to the academic year taking into consideration the urgency / prioritisation of the action(s) and whether they require a minor revision or major revision.

9. Communication

This section describes the methods used to communicate the CQI policy and the results of the continuous improvement process to stakeholders involved in the training program.

This CQI policy will be published to the Compass DfE Senior Mental Health Lead web page alongside a statement on our continuous improvement process. Trainers and facilitators will be made aware of the policy during their onboarding process. A copy of the CQI policy will also be submitted to the DfE's commissioned Senior Mental Health Lead Training QA body.

Learners will be informed of the training programme's objectives, schedule, and expectations throughout sign-up and at the beginning of the course. Regular updates will be provided throughout the training programme to keep learners informed of progress and any changes to the programme.

Trainers and facilitators will be provided with clear guidance on the training programme's objectives, expectations, and any changes to the programme (e.g., through Trainer Guidance Notes). Regular communication between trainers and facilitators will help to ensure that all members of the training programme delivery team are aware of any quality issues or concerns that arise during the training programme.

Regular updates on the training programme's progress and outcomes will be provided to Compass management and board of trustees to ensure that they are aware of the training programme's impact.

The choice of communication methods will depend on the needs and preferences of the stakeholders involved. However, effective communication methods may include regular meetings, emails, newsletters, progress reports etc. in a timely manner.

10. Review

Regularly reviewing this policy helps to ensure it remains up-to-date and relevant to the changing needs of the organisation and its stakeholder. The review schedule is based on the specific needs of the organisation and the training programme, considering factors such as the frequency of changes to the training programme, the rate of turnover of staff, and the frequency of feedback from stakeholders.

This policy will be reviewed on an annual basis between academic years (e.g., August).

The Assistant Director – Business Development and will be responsible for conducting the review. This may be delegated to their team. In some instances, external auditors or consultants may also be involved in the review process.

The review process will be well-documented and that any changes made to the policy are clearly community to relevant stakeholders involved in the training programme. This includes the use of version control and track changes / comments when reviewing the policy to ensure accuracy and clarity.

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