



Meeting	Service Leadership Team	Agenda Item	5d
Meeting Date	22 September 2020		
Report Author:	Dena Morrison		
Presented By	Colette Black		
Subject	Competency Recording System and Digital Learning Platform		
Type of Report:	Decision		

1. RECOMMENDATIONS

1.1 Members of the Service Leadership Team are asked to consider the recommendation to procure a Competency Recording system that records training and activities mapped to core skills aligned to National Occupational Standards.

1.2 A system to manage centralised courses, resources and qualifications and identify areas for development. The system will provide a repository of assessments and therefore evidence the skills and knowledge attained by our colleagues and enable us to report and measure an individual's competence to their role(s).

1.3 It is also recommended that the service pursues a procurement opportunity to include a digital learning platform.

A digital learning environment, is a system for delivering learning materials via the internet, removing the location and time constraints imposed by traditional classroom-based training methods. It gives a platform for interactive e-learning programmes, both those purchased from external suppliers and those designed internally. From an organisational perspective, a digital learning system enables the recording and reporting of completed training and assessments. For individuals, there is scope to engage with wide range of distant learning materials, accessible via the internet.

It remains that eLearning is a proven toolset that other FRS' have linked to their competency recording as part of a blended learning experience. ECFRS makes little use of eLearning technology at present.

2. BACKGROUND

A paper was previously submitted to SLT in July 2020, the direction of the Competency Management project was agreed to replace TASK, the Technical Activities Skill and Knowledge system which has been in place since 2012, and review the operational training and assessment content.

TASK covers the core operational areas of competence as defined in Role Maps and the Fire Service National Occupational Standards (NOS) and the activities that need to be undertaken to demonstrate competency in them.

Workshops commenced at the end of July 2020 and continued throughout August and early September, to identify the business requirements; these are currently in circulation for review and comment. Workshops have also concluded for the business requirements for a digital learning solution, which we suggest amalgamating with the competency management system requirements if this recommendation is agreed.

An assessment was undertaken in Civica, based on the business requirements, to understand if Civica, as our current HR and Payroll system, could meet the requirements and therefore replace TASK. Working from example data provided by the service, and a localised demonstration, it was agreed that Civica could not meet the requirements of the service.

3. OPTIONS AND ANALYSIS

3.1 We have already considered the option of Civica to replace TASK, and it has been agreed this is not a viable option.

3.2 We have considered the option to run a separate project to manage the implementation of a digital learning solution whilst we considered Civica as an option to replace TASK. Given the outcome of the assessment, there are no benefits to run as a separate project. The business requirements frequently refer to the essential requirements for online assessments and colleagues taking control of evidencing their competence to do the job.

3.3 We therefore recommend amalgamating the two projects, Competency Management and eLearning and procure a replacement solution to cover both elements. The product will also provide a Learning Management solution to manage all centralised courses and qualifications. The system will need to integrate with Civica for our people and position data either through synchronisation software or an API.

3.4 Timelines will be dependent on several factors. They include:

- Identifying a suitable solution
- Procurement timelines. There will hopefully be opportunity to apply a direct award to a framework product
- Implementation. Needs to include data migration, review and creation of content, local configuration and build, UAT x 3 iterations and training programme

3.5 If we can maintain pace on the project, we would anticipate a go live by the next release of annual task books (April 2021). We would not recommend going live with a new product part way through a task book year.

4. BENEFITS AND RISK IMPLICATIONS

4.1 The benefit will be to attain complete control of the training content and assessments for all our colleagues. Assessments will support the knowledge and understanding of our operational colleagues which will provide evidence when reporting and monitoring competencies.

4.2 We will have the ability to reach more colleagues with online training, providing flexibility on when and how they access their training.

4.3 We will be able to provide assurance of operational competency service wide.

4.4 We will underpin the core principle of the Operational Training Strategy; 'we have a system in place that offers regular assurance and proof of competence, by individual, at all levels of the service'.

4.5 Not make the necessary changes is a risk that we do not have or cannot assure ourselves that we have adequately trained firefighters. Inadequately trained firefighters are a risk to themselves, their colleagues and the public.

5. FINANCIAL IMPLICATIONS

5.1 The service would be required to release the appropriate resources throughout the lifecycle of the project for development, implementation, and testing.

5.2 Additional resources for local system build and configuration will need to be allocated. We would recommend continuing to fund our project resource to support this work.

5.3 There will be a procurement, implementation, and local customisation costs for a new system, together with annual licencing costs.

5.4 Internal resources and ownership, with the appropriate skills, will need to be identified to support the system activity and maintenance pre and post go live. We would need to identify the appropriate expertise to manage the e-Learning build.

5.5 An initial assessment of an existing product that is supplied to 32 fire services nationwide, available on the G Cloud Framework, anticipates initial costs in the region of £150,000. A full budget breakdown will be provided within the Project Initiation Document, however, cannot be confirmed until a supplier has been sourced.

6. EQUALITY AND DIVERSITY IMPLICATIONS

6.1 There are no direct equality implications with this paper. Any items such as new and revised policies, courses and training products will attract a requirement for and initiate an equality impact assessment in the usual manner.

7. WORKFORCE ENGAGEMENT

7.1 A communications plan will be developed to introduce and raise awareness of any decisions made and next steps.

8. LEGAL IMPLICATIONS

In line with our responsibilities under GDPR a full Data Protection Impact Assessment will be undertaken

9. HEALTH AND SAFETY IMPLICATIONS

9.1 It is an employer's duty to protect the health, safety and welfare of their employees and other people who might be affected by their business. We must do whatever is reasonably practicable to achieve this; this includes training.



Meeting	Service Leadership Team	Agenda Item	4b
Meeting Date	13 October 2020		
Report Author:	Dena Morrison		
Presented By	Colette Black		
Subject	Competency & Learning Management & eLearning		
Type of Report:	Decision		

RECOMMENDATIONS

Members of the Service Leadership Team are asked to approve procurement of a Competency Recording and eLearning solution from EFireservice, (PDRPro and LearnPro Fire).

Members of the Service Leadership Team are also asked to approve the implementation approach and timelines for the project.

BACKGROUND

An assessment was undertaken in Civica, based on the business requirements, to understand if Civica, as our current HR and Payroll system, could meet the requirements and therefore replace TASK. Working from example data provided by the service, and a localised demonstration, it was agreed that Civica could not meet the requirements of the service.

A recommendation was approved by SLT in September 2020, to procure a Competency Recording and eLearning solution.

OPTIONS AND ANALYSIS

We have considered the market for a suitable product. EFireservice was the only identifiable product on the G-Cloud framework that provides a competency management solution designed specifically for fire and rescue services.

EFireservice was identified from the UK Government G-Cloud framework. The framework initiative is targeted at easing procurement by public-sector bodies of

commodity information technology services that use cloud computing. Efireservice currently works with thirty-two other fire and rescue services nationwide.

We invited EFireservice to provide a demonstration of their product. A number of Essex service representatives have attended a total of three demonstrations to date, and others have reviewed a recording of the demonstration.

The review of the product has been positively received and Subject Matter Experts have confirmed that the solution meets the requirements of the service.

EFireservice combines a recording system for legislative compliance, a calendar-based planner for ensuring timely completion and an eLearning management system to deliver the online part of the content and assessments. Comprehensive reporting and KPI's are integral to the system. The system is fully customisable for the needs of operational and non-operational staff. A development pathways module manages all aspects of personnel in development including apprentices. Support modules includes, Course Management, Skills Requalification, Operational Assurance, Equipment Testing, Electronic Read and Sign, and Appraisals all specifically designed for FRS'.

As a service, we would need to reach a decision on the modules to procure, however our recommendation is to procure from EFireservice.

It has recently been brought to our attention that the service will need to extend the windows 7 licencing until TASK has been replaced as TASK cannot be supported in windows 10. We therefore need to consider the implementation period which impacts the windows 10 project timelines and dependencies.

In order for the service to negate the requirement of renewing the Windows 7 Licencing to accommodate our existing TASK product, we would need to replace TASK by January 2021. To achieve the implementation of EFireservices within this timescale would incur significant risk:

- We need to allow sufficient time for the procurement process, although the procurement is feasible through a direct award
- There is a recommended implementation period of 2 months for design and build of PDRpro and also for Learnpro, although a phased implementation could allow for one to complete and go live before the other (PDRpro)
- We would recommend a minimum of three iterations of User Acceptance Testing (UAT). We would be unable to start UAT before the system has been designed to our specification therefore, we would be unable to meet this requirement within the timescales
- We would be unable to commence training of colleagues until the design and build work had been completed and tested. We would not be able to train all of our operational colleagues within this timescale, although we do acknowledge assisted training methods available to us in Microsoft 365. We should also consider the Christmas period and the reduced availability of colleagues due to annual leave
- To go live with a replacement of TASK before the end of the TASK book year (end March 2021), we would need to consider a lot of additional data migration, in order to capture the activity and evidence of the current TASK books. This activity would impact cost, time, and resources

- We need to understand how we are going to archive data from TASK if we are unable to access records in TASK, in Windows 10. This activity will impact time and resources and needs to be incorporated into planning.

Considering the risks detailed above, we would therefore recommend the following

- A phased implementation and go live, first phase delivery, to replace TASK, of April 2021 with the release of annual TASK books. We would not recommend to go live with a new product part way through a task book year
- Project completion of all phases by December 2021
- The following phases need to be planned with the Subject Matter Experts and include, but not limited to:
 - NOG
 - eLearning Assessments
 - Content and frequency review
 - Operational Assurance

An April 2021 phase one go live still imposes time restraints but is achievable if we continue to move the project at pace and resources are available to support design and build during implementation.

BENEFITS AND RISK IMPLICATIONS

To procure a solution with a direct award, sourced from the G-Cloud framework enables us to move at pace. The framework gives us the ability to procure services from an approved cloud-based supplier, therefore IT costs have been driven down and efficiency increased.

To not make the necessary changes is a risk that we do not have or cannot assure ourselves that we have adequately trained firefighters. Inadequately trained firefighters are a risk to themselves, their colleagues, and the public.

FINANCIAL IMPLICATIONS

The service would be required to release the appropriate resources throughout the lifecycle of the project for design, development, implementation, testing and training.

Additional resources for local system build and configuration will need to be allocated. We would recommend continuing to fund our project resource to support this work.

There will be a procurement, implementation, and local customisation costs for a new system, together with annual licencing costs.

Internal resources and ownership, with the appropriate skills, will need to be identified to support the system activity and maintenance pre and post go live. We would need to identify the appropriate expertise to manage the elearning build.

We anticipate product costs and first year licencing c£150,000, however this is subject to confirmation on data migration requirements, API requirements and the purchase of additional supporting modules.

Funding for the project would come from the Transformational reserve.

EQUALITY AND DIVERSITY IMPLICATIONS

There are no direct equality implications with this paper. Any items such as new and revised policies, courses and training products will attract a requirement for and initiate an equality impact assessment in the usual manner.

WORKFORCE ENGAGEMENT

A communications plan will be developed to introduce and raise awareness of any decisions made and next steps.

LEGAL IMPLICATIONS

In line with our responsibilities under GDPR a full Data Protection Impact Assessment will be undertaken.

HEALTH AND SAFETY IMPLICATIONS

It is an employer's duty to protect the health, safety and welfare of their employees and other people who might be affected by their business. We must do whatever is reasonably practicable to achieve this; this includes training.

Equality Impact Analysis:

Policy / Project / Function:	Competency Management / eLearning
Date of Analysis:	6 th October 2020
Analysis Rating: (See Completion Notes)	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"><input type="checkbox"/> Red</div> <div style="text-align: center;"><input type="checkbox"/> Red Amber</div> <div style="text-align: center;"><input type="checkbox"/> Amber</div> <div style="text-align: center;"><input checked="" type="checkbox"/> Green</div> </div>
Type of Analysis Performed: Please Tick ✓	<p>Systematic Policy Analysis <input type="checkbox"/></p> <p>Consultation <input checked="" type="checkbox"/></p> <p>Meeting <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
Please list any other policies that are related to or referred to as part of this analysis	N/A
Who does the policy, project or function affect ? Please Tick ✓	<p>Employees <input checked="" type="checkbox"/></p> <p>Service Users <input type="checkbox"/></p> <p>Applicants <input type="checkbox"/></p> <p>Members of the Public <input type="checkbox"/></p> <p>Other (List Below) <input type="checkbox"/></p>

Equality Impact Analysis:

<p>What are the aims and intended effects of this policy, project or function ?</p>	<p>This project will implement a Competency Management Solution and eLearning platform. The implementation will replace our existing Competency recording system of TASK.</p>
<p>Is any Equality Data available relating to the use or implementation of this policy, project or function ?</p> <p>(See Completion notes)</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p>
<p>List any Consultation e.g. with employees, service users, Unions or members of the public that has taken place in the development or implementation of this policy, project or function</p>	<p>The project has followed due process of initiation. Decision papers have been received at SLT on how to progress forward and engagement with key stakeholders and service Rep Bodies through the project management team. Stakeholders have also participated in system demonstrations, workshops and working groups.</p>
<p>Financial Analysis</p> <p>If applicable, state any relevant cost implications</p>	<p>Please refer to PID</p>

(e.g. expenses, returns or savings) as a direct result of the implementation of this policy, project or function

Costs (£m)

Implementation

£

Projected Returns

£

Projected Savings

£

Equality Impact Assessment Test:

What impact will the implementation of this policy, project or function have on employees, service users or other people who share characteristics protected by *The Equality Act 2010* ?

Protected Characteristic:	Neutral Impact:	Positive Impact:	Negative Impact:	Evidence of impact and if applicable, justification where a <i>Genuine Determining Reason</i> exists
Gender (Men and Women)	✓			
Race (All Racial Groups)	✓			
Disability (Mental, Physical and Carers of Disabled people)		✓		<p>The system provides a significant improvement compared to our existing system TASK, which does not meet the standards required.</p> <p>The system is compliant with assisted technology.</p> <p>We are satisfied that the appropriate visual enhancements can be made, and the supplier has worked with the Royal National Institute of Blind People (RNIB) to ensure the system is compatible.</p>

Religion or Belief	✓			
Sexual Orientation (Heterosexual, Homosexual and Bisexual)	✓			
Equality Impact Assessment Test:				
What impact will the implementation of this policy, project or function have on employees, service users or other people who share characteristics protected by <i>The Equality Act 2010</i> ?				
Protected Characteristic:	Neutral Impact:	Positive Impact:	Negative Impact:	Evidence of impact and if applicable, justification where a <i>Genuine Determining Reason</i> exists
Pregnancy and Maternity	✓			
Marital Status (Married and Civil Partnerships)	✓			
Transgender	✓			

Age (People of all ages)	✓			
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This Equality Impact Analysis was completed by: (Name and Department):

Dena Morrison
Senior Project Manager
Innovation and Change

Action Planning:

As a result of performing this analysis, what actions are proposed to remove or reduce any risks of adverse outcomes identified on employees, service users or other people who share characteristics protected by *The Equality Act 2010* ?

Identified Risk:	Recommended Actions:	Responsible Lead:	Completion Date:	Review Date:
None				

Cut and paste this table if required.

Completion Notes:

<p>Analysis Ratings:</p>	<p>After completing this document, rate the overall analysis as follows:</p> <p>Red: As a result of performing this analysis, it is evident that a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the nine groups of people who share <i>Protected Characteristics</i>. It is recommended that the use of the activity or policy be suspended until further work or analysis is performed.</p> <p>Red Amber: As a result of performing this analysis, it is evident that a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the nine groups of people who share <i>Protected Characteristics</i>. However, a genuine determining reason may exist that could legitimise or justify the use of this activity or policy and further professional advice should be taken.</p> <p>Amber: As a result of performing this analysis, it is evident that a risk of discrimination (as described above) exists and this risk may be removed or reduced by implementing the actions detailed within the <i>Action Planning</i> section of this document.</p> <p>Green: As a result of performing this analysis, the policy or activity does not appear to have any adverse effects on people who share <i>Protected Characteristics</i> and no further actions are recommended at this stage.</p>
<p>Equality Data:</p>	<p>Equality data is internal or external information that may indicate how the activity or policy being analysed can affect different groups of people who share the nine <i>Protected Characteristics</i> – referred to hereafter as ‘<i>Equality Groups</i>’.</p> <p>Examples of <i>Equality Data</i> include: (this list is not definitive)</p> <ol style="list-style-type: none"> 1: Application success rates by <i>Equality Groups</i> 2: Complaints by <i>Equality Groups</i> 3: Service usage and withdrawal of services by <i>Equality Groups</i> 4: Grievances or decisions upheld and dismissed by <i>Equality Groups</i>
<p>Legal Status:</p>	<p>This document is designed to assist organisations in “<i>Identifying and eliminating unlawful Discrimination, Harassment and Victimisation</i>” as required by <i>The Equality Act Public Sector Duty 2011</i>. An Equality Impact Analysis is not, in itself, legally binding and should not be used as a substitute for legal or other professional advice.</p>
<p>Genuine Determining Reason</p>	<p>Certain discrimination may be capable of being justified on the grounds that:</p> <ol style="list-style-type: none"> (i) <i>A genuine determining reason exists</i> (ii) <i>The action is proportionate to the legitimate aims of the organisation</i>

	Where this is identified, it is recommended that professional and legal advice is sought prior to completing an Equality Impact Analysis.
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