

UK Resilience Lessons Digest

Learning to Manage Lessons

Webinar 30th January 2025



Cabinet Office

© Emergency Planning College

epc

Welcome

Hamish Cormack

Head of Emergency Planning College



Introduction

Lianna Roast

Head of Thought Leadership, Emergency Planning College



Housekeeping and Agenda

- This session is being **recorded**
- All participants have their microphones and cameras disabled, please **do make use of the chat function** for discussion and networking
- Please put your **questions for the Q&A panel in the chat**, our team will pick them up from there
- **Short polls will appear at several points during the session.** These are anonymous, please do share your feedback

Time	Duration	Activity
13:00	5 mins	Welcome: Hamish Cormack, Head of EPC
13:05	10 mins	Keynote: David Russell-Parsons, Cabinet Office
13:15	5 mins	Introduction: Lianna Roast, EPC Purpose, Practical, Participation
13:20	15 mins	'Learning to Manage Lessons': Lianna Roast, EPC (polls)
13:35	10 mins	Mark Hines, Policy and Engagement Manager, Independent Office for Police Conduct (IOPC) Making Effective Recommendations
13:45	10 mins	Mike Icardi, Director of the Continuous Improvement Program (CIP), Federal Emergency Management Agency (FEMA): Lesson Implementation and Action Tracking
13:55	10mins	Rob Simpson, Rural Crime Team Supervisor and Extreme Weather Sergeant, Cheshire Constabulary Winter Storm: Exercising the Response to Authenticate Learning
14:05	10 mins	Dr Nikki Power, Senior Lecturer / Associate Professor in Psychology, University of Liverpool Extreme Team Interoperability: Lessons from the Emergency Services
14:15	15 mins	Q&A Session – Lianna Roast, EPC (polls) Moderated questions to all presenters
14:30	-	Close



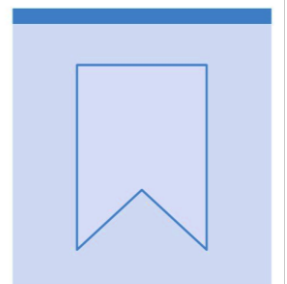
The UK Resilience Lessons Digest



Summarise transferable lessons and themes from a wide range of relevant sources

Share lessons across responder organisations and wider resilience partners

Coordinate knowledge to drive continual improvements in doctrine, standards, good practice, training and exercising



Keynote Address

Brigadier (Retd) David Russell-Parsons

Deputy Head, UK Resilience Academy Policy Team
Cabinet Office Resilience Directorate



The context for our focus on resilience



The frequency and scale of geopolitical and geoeconomic shifts, rapid technological change, changing climate and increased risks to our infrastructure are likely to grow in the next decade and have far reaching consequences. Covid-19, recent global conflicts and instability have emphasised the volatility of our world and the pressing need to focus on building national resilience.

Government needs to ensure it has the capacity and capability to manage increasingly complex and interconnected risks which have wide-ranging consequences for our society and economy.



Overview of the Resilience Directorate

The Resilience Directorate was formed in September 2022, to lead the UK Government's efforts to bolster the UK's resilience. It is responsible for driving forward the government's work on national resilience, managing the resilience system, resilience frameworks and risk processes.

Alongside COBR(U), the Resilience Directorate replaced the Civil Contingencies Secretariat.

Resilience Directorate:

- Medium and longer term strategy
- Resilience systems (e.g. National Security Risk Assessment, National Risk Register, National Exercising Programme)
- **Policy (eg UK Resilience Academy)**

COBR(U):

- National crisis response
- Emergency planning
- Crisis Excellence Management Programme and COBR Operations



Our Current Priorities

- **UK Resilience Academy Launch in April 2025**
 - The aim of the UKRA will be to enhance the training and skills offer for the resilience community, contributing to greater societal resilience. The focus is on:
 - Fostering collaboration
 - Refreshing and building on the current learning and skills offer
 - Strengthening the professionalisation of resilience



UK Resilience Academy



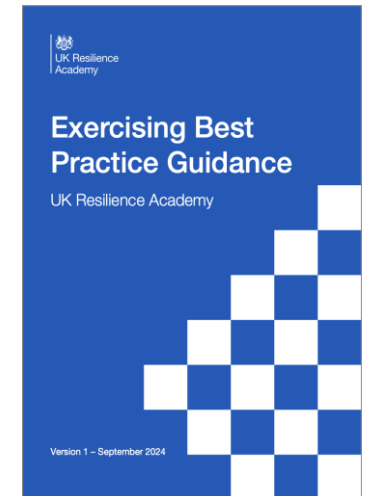
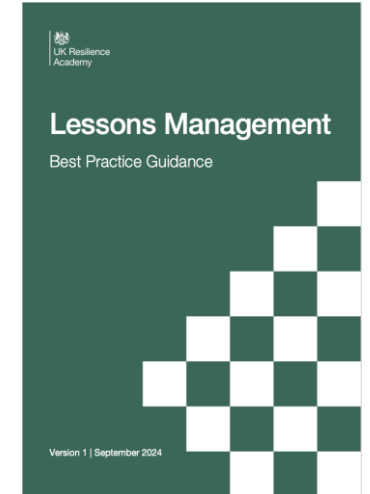
Our Current Priorities

- **The Academy Exercising Hub**

- **Aim:** to ensure that all have access to the appropriate resources to strengthen exercising and lessons management.
- **Mission Statement:** The Academy Exercising Hub will convene organisations, encourage collaboration on exercising across organisational silos, and produce and signpost relevant development resources.

- This follows on from our previous collaboration with the Emergency Planning College on:

- UK Resilience Lessons Digest (5 editions)
- Exercising Best Practice Guidance
- Lessons Management Best Practice Guidance



Lessons Management Best Practice Guidance (2024)

Guidance Overview

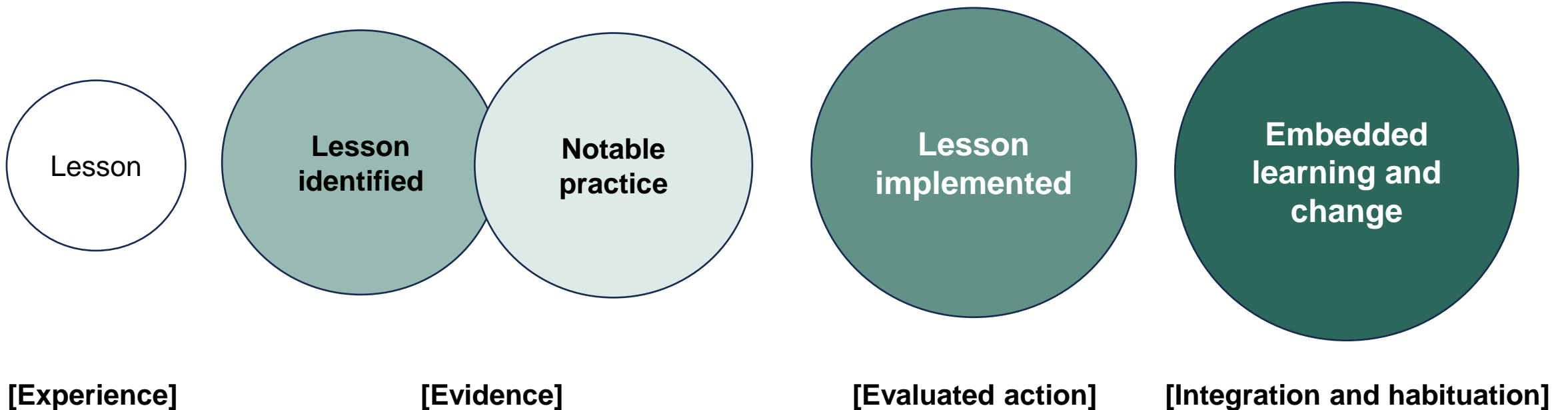
Please contact UKRA@cabinetoffice.gov.uk and provide feedback on your use of the Lessons Management Guidance.



An Introduction to Lessons Management

Lessons Management is a strategic, organised approach to, and oversight of, planned processes and procedures to achieve evidenced learning from experience, in a continual, consistent manner.

Key Terminology



About the Guidance

‘Government is determined to learn the lessons from exercises and emergencies. Doing so strategically, skilfully and successfully is part of a commitment to prepare as best we can for the future.’

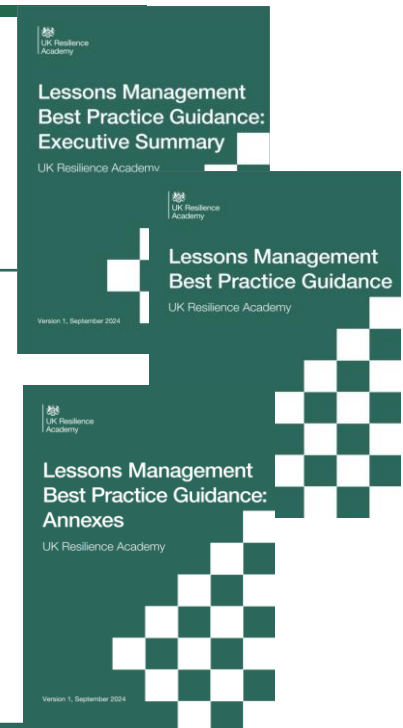
Aim

To **inform, encourage, and equip** senior leaders, central government departments, agencies, arms-length bodies, and wider resilience professionals in the effective management of lessons

Objectives

To support and strengthen...

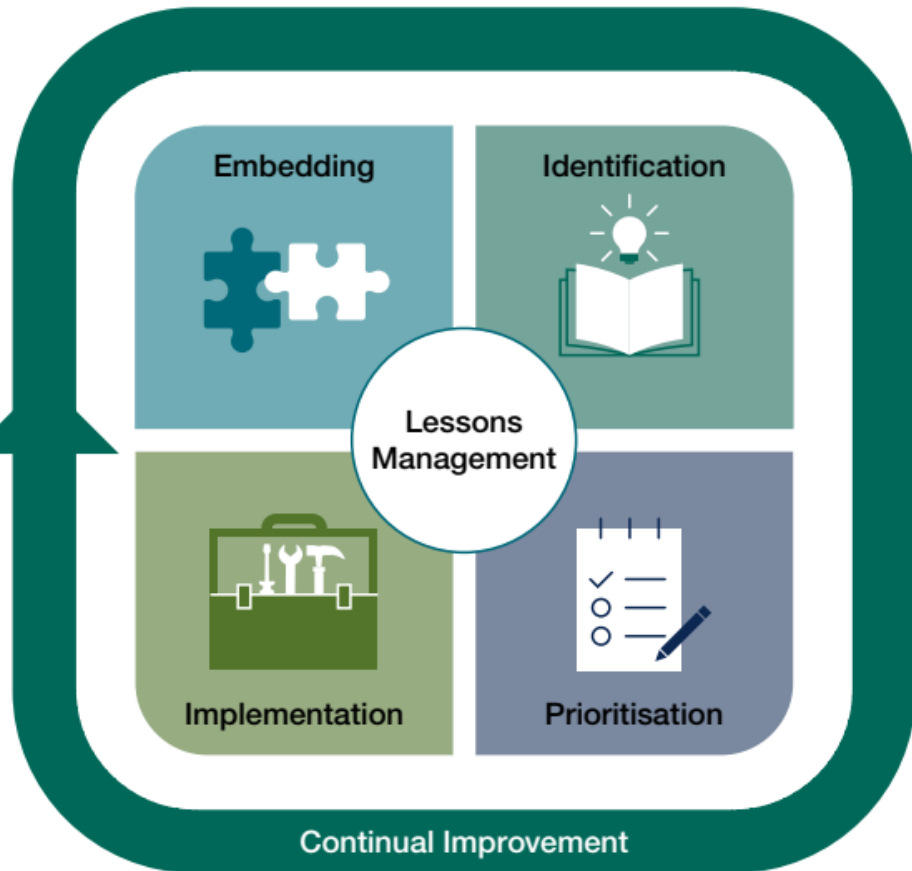
1. **Management of lessons** in the civil contingencies’ resilience context
2. **Identification** of evidence-based lessons, from a range of learning sources
3. **Prioritisation and practical implementation** of lessons identified
4. Retention of learning, through **consolidation and embedding** of change



Lessons Management Framework

Flexible and adaptable

- Anchors Lessons Management into the Resilience Framework
- Informed by leading practices, shaped by stakeholder engagement
- Four key processes with helpful steps to support learning in practice



Rigor not rigidity



Learning to Manage Lessons

Learning Analysis



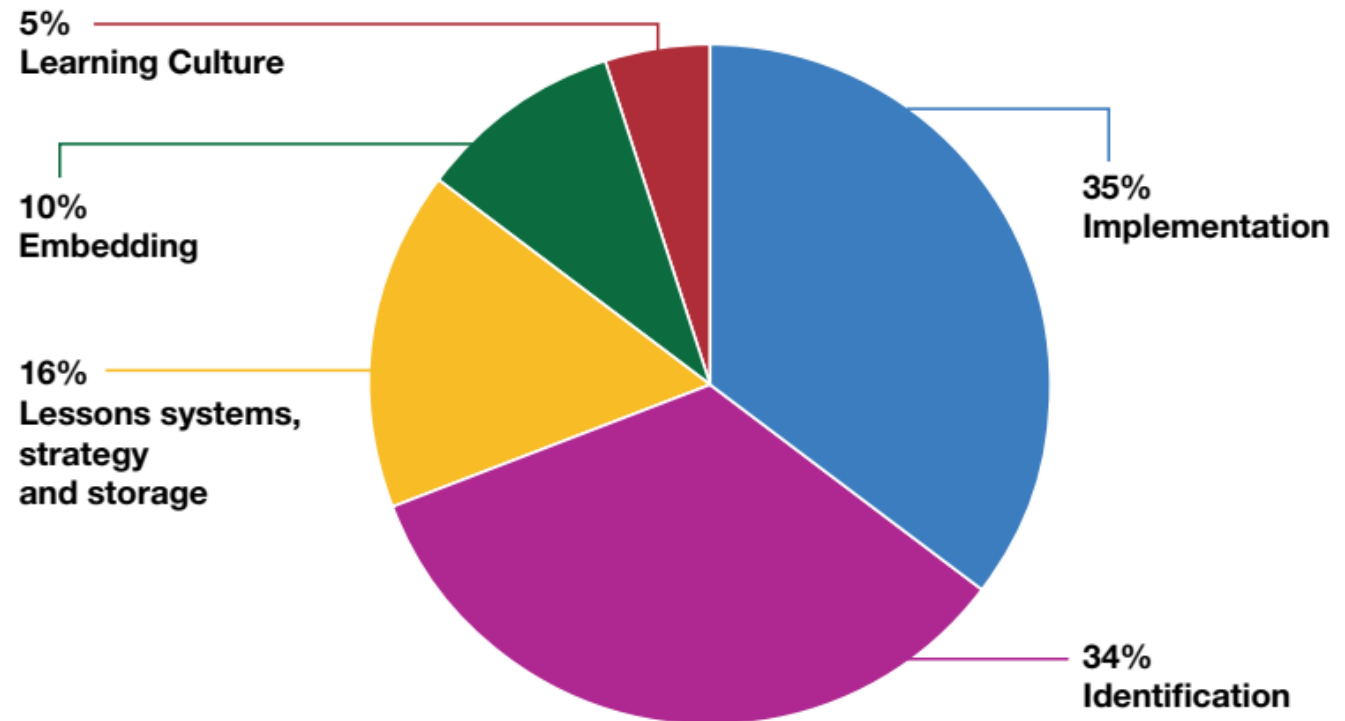
Executive Summary

Thematic Challenges in the Management of Lessons and Learning

Summarise



Review of findings across reports from 3 recent public inquiries: Manchester Arena Inquiry, the UK Covid-19 Inquiry and the Grenfell Tower Inquiry. There were 62 references to challenges relating to the management of lessons.



Thematic Challenges in the Management of Lessons and Learning`

Lesson Implementation	Included cases of inaction, incomplete or insufficient action, and interrupted implementation. Risks made salient.
Lesson Identification	Challenges in the identification process were summarised under three sub-themes: unidentified lessons; misidentified lessons; undistributed lessons.
Strategy, Systems and storage	Some findings cited 'no comprehensive system' or standing arrangements for managing end-to-end lesson learning processes. Some systems inadequate.
Embedding	Embedding and implementation sometimes referenced as separate, but related processes. Embedding linked to the need and role of corporate or institutional memory to support the embedding process.
Learning culture	An insular culture, with a lack of openness or reluctance to learn from other was found to have negative impacts on lesson sharing and implementation



Making Effective Recommendations

Mark Hines

Policy and Engagement Manager
Independent Office for Police Conduct (IOPC)



About us

Who we are

We oversee the police complaints system in England and Wales and set and monitor the standards by which the police should handle complaints.

We investigate the most serious matters, including allegations of serious corruption, and cases where someone has died or been seriously injured following contact with the police.

We also consider certain types of reviews from people who are dissatisfied with the way their complaint has been dealt with by a police force.

Find out more online:

<https://www.policeconduct.gov.uk/>

Our mission and vision

Our mission is improving policing by independent oversight of police complaints, holding police to account and ensuring learning effects change

So that everyone is able to have trust and confidence in the police

How we make an impact









- Making organisational learning recommendations in investigations and reviews.
- Through dip-sampling of cases handled by forces, undertaking research and issuing guidance.
- Working collaboratively with partners in policing to investigate super-complaints.
- Feeding into consultations, inquiries and reviews to influence development of legislation, guidance and policing practice.
- Day-to-day engagement with policing partners and other stakeholders.
- Feeding into HMICFRS and other inspection activity.

Recommendation development

Our aims

- To prevent recurrence of similar or potential incidents.
- To make policing fairer, more efficient and more effective.
- To promote public confidence in policing, the complaints systems and our work.
- To share good practice or learning.
- To respond to feedback from police or non-police stakeholders.
- To involve people in developing solutions to issues experienced.
- To provide the recipient with a platform to talk about action taken.

Our focus

-  **Policy**
-  **Guidance**
-  **Training**
-  **Systems**
-  **Equipment**
-  **Buildings**
-  **Practice**
-  **Legislation**

Our process

1. Identify the gap, problem or opportunity.
 2. Check systems to understand our evidence base.
 3. Seek specialist advice from policy, legal or internal subject matter experts.
 4. Develop draft recommendation wording.
 5. Seek feedback from decision makers and key internal teams.
 6. Seek feedback from the intended recipient.
 7. Recommendation approved by decision maker.
 8. Recommendation issued.
 9. Recommendation published.*
 10. Recipient provides a response.*
- *Typically 28A recs only.

Useful information

Learning the Lessons



Email us to join our mailing list or development panel:

learning@policeconduct.gov.uk

Our work

You can find out more about the work we do on our website:

- [Press releases](#)
- [Recommendations](#)
- [Investigation summaries](#)

Focus



Impact report



Find out more online:
www.policeconduct.gov.uk

Working for us

If you're interested in helping to drive improvement in policing, and are looking for your next career move, we will soon be starting recruitment for permanent Policy & Engagement Officer posts.

Find out more about current vacancies and subscribe to vacancy updates:

<https://jobsearch.policeconduct.gov.uk/>

Keeping in touch

If you'd like to hear more about our work, or to share your organisation's experience of any of the things we've discussed today, we would love to hear from you.

Email us to start a conversation:
mark.hines@policeconduct.gov.uk

Lesson Implementation and Action Tracking

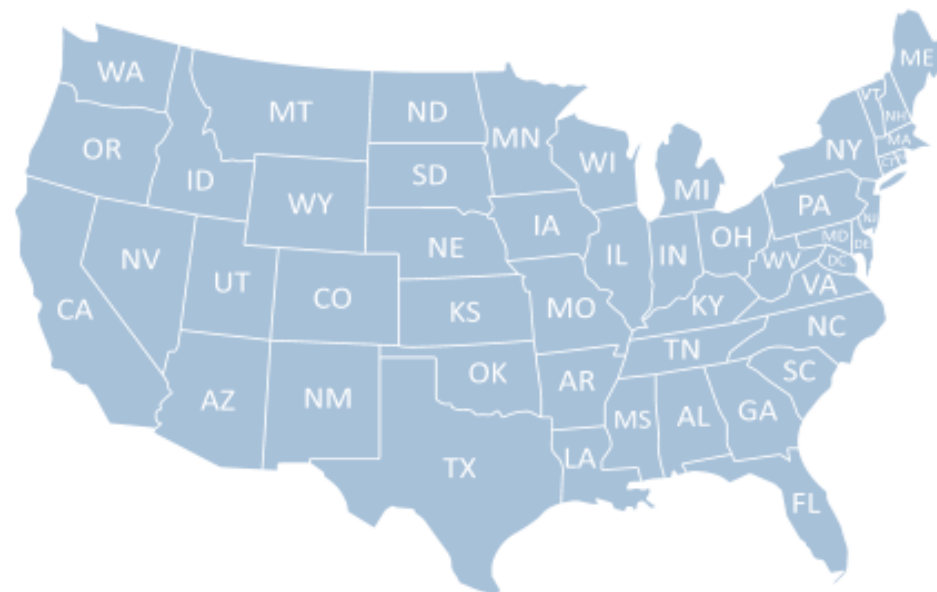
Mike Icardi

Director of the Continuous Improvement Programme
The Federal Emergency Management Agency (FEMA)



Learning from Learning from Disasters

- **The Federal Emergency Management Agency (FEMA)** leads national disaster response and efforts to increase disaster resilience, with the mission of helping people before, during and after disasters.
- **FEMA's Continuous Improvement Program (CIP)** has a vision and mission of pursuing a culture of learning that leads to deliberate change and improvement to empower FEMA programs to pursue this ends more effectively and efficiently.
- **Influence and Change Management** have been important aspects of CIP's approach.



Influencing Improvement

- Prioritize actions with the greatest potential mission effect.
- Seek incremental progress and learning.
- Understand not all findings will or can result in action.
- Identify where action taken can meet multiple requirements.

Discovery
Plan for and conduct data collection



Validation
Analyze data and write observations



Resolution
Develop, track, and implement recommended actions



Evaluation
Measure effect of completed actions



Managing Change



- Productive change will not repeatedly occur absent active management.



- Engage stakeholders to understand the current state and inform the change.



- Apply solutions that are familiar to users and cost effective.

Thank You

Mike Icardi

Director, Continuous Improvement Division

Michael.icardi@fema.dhs.gov



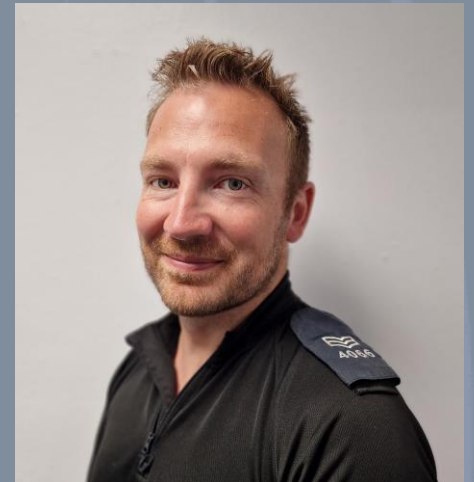
FEMA



Cheshire
Constabulary

Winter Storm: Exercising the Response to Authenticate Learning

Sergeant Rob Simpson, Rural Crime and Extreme Weather
Cheshire Constabulary



Cabinet Office

© Emergency Planning College

epc

The Challenge

- **Climate change / Weather patterns:** We are seeing an increase in these events which challenge business as usual.
- **Social Media:**
 - Will this selfie kill you?
 - 10 best secret locations.....!
- **Our own organisations:** “We have a plan for that, and we would do A,B and C...” was the line I would hear at multi-agency tabletop exercises looking at our response to incidents in extreme weather.



Stress Test! Exercise Winter Storm 23/24



Make it immersive and complex

Capture people's imagination

Break it on the move

If it's going well, ruin it

Work with academia

We joined up with LJMU

Subject matter experts

Guest Speakers to add interest

Make opportunities

Students leading teams



Implementation and the future

Uniform / Equipment
Volunteers are better equipped

Resilience / mindset
Understanding our own limits

Share the knowledge
Online, print, radio, TV

Flooding/ Heat
New exercises are on their way



Extreme Team Interoperability

Lessons from the Emergency Services

Dr Nikki Power

University of Liverpool



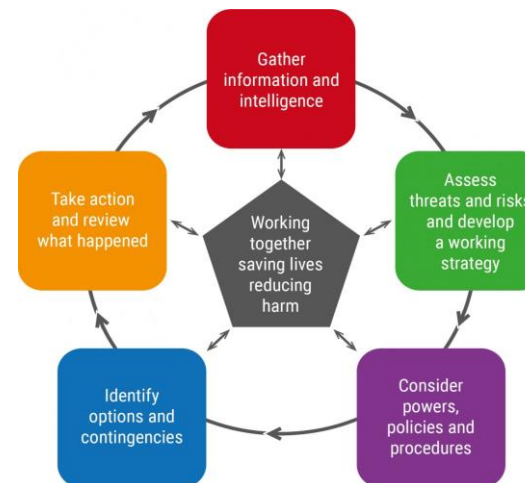
A brief history of JESIP

- Introduced in 2012 with £1.76M in funding over two years
- Trained over 10,000 commanders, 22,000 personnel and hosted 24 validation exercises
- Goal: to improve “interoperability” between emergency services
- Large focus on procedure/structure
- Manchester Arena Inquiry = JESIP “failed”

How can psychology help?



J E S I P
Working Together – Saving Lives



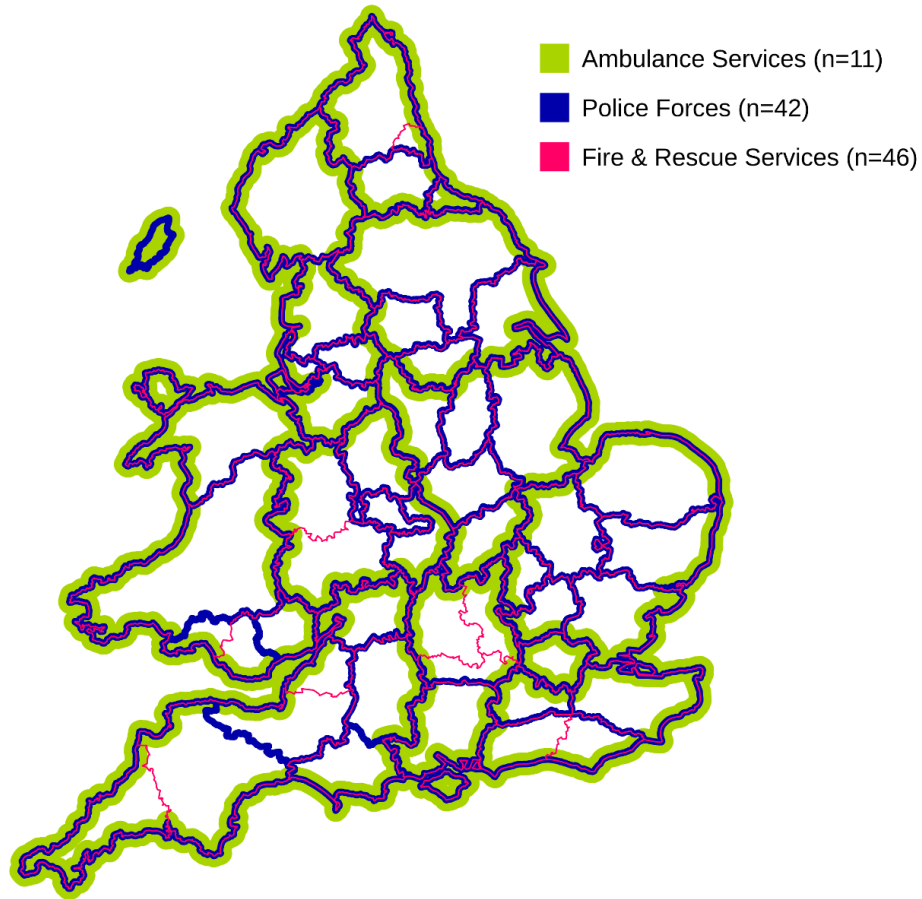
What is the psychology of interoperability?

“A shared system of technology and teamwork built upon trust, identities, goals, flexibility and communication”

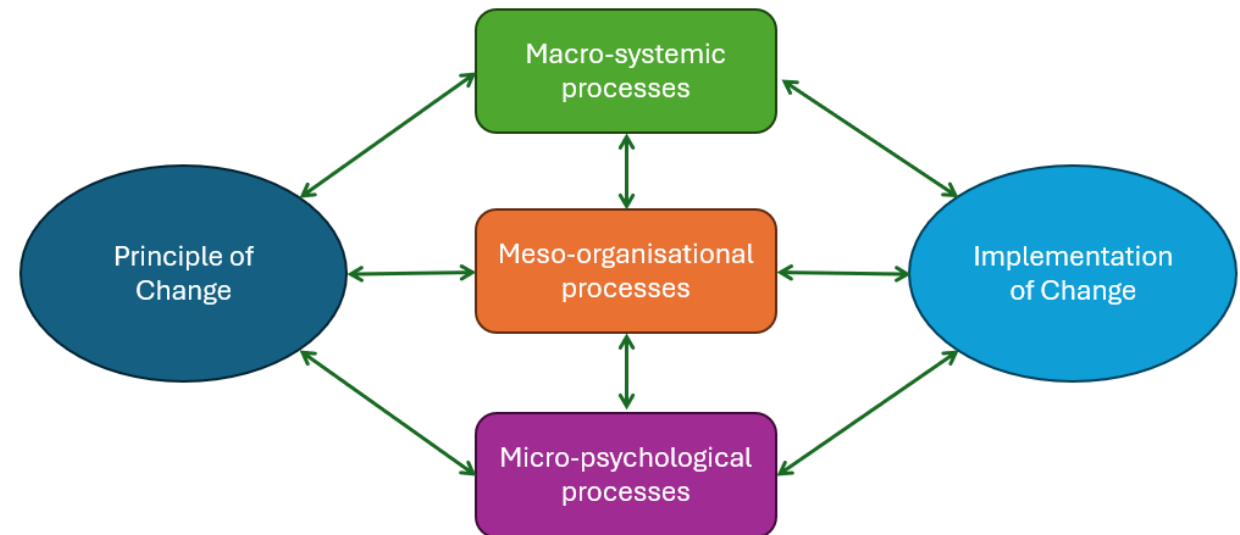
(Power, et al., 2023)



The challenge of embedding



Principle-Implementation Change Framework for Interoperability



Power, N., Philpot, R., Levine, M., & Alcock, J. (2025). Bridging the Principle-Implementation Gap: Evaluating Organizational Change to Achieve Interoperability Between the UK Emergency Services. *Journal of Occupational and Organizational Psychology*. <https://doi.org/10.1111/joop.70010>



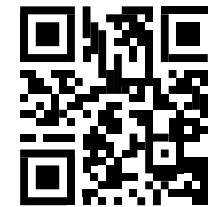
Next steps

- **Aligning organisational change to the beliefs and needs of employees is essential**, especially due to social complexities of interoperability
- We are in the process of developing **evidence-based interoperability training** (get in touch to take part!)



Want to know more?

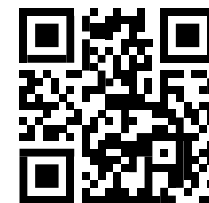
Visit the CREST website (QR code below)



CENTRE FOR RESEARCH AND EVIDENCE ON SECURITY THREATS



Visit my website: drnikkipower.co.uk
N.Power3@liverpool.ac.uk



Q&A Panel

Contact us



www.epcresilience.com



+44 (0)1347 821406



enquiries@epcresilience.com



twitter.com/EPCollege



linkedin.com/company/emergency-planning-college



facebook.com/TheEPCollege

Thank you

Contact us



www.epcresilience.com



+44 (0)1347 821406



enquiries@epcresilience.com



twitter.com/EPCollege



linkedin.com/company/emergency-planning-college



facebook.com/TheEPCollege