

Continuous Improvement and Lessons Management

Introduction

Authorisation

The Chief Executive and Deputy Chief Executive Service Delivery Operations (as the National Commander) authorises the National Manager Operational Assurance to:

- Have access to all relevant Fire and Emergency documents and databases holding 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.

What is it?

This policy explains how continuous improvement and lessons management works at Fire and Emergency New Zealand.

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About this policy

Purpose

The purpose of the policy 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,
- build a safer, stronger, more resilient Fire and Emergency by sharing lessons and knowledge, and learning from our experiences,
- enhance our ability to demonstrate that lessons have been learned and improvements made, and
- provide guidelines, tools and resources including an accessible repository for lessons, for Fire and Emergency personnel undertaking lessons management.

Who it applies to

This policy applies to all Fire and Emergency personnel, including paid employees, career, and volunteer firefighters.

Key personnel and roles

All personnel

All personnel, both operational and non-operational have a role to capture and share observations and experiences, contribute to observation collection activities, contribute to the implementation of learning and improvement activities, and apply lessons to learn and improve.

Incident Management Team (IMT) members	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 identified. Consider improvements identified from after-action reviews and the lessons management process.
Operational Improvement Team and Operational Improvement Group (OIG) members	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 (SMEs)	Develop or validate the accuracy, correctness, and achievability of draft insights and/or lessons identified. SMEs may also evaluate whether learning has taken place and that performance has improved.
Lessons Management Reference Group (LMRG)	Ensure lessons and findings and/or recommendations that impact their Branch are appropriate and achievable. Support Lessons management at the national level. The LMRG can evaluate if learning has taken place and that performance has improved.
Region Managers, District Managers 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 findings and/or recommendations and implementation of lessons. Support bids for additional resources required to implement lessons identified.
Service Delivery Leadership Team (SDLT)	Provide Governance of the overall lessons management process. Prioritise and approve or decline strategic 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	Actively support and promote the development of a learning culture. Enable and resource the lessons management process if required. Champion actioning and implementation of lessons. Consider requests for allocation of resourcing and funding to enable implementation of lessons.

The continuous improvement and lessons management function for Fire and Emergency is supported by the OIT, LMRG and OIG. *More information on these supporting teams can be found under section 8 of the Lessons Management Framework.*

Key elements of the Lessons Management Framework

Lessons Development Cycle	<p>The actions required to move through the lessons management process are referred to as a lessons development cycle. Fire and Emergency's lessons development cycle has been developed to align with Australasian best practice as outlined in the AIDR Lessons Management Handbook. The six-step process ensures that Fire and Emergency personnel effectively plan, collect, analyse, decide, and implement, and verify each stage of lessons management.</p> <p><i>More information can be found in section 5 of the Framework.</i></p>
O.I.L.L. methodology	<p>Once observations from all sources are collected the O.I.L.L. (observation, insight, lesson identified, lesson learned) process and methodology, they are then used to thematically analyse and develop insights, which can then inform a lesson identified.</p> <p><i>More information can be found in section 5 of the Framework.</i></p>
Learn before, during, and after	<p>These are the three learning phases in a continuous improvement - lessons management process, which can be undertaken before, during, and after an event occurs. <i>More information and guidance can be found in section 4 of the Framework.</i></p>
After Action Reviews (AARs)	<p>AARs have three levels; a hot debrief, tactical debrief and strategic debrief. Lessons identified from a hot debrief for District Management 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.</p>
Incident classifications	<p>Three levels of incident classification are defined in the framework. Factors such as incident scale, resource requirements, complexity and potential incident consequences are considered when assigning an incident classification type. <i>Definitions and factors are provided in section 4 of the Framework.</i></p>
Triggers	<p>Whilst triggers are not compulsory, they are a point where consideration is given to act depending on the incident and other associated circumstances. Decision-making authority sits with the DCE Service Delivery Operations, DCE Service Delivery Design, Director Service Delivery Operations, or a Region Manager.</p> <p><i>Triggers to commission a Level 2 Accident Investigation, Operational Review and in some cases, a combined Level 2 and Operational Review, are defined and outlined in section 9 of the Framework.</i></p>

Related information

Policies and Reference Guides

Safety, Health, and Wellbeing Manual

Lessons Management Framework (Reference Guide)

Procedure

Lessons Management Procedure

Guidance

Writing good observations – Lessons Management Guide

Real-time observation capture – Lessons Management Guidance

Supporting tools

After Action Reviews

Educational resources

Fact sheet: Feederlines case studies

Fact sheet: O.I.L.L. Methodology

A.I.D.R. Lessons Management Handbook

Operational Assurance SharePoint Hub

Document information

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