



Lessons Management Framework

Operational Lessons Management for
Fire and Emergency New Zealand

Mā te mōhio ka anga whakamua
Through knowledge we improve

Created by:
Operational Assurance

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1. Authorisation

The Lessons Management Framework for Fire and Emergency NZ (The Framework) supports the Chief Executive and Deputy Chief Executives Service Delivery Operations and Service Delivery Design to meet their responsibilities for the continuous improvement of core operational services and safety across Fire and Emergency New Zealand (Fire and Emergency).

The Chief Executive and National Commander authorises the National Manager Operational Assurance to:

1. Have access to all relevant Fire and Emergency documents and databases containing information relevant to Fire and Emergency operations. This includes but is not limited to, all debriefs, after-action reviews, safety reports, investigation reports, learning reviews and operational reviews. The reason is to identify learning opportunities, create lessons and share those where appropriate, to all levels of the organisation that will benefit, and to enable continuous improvement across Fire and Emergency.
2. Share, where appropriate, lessons and data with our partner agencies such as Police, Ambulance, AFAC (Australasian Fire and Emergency Services Council) and the New Zealand Lessons Management System via the National Emergency Management Agency (NEMA) and other All of Government (AoG) partners.

2. Purpose of the Lessons Management Framework

This document details how Fire and Emergency uses the Framework to establish, maintain and continuously improve operational capability and enhance our service delivery. It enables us to learn from the past to improve for the future, and ensure the safety, health, and wellbeing of our people.

It explains the Framework and the role of the Operational Assurance team. It also details the interaction of our personnel and the organisational elements required to implement this Framework and shows how all Fire and Emergency personnel are involved and responsible for operational improvement.

The Framework is a strategic document summarising concepts, principles, governance arrangements and responsibilities. It provides a structure to enhance learning from experience and continuous improvement at all levels operationally across Fire and Emergency. This requires suitable governance and oversight to identify and agree priorities and actions.

Our Safety, Health and Wellbeing Policy Commitment states; 'We know that effective risk management relies on listening to the things we do well and the things we could do better, so we can learn and improve together to build a safer and healthier organisation.'

The Framework plays a key role in achieving Fire and Emergency's goal of being a learning organisation and maintaining a state of continuous improvement. It is aligned with our Fire and Emergency Values – specifically:

- **Kia tika**, we do the right thing
- **Manaakitanga**, we serve and support
- **Whanaunatanga**, we are better together
- **Auahatanga**, we strive to improve.

3. Overview

Aim

The Framework defines a shared understanding of what lessons management is and what it means for Fire and Emergency. It provides the necessary governance and oversight to identify and agree priorities and actions to ensure that benefits from all continuous improvement opportunities are realised. It's a Framework that captures and analyses information to develop lessons that can be applied to strengthen the capability of Fire and Emergency across the sector.

The Framework enables a learning cycle where analysing and identifying lessons occurs without barriers. The result is modifying operational behaviours and procedures in a measurable way. Having a formal Framework creates a continuous improvement loop within Fire and Emergency.

The Framework aims to mitigate risk and to increase operational and organisational effectiveness. Its function is to identify and capture observations from personnel directly involved or supporting operations, analyse the issue, make an evaluation, and recommend a solution to the appropriate part of the organisation.

The success of the Framework relies on effective communication and consultation. The value of a lessons management process is only realised when the information generated by the process is available to the people who need it, when they need it.

Effective information sharing generates organisational knowledge and leads to an enduring improvement in organisational performance, so the process of capturing, developing, sharing, and effectively using both individual and organisational knowledge to improve performance is central to the Framework.

The organisational challenge is to create an environment in which our personnel feel comfortable and motivated to share their knowledge in a productive way. This enables the organisation to learn from experiences, be innovative, improve decision making, create solutions, perform tasks safely and to recover quickly.

Principles

The principles underpinning the Framework are:

- Facilitates continuous improvement at all operational levels across Fire and Emergency.
- Ensures lessons management is a simple and accessible system that is integrated into business as usual (BAU) processes and is compatible with existing knowledge management systems.
- Lessons and learning products produced are visible and available to all Fire and Emergency personnel.
- Shares common principles and data coding with those used by other emergency services and partner agencies.
- Lessons management is an important element to concluding operational reviews, and investigations into safety issues. It also provides analysis of observations from events and incidents to identify lessons that support continuous improvement.
- Lessons management contributes to best practice, innovation, and sustainable operational improvement across Fire and Emergency.
- Contributes to Fire and Emergency's aim to be a learning organisation.

Scope

The Framework supports the capture and analysis of information, and the identification and learning of lessons from incidents, overseas deployments, exercises, investigations, and other reviews. It enables a standardised approach to lessons management. It can be applied at all levels across our organisation and is aligned with our AoG and other partner agencies.

A key component of the Framework is After-Action Reviews (AARs), these inform our lessons processes. There are three levels of AAR; a hot debrief, tactical debrief and strategic debrief. If there are lessons identified from a hot debrief that should be escalated to district management, this will occur through a Hot Debrief AAR. If the event is more complex or activates either a Level 2 accident investigation or an operational review, a Tactical or Strategic AAR will be completed.

This ensures each management level of the organisation is involved, as and when required. The process is described in the heading of each AAR category as described in section four.

Outcomes

The intended outcomes of the Framework include:

- opportunities to share and learn from the experiences of others,
- an integrated approach to lessons management across Fire and Emergency,
- common terminology and shared understanding of lessons management,
- executive leadership champions support for a learning culture,
- improved collective responsibility for identifying lessons and implementing learnings, and
- enhanced ability to demonstrate that lessons have been learned and improvements made.

The above points will result in:

- enhanced contribution to evidence-based decision making,
- improved organisational and personal performance and knowledge,
- enhanced capability, and
- better informed engagement and collaboration with stakeholders.

4. Learn Before, During, and After

Lessons have traditionally been identified after the event. If learning had been effective before the event there should be few lessons left to identify during it. Lessons identified after an event may be useful in informing future events only if there is a process to enable that learning.

“Learning before, during and after” describes how learning can be embedded within the basic cycle of events.

Learn Before - Learning from past events and or the experience of others, rather than from your own experience. Where time permits, conducting Before Action Reports enables members to be better prepared for the task at hand. Where no-notice or emergency events occur and there is no time to “Learn Before”, the learning needs to be readily available in checklists, Standard Operating Procedures (SOPs), aide memoirs, templates and tools.

Learn During – Lessons personnel can support learning and improvement during an event via real-time lessons capture. Collecting observations, analysing, and reporting insights and/or lessons identified during a time-constrained event can be challenging. Implementing change during an event can also be challenging for officers and commanders, especially once a direction is established and

momentum gained. However, there are generally opportunities to make changes during an event that will improve the outcome and often these changes are made without the need for a separate lessons process. Real-Time Lessons aim to enhance the evidence available to inform change/decisions. It also links to the Learn After phase by capturing data first hand for analysis after the event.

Learn After – This is the standard practice of running debriefs and after-action reviews to capture observations and lessons to enable continuous improvement. Examples include hot debriefs, incident debriefs, AARs, operational reviews and independent reviews. Other sources include real-time lessons capture and Level 2 accident investigation findings and/or recommendations.

After Action Reviews

These are the three learning phases in a continuous improvement lessons management process, as outlined in the table below. Following this process ensures the issue is escalated to the right level and those that need to know are informed:

1. It may commence with a hot debrief following attendance at an incident where crew intervention and action was required. If it remains a verbal debrief only then the issues can be resolved with the crew(s) who were involved. If an issue(s) arises that needs to be escalated, then a Hot Debrief AAR is completed. This passes the issue for consideration of either the Group Manager and/or District Manager.
2. If the incident is more serious or reaches the threshold for a Tactical AAR this should be done by the Group Manager or District Manager. Depending on the lessons identified this would then be escalated to the Region Manager who would consider the appropriate path forward.
3. A serious incident requires a Strategic AAR to be completed and may result in a formal operational review.

A guide to the incident levels that can apply to all incident types are described in the following table:

Incident Classification	Description
Level 1	Level 1 incidents are generally characterised by being able to be resolved using local or initial response resources only.
Level 2	Level 2 incidents may be more complex due to size, resources, risk, or consequence. They are characterised by the need for: <ul style="list-style-type: none"> • deployment of resources beyond initial response; or • sectorisation of the incident; or • the establishment of functional Incident Management Team (IMT) sections due to the levels of complexity, or a combination of the above.
Level 3	Level 3 incidents are characterised by degrees of complexity and consequence that may require the establishment of significant resources and structure for the effective management of the situation. These situations will usually involve the establishment of a well formed IMT and possibly Regional Coordination Centre (RCC) and/or National Coordination Centre (NCC) involvement.

5. How it works in Fire and Emergency

The Lessons Management Model

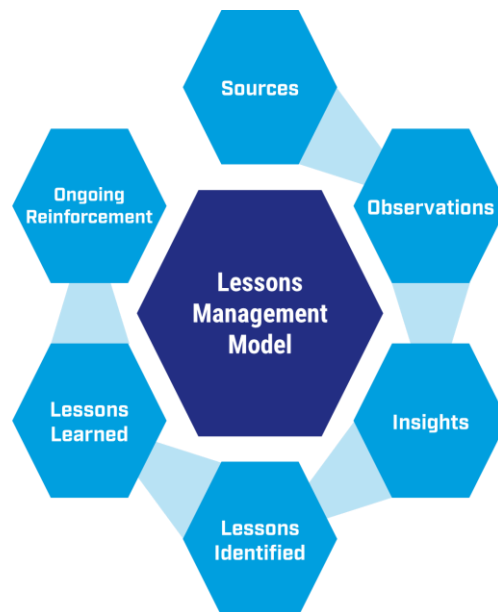


Figure 1 The Fire and Emergency NZ - Lessons Management Model

The Lessons Management Model is based on an international best practice lessons analysis methodology known as O.I.L.L. – the terms involved are explained below.

The O.I.L.L. Methodology

This is the name of the process used once observations from all sources are collected. Observations are thematically analysed to develop insights which can then inform a lesson identified.

Observation	These are the building blocks of the lessons management process. They are facts or occurrences that a member regards as worth noting, as an example of good practice or an opportunity for improvement.
Insight	Several observations, usually more than three, similar in nature or concept – a theme or a trend.
Lesson Identified	This is the action (recommendation), based on the analysis of one or more insights, which can either sustain a positive observation or address an area for improvement.
Lesson Learned	A lesson identified only becomes a lesson learned once recommended changes have been implemented and embedded in the organisation and there is an ongoing change in associated behaviour, operational procedures, and practice. Depending on the changes required, it may take several years for changes to be institutionalised across the entire organisation, or even longer for a cultural change.

The Lessons Management Process

The below process is used for lessons management by our AFAC partners, the broader emergency management community, industry, and the military. This process will depend on our personnel understanding and supporting it.

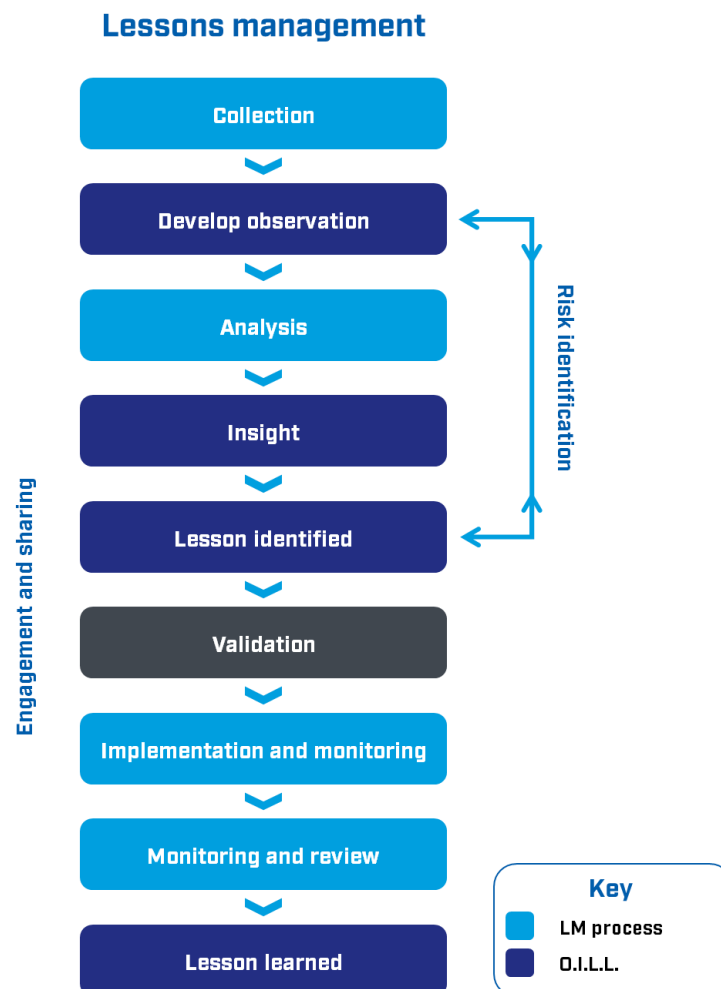


Figure 2 The Lessons Management Process

This process is consistent with Australasian best practice as outlined in the Australian Institute of Disaster Resilience Lessons Management Handbook (AIDR, 2019). It also closely aligns with frameworks utilised by our AFAC partners and domestic AoG partners via the New Zealand Lessons Management System, which is led by NEMA.

The Lessons Development Cycle

The actions required to move through the lessons management process are referred to as a lessons development cycle, as described below:

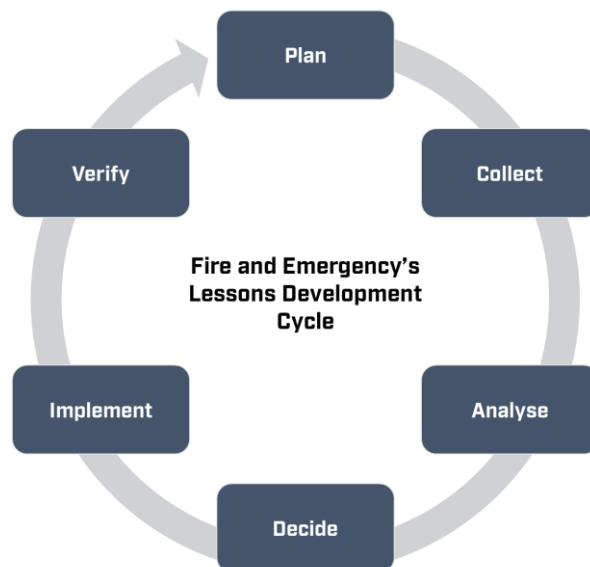


Figure 3 The Lessons Development Cycle

Step	Definition	Outcome
Plan	Stakeholder mapping, collection priorities, leadership information requirements, collection responsibilities (observations, analysis, and reports)	Lessons Data Collection Plan
Collect	Collection of data using multiple sources and methods, including interviewing, debriefs, after-action reviews, reviews of documentation and individual submissions	Observation
Analyse	Collate and analyse observations, obtain subject matter expertise, and identify a suitable course of action	Insight
Decide	A course of action (or sometimes no action) decided upon by relevant authorising bodies	Lesson Identified
Implement	Implementation of course/s of action and/or dissemination of lessons products	Learning Activities
Verify	Data collection and analysis against previous actions or behaviour to determine if an observable and enduring change has occurred or best practice has been sustained, e.g., by Brigade Audit or Operational Review	Lesson Learned

Step 1 – Plan

An annual Data Collection Plan will be developed by the Operational Assurance Operational Improvement Team (OIT) in consultation with the Service Delivery Leadership Team (SDLT) who will also act as the Lessons Management Governance Group, and the National Manager Operational

Assurance. The document will identify key data collection priorities for debriefs and AARs over the coming year, with flexibility to allow for adjustment as required due to operational activity.

The plan will be developed based on lessons identified from previous operations, exercises, events etc. to identify activities and opportunities to:

- verify if lessons identified have been learned,
- fill gaps in knowledge,
- support learning,
- support capability development,
- support and inform change, and
- inform exercise needs and levels of involvement in external exercises.

For major or high consequence emergencies, major campaign support activities or events with political implications the Executive Leadership Team (ELT) and SDLT will be asked for any further areas to be included in the data collection plan.

Where major stand-alone lessons processes are required for events (e.g., major flood or storm response) an individual lessons plan will be developed to identify objectives, key questions, collection priorities, scope, resources, and timeframes. The plan will also identify the governance arrangements including the decision authority for approval of the activity and approval of the insights and lessons identified/actions resulting from it.

Step 2 – Collect

Collection involves looking at how information will be gathered. There are a variety of activities that can be undertaken to collect information.

Holding a debrief is a commonly used collection method within emergency services. Other tools that can also be used include real-time lessons capture, interviews, surveys, group discussions, observations, site visits and investigations.

Where an incident was large, complex and/or involved a variety of agencies it is important that consideration is given to what level of debriefs need to be held, how many, who needs to be involved and the most appropriate format. A schedule should be drawn up and arrangements made as soon as possible after the event with an aim to be completed within four weeks of the completion of an event.

It is important to plan the data collection and identify the topics and questions that need to be explored:

- What you want to know?
- Who are you going to ask?
- Why do you want the information?
- What you intend to do with the information?
- How the information will be collected?

Information collected during any of these processes should be sent to the OIT via email:

lessons@fireandemergency.nz.

The following infographic is an example of collection tools that might be used for a significant event:

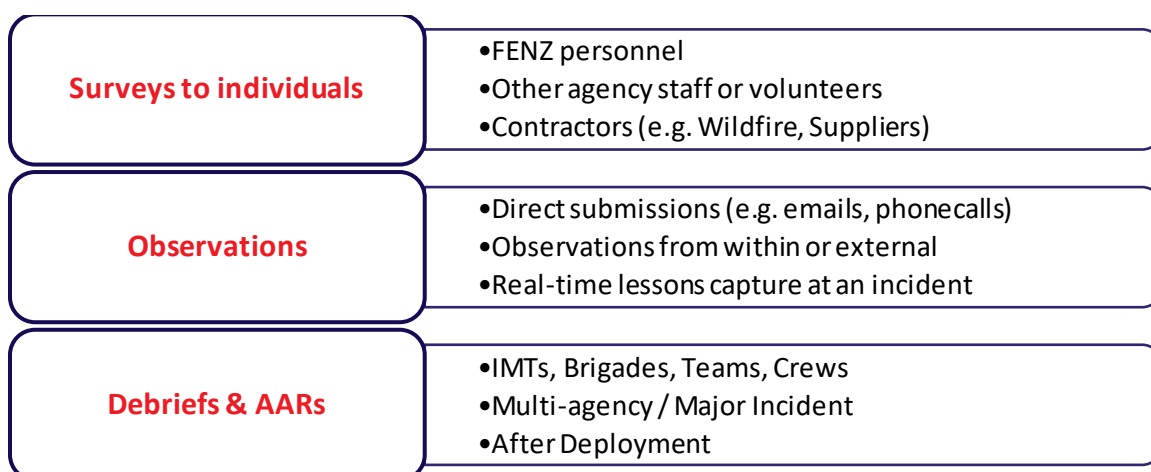


Figure 4 Collection Tools

Step 3 – Analyse

Analysis involves reviewing and validating the data, identifying trends and themes, and identifying causes, which is then used to define the learning opportunities. Analysis informs possible solutions, strategy development and implementation options. A key goal of analysis is to determine the root cause of the observations and insights.

From there, lessons can be identified and appropriate courses of action to embed the lessons can be recommended. Analysis may require specialist skills, can be complex and can involve a variety of approaches.

As a minimum, analysis should include:

- data coding observations using organisation or national themes,
- grouping similarly themed observations to form or support an existing insight,
- analysing observations within an insight to identify the root cause (using the O.I.L.L. methodology),
- developing findings and/or recommendations, and
- validating lessons identified.

Lessons identified from the data analysis will be validated with the Lessons Management Reference Group (LMRG), relevant subject matter experts, and the business owner or manager.

Validation includes:

- confirming the insight is developed from the observations collected,
- confirming that the insight is accurate/reflects work practices or procedures, and
- confirming that a proposed recommendation is appropriate.

During validation, the following questions will also be considered:

- Is work already being undertaken that will address the finding and/or recommendations?
- Can the recommendation be addressed as part of current business practices?
- What is the likely timeframe to address a recommendation?
- Will additional resources be required to address the recommendation?

Step 4 – Decide

For all lessons identified there is a requirement to:

- Agree to or reject lessons identified including finding and/or recommendations.
- Prioritise findings and/or recommendations for action.
- Support claims for additional resources to address findings and/or recommendations.

Fire and Emergency should have a tiered approach to lessons approval, based on the category of lesson identified and likely timeframe for implementation. Wherever possible existing positions will be utilised to apply these governance processes. The processes intend to enhance learning and continuous improvement by ensuring lessons are actioned, rather than imposing unnecessary levels of governance.

There are some instances where lessons are identified, and changes can be made in real-time or near to real-time. This would usually occur during real-time lessons capture conducted during events or exercises. The actions required would generally be tactical, short term and do not require changes to SOPs. The decision authority would be District Manager or Officer in Charge / Incident Controller.

Lessons that are identified either during or after an event that can be achieved in the near future would be authorised by the relevant Region Manager or District Manager. If identified during campaign or protracted events, the Incident Controller or Operations Commander could authorise their implementation. All lessons identified should be communicated so the learning or solution can be shared where appropriate by the OIT.

Lessons that are developed post an event, following extensive analysis and are operational or strategic or may require a change in SOPs, doctrine, and /or training courses will be authorised at the SDLT or ELT levels.

Classification of Lessons Identified

Lessons identified are classified on the level of organisational planning and activities they affect.

Strategic Lessons Identified

Those lessons that impact the future direction or performance of Fire and Emergency or are related to broader emergency management operations. They may:

- impact national level risk reduction, readiness, response, or recovery actions,
- impact whole of the organisation (or whole of operational arm of the organisation),
- require organisation-wide action/s or additional funding to address,
- data highlights issues relating to interoperability, or
- data highlights issues that are known to be recurring and/or where actions taken to address them have not been successful.

Operational Lessons Identified

Those lessons that impact the operations of Fire and Emergency, and its ability to achieve its mission. They may relate to risk reduction, readiness, response, or recovery activities across an organisational area (e.g., Region, District, area of operations).

Tactical Lessons Identified

Those lessons that relate to daily or current activities, usually in IMTs, brigades, Communication Centres or Coordination Centres. They generally impact on the ability to achieve the objectives of the incident action plan. They may apply to the incident ground, individual incident/operations centre or preparation for the incident.

Step 5 – Implement

Once approved, recommendations will then be allocated for action.

The OIT and the appropriate elements from the LMRG will then work with the identified accountable person for each recommendation to develop an action plan, including timeframes and implementation plan.

Approved lessons identified, including recommendations and action plans will be entered into Audit@Work and the Operational Improvement Database (OIDB). Audit@Work will be utilised to monitor and report on the progress of implementation.

The OIT will report progress on all recommendations to the SDLT at their regular meetings.

Step 6 – Verify

Monitoring and Review

This step focuses on establishing or confirming the success or outcomes of implementation activities.

It will confirm that the recommendations have been successfully embedded as a change and have become part of the organisation's BAU routine. Verification involves measuring, reporting and validation through Brigade audits, exercising, training and operational activity.

There are several ways to determine if lessons management is effective:

- changed behaviour or culture,
- increased operational effectiveness,
- better resource efficiency,
- improved safety,
- improved community outcomes, and
- increased compliance with policy, processes, or procedures.

Monitoring the effectiveness of the implemented lessons needs to be carried out as outlined in the implementation plan. The result of this monitoring can indicate if implementation is on track or if changes need to be made to the plan.

Examples include:

- Operational Assurance and brigade audits confirming a new process or procedure is being used,
- a reduction in safety events or near miss entries in Safe@Work,
- reduction in damage to equipment or property, and
- increases in efficiency and performance at operational incidents.

Lessons that have been implemented should be included as part of the following year's data collection plan to ensure that verification occurs.

6. Training

To support the development of clear expectations, roles and responsibilities, training and education is needed. This will also build confidence and engagement in the process. Information will need to be provided to relevant Fire and Emergency personnel including:

- An introduction to lessons management,
- Lessons management tools and templates including reports, debriefs and observation writing,

- The Lessons Management Process, and
- The Fire and Emergency Lessons Management Framework.

This will be provided through the Portal as a package to ensure personnel have a reference tool to refer to as required, and by direct support from the Operational Assurance team.

7. Roles and responsibilities

All personnel involved in Fire and Emergency operations have a role in lessons management.

Who	Roles and responsibilities for lessons identification	Roles and responsibilities for lessons implementation
Individuals at all levels of the organisation. This includes operational and non-operational members involved in response activities.	Capture and share observations and experiences. Contribute to observation collection activities.	Contribute to the implementation of learning and improvement activities. Apply lessons to learn and improve.
Incident Management Team Members (IMT)	Provide observations for after-action reviews and the lessons management process. This will normally be done during an incident at the end of each operational period to improve the next Incident Action Plan.	Implement changes Consider improvements identified from after action reviews and the lessons management process.
Operational Improvement Team (OIT) and Operational Improvement Group (OIG) managed and moderated by Operational Assurance	Collect and analyse observations. Develop insights and findings and/or recommendations. Validate insights and findings and/or recommendations with subject matter experts. Share insights and lessons. Manage the overall lessons process.	Tracking and reporting on actions to implement lessons and associated change. Coordination of monitoring and review to verify that lessons have been learned.
Subject matter experts working with Operational Assurance supporting audits and reviews.	Work with Operational Assurance team to develop or validate the accuracy, correctness, and achievability of draft insights and/or lessons identified.	Can evaluate that learning has taken place and that performance has improved.
Lessons Management Reference Group (LMRG), Tier 3 Managers	Ensure lessons and findings and/or recommendations that impact their Branch are appropriate and achievable	Support Lessons management at the national level. Can evaluate that learning has taken place and that performance has improved.

Who	Roles and responsibilities for lessons identification	Roles and responsibilities for lessons implementation
Region & Senior Managers, District and Group Managers.	Actively support and promote the development of a learning culture. Enable and resource the lessons management process. Acting as the Region agent, ensure AAR's are completed as appropriate.	Implement and oversee any necessary change and improvement actions because of a lesson identified. Monitor action tracking to support change.
National Manager Operational Assurance	Resource and task the OIT Prioritise and approve operational lessons identified and actions. Endorse strategic lessons identified and forward to the SDLT for approval.	Support actioning of recommendations and implementation of lessons. Support bids for additional resources required to implement lessons identified.
Service Delivery Leadership Team (SDLT) (SDLT is a sub-committee of the Executive Leadership Team)	Provides governance of the overall lessons management process Prioritise and endorse or approves (or declines) recommendations from lessons identified.	Monitor implementation of lessons. Ensure accountability of members responsible for implementing lessons. Consider bids for additional resources required to implement lessons identified
Executive Leadership Team (ELT)	Actively support and promote the development of a learning culture. Enable and resource the lessons management process.	Champion actioning and implementation of lessons. Consider requests for allocation of resourcing and funding to enable implementation of lessons.

8. Supporting lessons management at Fire and Emergency

Supporting elements

Operational Improvement Team

The Operational Improvement Team (OIT) is a function of Operational Assurance (OA), a Directorate within the Service Delivery Design Branch. It is responsible for leading lessons management in Fire and Emergency, collating and analysing feedback and observations from our incidents and events, producing lessons identified for implementation, publishing lessons, and reporting on trends and outcomes. It collaborates and aligns with Safety Health and Wellbeing to ensure findings and/or recommendations from reviews and investigations result in lessons identified becoming lessons learned. This supports continuous improvement across Fire and Emergency.

Lessons Management Reference Group

The Lessons Management Reference Group (LMRG) is responsible for contributing subject matter expertise to work with Operational Assurance to develop or validate the accuracy, correctness, and achievability of draft insights and/or lessons identified related to their Branches. They will contribute to the development of implementation plans. The alignment created with this group ensures there are no unintended consequences impacting other Branches from implementing lessons.

Operational Improvement Group

The Operational Improvement Group (OIG) is represented by the District Managers who will ensure that AAR's are completed for incidents. The District Managers are supported by a team of Group Managers who work closely with the Operational Assurance team to provide operational expertise and contribute learning opportunities from operational incidents, events, deployments, exercises, and firefighter observations. The District Managers are a valuable resource and trusted partner when delivering lessons back to the frontline.

Technology

There can be a temptation to rely on Information Technology to resolve issues rather than support the implementation of change processes.

In the first instance, lessons management data and information will be recorded in an Excel workbook specifically to record, order, allocate, theme, and track observations.

Delegation of recommendations and action items will be managed in Audit@Work. Approved lessons identified will also be entered and made available to Fire and Emergency personnel via the OIDB.

There is a need, due to the complexity of the environment, to establish a lesson sharing platform to support organisation wide learning and the lessons management lifecycle. It is intended that this would be the last component of a comprehensive change process.

9. Triggers

Whilst triggers are not compulsory, they are a point where consideration is given to act depending on the incident and other associated circumstances. We note that the decision-making authority to commission an investigation or review remains with the DCE Service Delivery Operations, DCE Service Delivery Design, Director Service Delivery Operations, or a Region Manager.

Trigger category	Description / guidelines to act
Level 2 Accident Investigation	<p>A Level 2 Accident investigation (L2) is typically commissioned by either the DCE Service Delivery Operations, DCE Service Delivery Design, Director Service Delivery Operations, or a Region Manager in their role as sponsor, following advice after an entry for an injury or near miss is made into the Safe@Work system.</p> <p>Triggers for a L2 accident investigation will consider:</p> <ul style="list-style-type: none"> • The event is very high risk. • The risk/hazard is not known to the organisation. • A significant uncontrolled risk was identified. • The event is high profile. • The event met the definition of a notifiable event to WorkSafe Refer: Health and Safety at Work Act 2015: <ul style="list-style-type: none"> ▪ S 23 Notifiable injury or illness ▪ S 24 Notifiable incident ▪ S25 Notifiable event <p>L2 accident investigations related to operational activity will have the lessons identified entered in Audit@Work and will be monitored and reported on monthly to SDLT by Operational Assurance. This will give assurance that lessons are being monitored and addressed.</p>
Operational Review	<p>An Operational Review is typically commissioned following a discussion between the National Manager Operational Assurance, and either the DCE Service Delivery Operations, DCE Service Delivery Design, Director Service Delivery Operations or a Region Manager following an incident of interest.</p> <p>Operational Reviews are conducted for learning opportunities, and lessons identified during the review contribute towards continuous improvement at Fire and Emergency.</p> <p>Triggers for an Operational Review include:</p> <ul style="list-style-type: none"> • injuries occur to firefighters or members of the public during Fire and Emergency operations or activities, • uncontrolled risks or serious safety concerns are identified, • there are serious or unusual circumstances or levels of complexity identified, • significant damage or failure occurs to fleet or equipment, • an incident or event has national significance, • the incident or event is likely to receive significant media and political interest,

	<ul style="list-style-type: none"> • any event that is the subject of an Independent Review, Operational Assurance Review or Level 2 Incident Cause Analysis Method (ICAM) Investigation or learning review, where learning opportunities arise, • a request from an Incident Controller or Commander following discussion with their Region Manager or the Deputy Chief Executive Service Delivery Operations, • A request from Region or District management to review an event, procedure, or process. • A request from a National Manager within National Headquarters (NHQ) to review an event, procedure, or process made to the relevant decision-maker.
Combined Operational Review and L2 Accident Investigation	<p>A combined Operational Review and L2 Accident Investigation is typically commissioned when the DCE Service Delivery Operations, DCE Service Delivery Design, Director Service Delivery Operations or a Region Manager considers:</p> <ul style="list-style-type: none"> • The incident is at a level of risk and external scrutiny that it will receive both extensive media and political interest. • Along with the incident itself there has been a serious injury or near miss entry in Safe@Work, or serious injury to a member of the public. • The Deputy Chief Executive Service Delivery Operations, or their delegate, feels it is the preferred approach. • This type of review will be undertaken jointly by the SH&W and Operational Assurance teams. It provides the following benefits: • The incident is addressed co-operatively by operational and SH&W team investigators. • Interviewees and subject matter experts (outside the investigation team) need only be involved in one investigation. • One enquiry process is resource efficient.

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