Electronic Staff Record

ESR Learning Management – a one-stop shop for Learning

Implementing ESR Learning Management (ESR LM), as with the implementation of any learning management system, will progress more smoothly if you understand what you want to put into the system and what you want your outputs to be at the beginning of implementation.
ESR LM is a fully interactive system, allowing staff to book classroom based training, undertake e-Learning and monitor their own compliance. Managers can also manage this for their staff. This guide will cover implementation of the full ESR LM functionality. You will need to decide internally if you wish to use the full functionality available or a subset of this.

The rollout of ESR LM will require the input and effort of several departments, and involve changes in working practices for staff and managers, therefore it is critical that your organisation's Board supports the project and communicates their support to the workforce.

There may be aspects of this that can be managed gradually, but you will need to be clear in communications to your staff so that they understand what will change and when. This will help you to manage expectation effectively.

Implementation Steps

1. Investigation and Baselining

You will need to manage the switch over from your existing system to ESR LM, and decide on the point where you will cease to use your existing system. There may be aspects of this that can be managed gradually, but there will need to be a date that you use in your communications to staff that will be the date of the change.
When it comes to adding classroom-based sessions into ESR LM, you will also need to know which date you're working forwards from. The reasonable assumption should be that for classes from that date, for that subject or set of subjects, any previous booking system should not be used.
You need to establish what training is being undertaken in the organisation, who leads on it, and where attendance/completion is recorded. For this you may need to speak to Matrons and Ward Managers as well as your Learning and Development Team. There are likely to be areas of training that have never been logged with a central team, but which might benefit from being included, not at least because it will likely mitigate the single-point-of-failure aspect of one person holding a spreadsheet of compliance.
You will need to be aware that some people conducting training, especially if they have not co-ordinated with the L&D Team before, may have a proprietary attitude to their training subject and some negotiation may be required to bring them on board with the project. Organisational benefits realisation is key.

V 1.0 May 2021

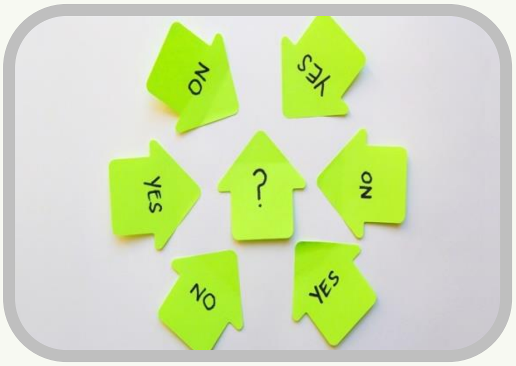
2. Planning and Decisions

Once you've identified the training that is taking place in your organisation, and who the Leads are for those subjects, you'll be able to start planning out the inclusion and recording of the subjects within ESR LM, and whether you plan to move all the subjects at once, or whether you want to schedule batches of subjects to move over.

You can also use this project to redefine your organisation's training needs analysis, including which subjects you wish to designate as mandatory for all staff and which you want to designate as essential to role.

This is also an opportunity to take a fresh look at the way training is delivered in your organisation. There are hundreds of National e-Learning courses built in to ESR LM, the majority of which are maintained by Health Education England e-Learning for Healthcare. If you currently use locally produced e-Learning content, this may be an opportunity to switch to nationally produced learning and so remove the burden of keeping the content up to date. There is also the opportunity to offer learning via a blended approach, utilising both e-Learning and face-to-face training, or to replace face-to-face training if e-Learning is a viable alternative.
Don't forget that some training is completed outside of the organisation, particularly if there isn't the capacity to deliver it in-house – for example: Advanced Life Support training or specialist paediatric training. You will need to decide how this training is to be captured and recorded within ESR LM.

This might be a useful time to decide on the renewal periods for different training subjects. Some renewal periods are mandated, for example Data Security training has to be undertaken annually as per the Data Protection Act 2018, and the Resuscitation Council UK mandates that resuscitation training should also be undertaken annually. Some renewal periods might be set within the scope of any streamlining work undertaken in your region, but others may still be under your discretion.



There may be some training that has been identified which has never been considered in formal terms before, or there may be training that has previously been considered as one-off, which may benefit from having a renewal period applied, even if it is a long-term period, such as five or ten years. There is a national project underway currently to standardise renewal periods across the Core Skills Training Framework (CSTF) competencies.

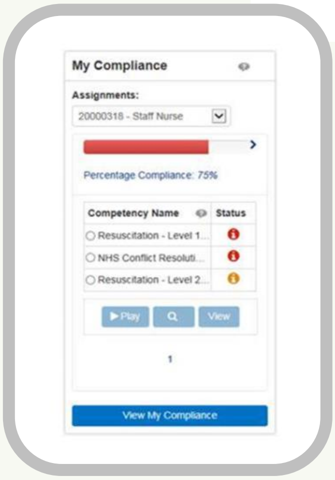
3. Competencies and Requirements

Competencies provide a way to track training, and to provide information to Employees and Managers about training status. There are national competencies (some of which are based around national frameworks, such as the Core Skills Training Framework or the Care Certificate) but you can also build local competencies. Best practice is to use a national competency if one is available, as this helps with the movement of NHS staff between NHS organisations, but in the case where a national competency does not exist, you can build local competencies to reflect particular subjects or renewal periods.

You will need to decide which competencies you want to apply to the training in the ESR LM catalogue, and make sure that the application of the competencies is consistent. For example, if there is a classroom-based training session that delivers the same training as an e-Learning module, and both are being used, both should have the same competency attached to them.

You can attach competencies to a Business Group, Organisation, Job Role, Position Number, Assignment Number or Supplementary Role as a requirement. This allows an Employee to see what training they are required to undertake and, using the My Compliance portlet, find the training that has the competency attached that matches the one they are required to obtain. Competencies attached at Business Group level are applied to all staff within the organisation, and this can be useful for common subjects such as Equality and Diversity Training or Health and Safety training.

Competencies can be applied by Job Role, Position Number or Supplementary Role if different levels of training are required by specific groups of people, which might be the case for resuscitation training, manual handling training, or infection prevention training.



There are two main advantages to attaching competencies at these levels over Assignment Number. The first advantage is ease of maintenance; it's much easier to maintain competency requirements over 1500 Position Numbers than it is to maintain them over 5000 Assignment Numbers. The second is that when you attach the requirement to a Job or Position or Supplementary Role, anyone who is employed under that umbrella automatically receives the requirement, and when they leave that umbrella, they leave the requirement behind without any intervention needed to reset their training requirements.

However this said, attaching competencies at Assignment Number does give greater flexibility.

You may find as you begin to look into the application of competency requirements at Position Level that some degree of Establishment Control may be required, and this will need to be conducted as a separate project.

You will need to work closely with your Subject Matter Experts and training leads regarding the application of training requirements to different groups of people. You may also have to manage their expectations and requirements. It's not unusual for a subject lead to want to apply a requirement for training to as many staff as possible; however, you will need to remind your leads how many people will be impacted by the change and ensure that they are not selecting more people to be trained than they can actually accommodate. This also applies when setting renewal periods.

4. Standard Operating Procedures

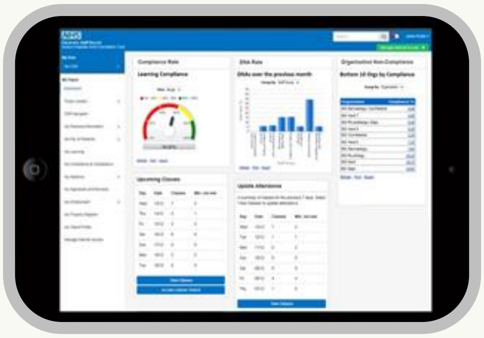
To ensure that the Catalogue and any attached e-Learning works efficiently it is worth taking advantage of the wealth of knowledge contained in the ESR Hub to ensure that the elements of the Catalogue are set up correctly and that you are maximising the functionality of ESR LM. There are also online guides available in the ESR User Guide section of the ESR Hub.

You may want to put together some Standard Operating Procedures of your own that can be circulated to relevant staff so that they can refer to the processes and ensure that best practise is followed continually. This will be particularly important when training new staff in the way that you use ESR LM to ensure consistency in the future. There may also be processes which will not be detailed in the online guidance, such as the process to be followed when there is a request to change a training requirement.

5. Access and Responsibilities

You will need to consider how staff, trainers, and administrators access the Catalogue and the learning within it. Any member of staff with the Employee Self Service, or Employee Self Service (Limited Access) URP can view the Catalogue, but if they have Limited Access they will only be able to enrol on learning that is set up for Self-Enrolment without Approval.

You may want to grant your trainers access to the catalogue so they can view and update their Classes in real time. This can be done using either the Class Administration or Learning Instructor URP. This might prove to be an ideal time to evaluate the processes of your Learning Administration team and to re-delegate some of the duties such as inputting attendance at Classes. One of the advantages of having trainers update class attendance as the class starts or immediately after it ends is the timeliness of the information reflected in the Employee and Manager dashboards.



A request can be made to disable NHS CRS Smartcard access for the Learning Administrator, Class Administrator, or Learning Instructor URPs, but if your Trainers or Administrators hold any other URPs which require a NHS CRS Smartcard – such as Local HRMS User Administration or Career Management – they will not be eligible to have NHS CRS Smartcard access disabled. You will need to raise a Service Request to request the remove of the NHS CRS Smartcard access for particular URPs.

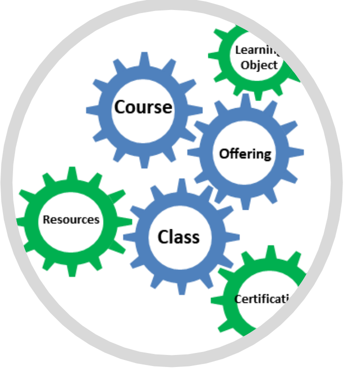
You will need to consider how you plan to grant access to anyone who is not listed as an Employee on ESR if they require access to the learning your organisation provides. Staff from a partner or associate organisation can be booked onto classes by your Learning Administrators as Customers, but they will not be able to access e-Learning. You can use the External Learner Person Type to grant access to your Catalogue in a similar way to Employee Self Service.

If the implementation of ESR LM also coincides with the implementation of Employee Self Service (both types), you will need to address the provision of passwords and usernames to staff. If Employee Self Service has already been implemented in your organisation, it is likely that staff are already aware of their usernames and passwords so that they can access their payslips.

As well as putting information into ESR LM, you will need to consider the data that you wish to pull out of the system in terms of Business Intelligence reports and dashboards. You will need to designate responsibility for producing training reports, and this may require some negotiation if a different system is currently in use. It is also good practice to note down the Standard Operating Procedures for the production of the reports, particularly the parameters used, so that there is no single point of failure and to ensure consistency each time the reports are produced. This also ensures that the data will be comparable so you can evidence any increases in training compliance as a result of the use of ESR LM, particularly in conjunction with the My Compliance portlet.

6: Building the Catalogue

There is no Mass Upload procedure for adding Classes into ESR LM or for building Learning Certifications, so this will have to be organised in a timely manner in accordance with the Standard Operating Procedures that you have built to coordinate with your Go Live date. This is likely to be the area that requires the most resources in terms of actual hours. Depending on how you plan to update the catalogue once the project is completed and you are in business as usual, whether through a Learning Administration Team or Class Administrator, some or all of this resource may need to be retained going forward.



You should be aware that in some cases with Courses and Learning Certifications some changes cannot be made if staff are enrolled on the learning. There are usually a handful of curious members of staff who manage to find new learning opportunities and enrol on them before they are widely publicised, so be careful during the set-up process to ensure you don't have to end-date learning activities and start again.

When building your Catalogue, you should also consider the use of resources and the naming conventions, so that Location, amongst other details, is visible to Learners utilising ESR LM to book classroom sessions.

You may also wish to consider the use of Evaluations attached to a course, either as a way of monitoring that the learning has been understood, or as a method of quality assurance for your learning provision.

7: Email Addresses

If you have already implemented ESS or ESSLA it is likely that this piece of work will already have been completed, but there's no harm in performing a double-check.

You can run the Employee report in the Data Quality dashboard to identify any members of staff who do not have an email address saved in ESR (Email addresses should not be Null). You can also run a report in the same area to highlight those Employees whose email address domain name does not match with the email domain name(s) specified in your organisation by setting the parameters to find email addresses that do not contain the specified domain name(s).

If your organisation has its own domain name the details of Employees without email addresses should be forwarded to your IT department so that email accounts can be created.

If you use NHS.net, you will need to advise these members of staff, and possibly assist them, to create an NHS.net account. You will then need to ask them to provide you with the details of their email address so that it can be saved in ESR.

If there are more than 100 email addresses to be uploaded into ESR this can be done via a Mass Upload with the ESR Central Team, which can be requested by raising a Service Request with IBM.

8: Communication, Training and User Guides

You will need to let all staff know that ESR LM is going to be rolled out, and what that will mean for them. In particular, if you have not utilised the My Compliance portlet before and have advised staff to ignore it, there will need to be comprehensive communications that the functionality will now be in use.

Identify a member of staff, create a generic email address and/or identify a single phone number that staff can call with queries or issues. There will always be queries and issues. This may or may not be the same individual or team that is tasked with username and password provision and self service queries, but please do ensure that they are prepared for an initial influx of enquiries. You may also wish to start developing an FAQ sheet.

Suggestions for methods of communication are:

- ESR Portal Announcements
- Organisation Intranet
- Banners and Posters
- Team Meetings / Briefings
- A message on printed payslips.
- Organisation-wide email.
- A table top display or drop in session held near a common area, such as the canteen.
- Information presented at Induction

It will mitigate enquiries after your Go Live date if you make resources available to staff in advance. As people find it hard to remember to use a system that they do not immediately have access to, you should back this training up with comprehensive user guides that are readily available. ESR LM has been designed to be as intuitive as possible, but there may still be some processes that you will want staff to follow in a particular way. Staff should be made aware that accessing training via the My Compliance portlet is the best way to ensure that they are undertaking the right training, but you will also need to inform staff of processes such as subscribing to a Learning Certification before enrolling and playing an e-Learning module, as these can affect whether or not the competency is awarded accurately. You will likely find that there are common queries regarding access and completion of learning, and these can be collated into a Frequently Asked Questions document that you can make available to staff.

You may choose to make the guides available via local links on the ESR portal as well as to publish them to your Intranet. Links to the guides can be incorporated into email footers where appropriate. There are generic resources already online that you can make available to staff so that they understand how to use the ESR LM functionality.
You can pick and choose from the guides available in the ESR Hub.

9: Evaluation

Once the ESR LM Catalogue is up and running, you can return to your baseline figures collected prior to implementation, and begin to monitor the impact of the project. If you have completed any work around competency requirements that has resulted in more people being identified for training in a particular subject than before you may find compliance drops initially, but due to the ease by which Employees can view and access relevant training, any decline should hopefully soon be reversed.

As with any project, the collection and evaluation of lessons learned is a valuable tool to aid other projects in the future.

More Information

Our ESR Implementation Advisors are here to specifically help you formulate your project from the very start, providing guidance and advice.

If you would like more information or if there are further details you need regarding ESR Learning Management contact your NHS ESR Functional Account Manager.