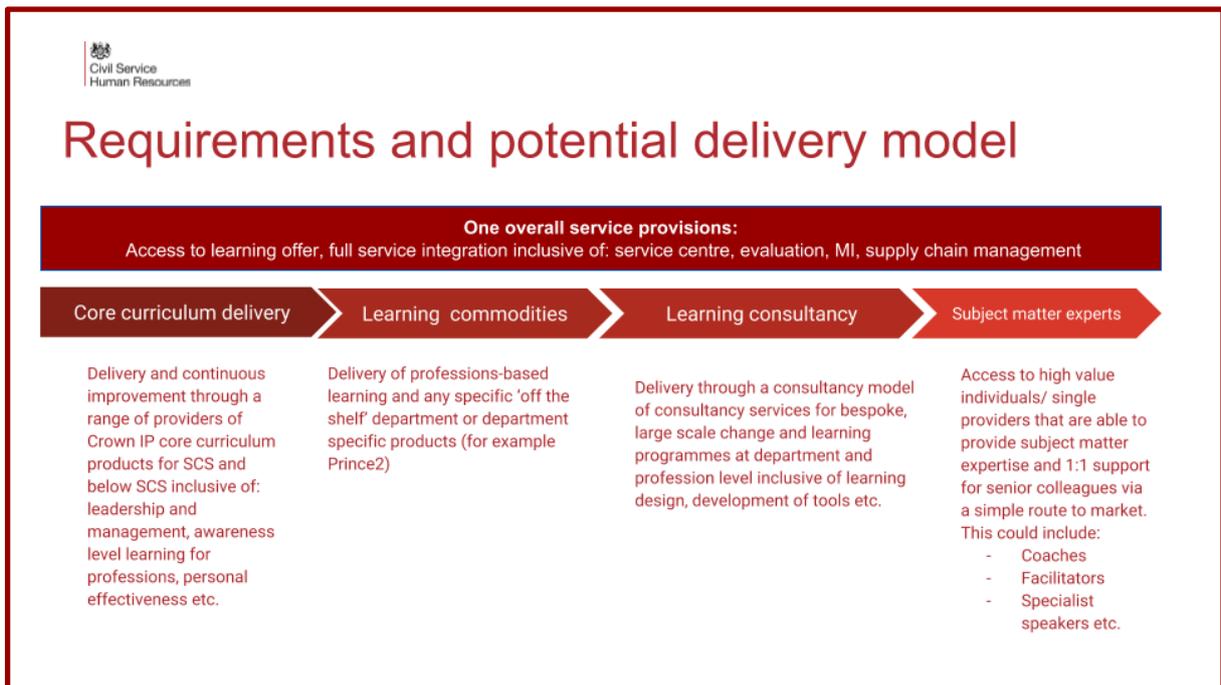![Civil Service HR logo]

LEARNING 2020
Pre-market engagement roundtable event - Friday 29 March 2019

1. Event overview

The purpose of the session was to informally consult the market and build ODD&L insight into market best practice.

2. Event outline

During the event, CSHR provided some background to the Civil Service and presented the early thoughts on the model below and asked for suppliers to provide feedback.

CSHR facilitated five market-stalls to explore each element of the model in more depth. The suppliers self-selected which market stall they attended and the facilitators captured the comments and questions. CSHR has reviewed the questions asked and provided answers where known and the responses, representing our initial thinking, are provided below.

As CSHR continue to engage with customers and suppliers during the upcoming period, we reserve the right to modify and makes changes to the requirements and potential delivery model at our discretion.

Further details will be available via the Crown Commercial website over coming months.

3. Service Support
The table below summarises the questions asked during market stall and provides answers; there is also a table which collates suppliers' recommendations to CSHR in regard to Service Support.

Question asked	CSHR Answer
Do you envisage calls/ emails/ self-service access to the service centre?	We are looking for a best practice solution that is designed to meet users' requirements.
Would suppliers manage the transition of existing arrangements and people as well as design, set-up and service delivery? Will you transfer any of your staff to the Service Centre?	This information will be included in the overall tender documentation.
Do you have a view on volumes of calls? What types of query do you currently receive? Can you break down into categories? How could we educate the service desks on the offer to improve the customer service experience? KF/ KPMG split, 2 contracts are disconnected	We will provide more details about call volume when the formal market engagement starts.
Do you have a view as which services you wish to retain, replace, remove, and improve? Is there a clear view of anything that must be retained by CSHR vs delivered by a partner?	We have completed extensive consultation to determine what are the key elements we seek to retain and will provide this information in the specification.
How will you ensure diversity of suppliers - SMEs/ large orgs?	We will be working within the parameters set by the government.
Will you be going to market to build the systems that support the service centre? Would you include the LMS, Data/ MI and venue booking? What training and room/ venue booking systems do you currently use? Do you have a view about how to get visibility of the whole government estate for venue booking? And ensure quality? Will the service centre systems need to interface with CO systems? How? What do you see as the future roadmap for LPG, vs other tech enablers? Will it be be one online platform portal that sits at the heart? What are the IT infrastructure limitations that were mentioned? Considering there are technology restrictions in some departments, will you be looking at phone service helpdesk kind of support?	Detail will be refined over the next couple of months.
Can providers register/ prequalify in one or more of the 4 buckets underneath Would involvement in the 'service layer' prevent involvement in other areas?	We are currently working through the details of the Lotting Strategy and will engage further during Formal Market Engagement.
To what extent is this determining the user experience and org. Experience for all areas of the model?	We have and will continue to build evidence of user experience to inform the offer.
Is this a platform or does it also have the power of choice of provider? How is this choice power managed to ensure good governance?	There is an existing learning website which will enable learners to view and book learning. Learning will be hosted

	and booked by learners via this platform. Analysis and Digital Delivery in Government Shared Services manages the development of the Civil Service Learning platform.
Does this include data analytics for design (and personalised learning) needs?	We would want provider/s to work with internal analysis and research team to analyse evidence.
Can you expand on what you mean by a flexible payment process?	To be confirmed.
Can you explain the "route to market" need a little further?	To be confirmed.
How do civil servants currently access the range of interventions open to them?	Access to all learning will be via the Civil Service Learning website.
Would you be interested in a "managed learning service" or, do you want to maintain some level of comfort?	We are rolling out a new website so would expect to continue to build on our current model.
What capabilities would you judge a partner must have to add value? How would you judge success for the service integrator?	This information will be included in the overall tender documentation.
How will impact be measured? What are KPIs of overall vision and strategy? Quantified? How are you defining impact? What data are you planning to capture/ track? What data are you holding already? Can CS implement/ commit to sharing MI when passed over? Headcount/ process owners needed. Quality of end to end outcomes?	This information will be included in the overall tender documentation.
Do you see the need for consistency between the buckets? Front door for everything? Consultancy, SME, Commodity, Core?	We would see it as important that the learner experience is consistent and there is minimal 'handover'.
If you are able to empower learners to take learning in their hands, what marketing would help but not overwhelm?	Our main route is via the website. We hope to be able to prompt people via recommendations.
What's the timeline?	We are currently aiming to publish the OJEU and tender pack by 30 August 2019.
Supply chain: are you looking for a single partner to manage the whole supply chain for the entire CS learning offer?	To be confirmed.
Supply chain: how dynamic do you want the supply chain to be over the contact of the contract?	To be confirmed.
Will departments have budgets or individuals? What's the preference for either fixed or variable cost model - preference - hybrid. How will you want to pay for this service?	Departments each have their own way of delegating budgets. The lowest level this may be delegated is at team level. Further details on cost model and payment to be confirmed.

What LMS/ web portal infrastructure is in place? Flexibility to influence and improve this - what investment is in place?	We have our own learning website. There is the possibility to influence and improve this but funding would need to be made available to pay for these improvements. Any improvements needs to align with a validated user-need as well as a universal business requirement. It will not be possible to commission supplier specific or heavily bespoked changes to the website that do not meet one or both of these criteria.

Areas suggested for CSHR to consider

Suppliers need better visibility of outputs.

The platform should be user-end impact neutral. There is clear difference between delivery of outsourcing model and delivery of learning/ learning impact.

Get this bit right - simple, consistent, customer centric

Define where the governing strategy sits (given the need for all to be joined up).

Will you group coaching/ consulting service with the service centre?

Recommend a CS-wide learning portal where people can obtain core learning -have content pushed to them, comment on content and feedback and also share learning.

Flexibility on branding guidelines - CSL wrapper doesn't always work for departments.

Consider developing an annual comms/ marketing plan … awareness of solutions and how to engage with service is key

Marketing - would a flow chart based on interest or skills gap analysis support/ empower learners?

This layer appealing if:
- Includes strategic element of channel design and shift in learning culture as other buckets are content or capabilities
- Taking with establishing learning impact
- Some strategic element - not just transactional operations
- Includes transformation scope to genuinely arrive at single access point for all civil service.
- Include digital transformation and aspiration to platform

Portal development
- Civil Service's own will have to limit functionality at some point and have single sign-on seamless transition to third party - £££ constraints on gov will mean partner will develop richer functionality to integrate supply chain data, tech.

Run an event and 6 month evaluation/ NPI to gain ROI information?

Get advice on your current technical ecosystem - how can you build and integrate evaluation strategies using third party tools?

Central measurement/ impact framework that allows some element of comparison?

Decide how much needs to be self-directed and how much will be spoon fed?

Consider a supplier-held portal way in to enable more dynamic development of the way in.

Work out and map the learner experience journey - where can tech help? Where are people needed?

Recommendation not to put all the evaluation emphasis on quantitative data - drive more in dept ROI activity - focus on learning impact/

Carry out an exercise to plan your strategy for learning and what data points do you have?
How to avoid complexity of design process?
How will you have agility in model - e.g. contextualisation; improvements and updates.
IP rights/ protection and management is complex.

4. Core curriculum

The table below summarises the questions asked during market stall and provides answers; there is also a table which collates suppliers' recommendations to CSHR in regard to Core Curriculum.

Questions asked	CSHR answer
What do you see as the difference between core and commodities? How is core defined? Does core relates to clear competency framework?	Core learning covers common learning that is needed across the Civil Service and is customised to take account of the Civil Service context. Areas include leadership and management and personal effectiveness topics which link to Civil Service behaviours. Commodities are more standardised learning offers for example qualifications which would be the same content for civil servants as others accessing the qualification.
Departments are still asking for a lot of bespoke "Core Curriculum" events - Will the core become smaller?	Core will be continuously reviewed based on need and evaluation of impact to determine their suitability.
It is called Core Curriculum delivery - Is it designed as well?	There will be some content that just needs to be delivered as existing design is in place and other new learning that will need to be designed as well.
How do you see the balance + process for push/pull learning? Individual/team learning?	To be confirmed based on evidence of what works. We would want to work with providers to determine the best approaches, learning as we go.
What did people want to change about the core curriculum?	Most of the core curriculum meets existing needs, and there are some topics where we are continuing to learn what makes the biggest difference to improve performance.
Given the ongoing and rapid changes happening - Do you envisage core offering being more reactive/responsive?	We have had feedback that there is a need for a stable core offer. However, departments want flexibility to offer contextualisation.
Standard -vs- Tailored?	It is important for our learners that the Civil Service context is reflected in the learning.
How do people access the learning? Is it open to all?	Access is via a Civil Service website, if their department has subscribed.
What do you consider to be your primary challenge in the delivery of the core curriculum?	Balancing the need for consistency and departments desire for customisation.
How much allowance for the different learning preferences?	Various different learning interventions are offered but there is scope for more varied approaches.

What are the shared key factors shaping the curriculum?	To be included in the specification.
Loved the pictorial slide - Is there another on the external context? (Megatrend, Environment, Demography, Globalisation, Equality & Diversity, Mindfulness, Stress, Wellbeing)	This is not available.
What is the structure of the core curriculum? Does it build individual learning paths?	People can choose modules and navigate through the learning flexibly.
What works well at the moment? What doesn't?	People most like the practical learning and learning with others. Online learning has a mixed review, with some learners not completing the online learning prior to workshops.
Any intention to move from workshops to "Learning Journey"?	We do have learning journeys for each topic.
Impact measurement?	This is something that we want to improve.
What is the split between leadership/management and non-leadership?	Biggest stake up of learning is the leadership and management topics.
Are you intending on delivering Crown IP in-house Views on IP? Ability to create efficiency in the cost of investment? If you change provider - do you keep your existing IP or will you change it all?	It is intended that learning will be Crown IP in most cases. We have the IP for a large number of existing learning that we would want facilitators to continue to deliver.
What topics/areas currently fall under "core curriculum" and are you looking to expand those areas?	To be provided in the specification.
What opportunity is there to innovate the delivery of existing core content?	As part of continuous improvement we would like to keep innovating and improving the content.
What's the decision behind making a course part of the "core curriculum"?	Where learning requirements are consistent across the Civil Service and offers value for money to create once.
Are leaders and teams prepared to be able to support learners who have or are going to take core learning?	This varies a lot depending on the culture of the department.
How can a learner navigate between something in the core > commodity > specialist and see the bigger picture/learning pathway? Or are these quite separate?	The is something that we would want support on to ensure the customer journey was straightforward.
Is there already or are there plans for developing ROI for the core curriculum?	We need to do more work on our evaluation strategy. Further details will be shared as part of the tender.
Do you have guidelines around the ability to contextualisation?	We will aim to share the principles as part of the tender documentation.
Do you have a learning from experience method or toolset?	We emphasise the need for people to apply their learning.
Mix between create, buy & curate? Is this ideal now?	We will need to keep developing our approach, we are moving to more curating.

How do you envisage learning needs will be identified + translated into learning design? (e.g. external team?)	There are various ways we gather evidence of learning need to determine business and learning outcomes. Sometimes evidence is through individual and manager performance conversations and 360 feedback.
Where do online Facilitated workshops fit in? Not e-learning - collaborative learning online at the same time?	Limited at the moment we want more online collaboration but there can be technical challenges.
What will the governance behind keeping the curriculum updated?	We have a Curriculum and Continuous Improvement Board that meets monthly to review quality and feedback on the learning.
Would you consider licencing products as opposed to wanting it to be crown IP?	We find this difficult to arrange due to payment and tracking of usage. We could consider if it was a flexible model.
The commercial model behind the core curriculum?	This information will be included in the overall tender documentation.
What future horizon scanning are you doing? Or do you want to identify future skills + learning needs?	Departments and professions undertake their own evidence and analysis.

Areas suggested for CSHR to consider
Content strategy + Product Management?
Feedback culture?
Digital + Developmental leaders?
Knowledge sharing (System + Process)?
Point-of-need delivery?
Bureaucracy -vs- Agility?
Transitional Leadership Model?
How important are credentials?
How do you make mandatory learning effective? (Engage learners - Enhance learning - Embedded learning - rather than a tick box exercise?)

5. Learning commodities

The table below summarises the questions asked during market stall and provides answers; there is also a table which collates suppliers' recommendations to CSHR in regard to Learning commodities.

Questions Asked	CSHR answer
What is outside of the curriculum and why?	The curriculum is something which might always evolve, but is best defined as learning that's

	appropriate for all civil servants. What this means can change as the new structure need not look like the old one, and the boundary may operate differently.
How is budgeting worked out? Is it central and then fed out to Departments.	Funds sit at the lowest possible level, often with team leaders, but what they can be spent on is defined at a higher level.
How much learning needs diagnosis or pathway creation is there scope for?Will this be in scope for suppliers?	This will be confirmed in the specification.
Will we use an existing framework?	To be confirmed.
How will the Prime/Vendor relationship with other providers work? How will IP be protected?	To be determined. In most cases we would expect learning to be Crown IP, so not relevant.
What are the most commonly requested "commodities"?	Qualifications through professional bodies.
How will we (and will we) promote access to bid for work for SMEs?	We want to enable access to relevant experts and innovation which means we want to work with SMEs. Further details to be in specification.

Areas suggested for CSHR to consider
There was a lot of concern about the online or telephone interface, and how the various "search fields" might work ifs this was user led; or how the Prime Contractor might select if it was the vendor.

6. Learning Consultancy

The table below summarises the questions asked during market stall and provides answers; there is also a table which collates suppliers' recommendations to CSHR in regard to Learning Consultancy.

Questions Asked	CSHR answer
Firstly are we clear what we mean by consultancy? ● BIG C - e.g. Large transformational change programmes ● Little c - e.g. facilitating small scale local programmes	Further clarification to be provided.
Are we clear how we intend to evaluate the effectiveness of the consultant's approach / provision? Do we know what good will look like? will it be consistent across departments?	We would expect a consistent approach in line with our evaluation strategy but tailored based on the project.
Providers are typically used to working with, and having the space to build strategic relationships with senior leaders to help formulate thinking and offer appropriate challenge at a much earlier stage - the critical friend. This is not typically experienced within	Departments and professions have different needs so the requirements and the way that relationships develop will depend on the specific requirements of the department /profession.

the civil service, as it is either done internally or not at all. How do we expect to get this level of service? How will we balance the internal vs external capability offer?	
What is your internal consultant capability? Are we clear, and will we make explicit, our strategy for the blend of internal vs external use of consultants?	Internal consultancy is available to support professions through Learning Expert Partners and on specific priority projects. Further details will be provided in the specification.
What role do you envisage Consultancies to have in supporting strategic decision making, as opposed to being brought in too late to influence the direction of travel? How are we going to ensure consultancy services are involved earlier in the conversation, at the insight stage and inquiry stage, rather than once all the decisions have been made.	How the departments and professions want to work with consultants will vary depending on the level of internal capacity and skill.
What is the Governance framework for setting strategy - the 'what we want to do' - and how well does it bring together other work streams - such as digital, talent, performance management, etc? What level of external 'expertise' does this Governance framework allow for and when? How does this then impact the 'how things are done' through rolled out across departments, professions, etc?	Further details to be provided. The approach may vary according to department and profession.
An overly bureaucratic governance models can be incredibly time consuming and unattractive to smaller commercial providers, requiring overly complex and unnecessary processes. How are we planning on streamlining this process in order to remove barriers to the decision making process, make it more attractive to commercial suppliers, and have a more diverse skills base?	We are working through how we can streamline processes and make it as easy as possible for the user to access. We want provider to work with us to ensure that there is a good user experience and to enable people to access the range of providers needed to meet specific needs.
Who makes the decision about who gets the work? how does this translate into who makes the decision of whats 'core curricula' and 'bespoke'?	To be provided as part of the specification.
Are you looking for one large or a consortium of consultancy services? The latter would enable better flex of requirements - how do you plan to manage this ecosystem approach?	Further details will be in the specification.
Do you have plans to host more supplier 'marketplace' events? [There was a consensus that suppliers would value/appreciate a regular marketplace event, to network, share best practices, as well as discuss/promote access to services.]	There will be further opportunities to engage.

Areas suggested for CSHR to consider

Is there a need for a 'panel of externals'' to help our thinking and engagement with external suppliers?
How are we planning on opening the channels to suppliers to help build on previous / current work streams and avoid duplication/repetition? How are we currently sharing/planning on sharing what works/doesn't work?
How will we ensure the smaller suppliers (SME's), which are quite niche, are not drowned out by the bigger suppliers?
How do we enable an up to date database of suppliers and consultants, listing capability, competency, and expertise that allows for feedback and sharing of information/data?
How are we managing our own expectations of what's feasible? if we want full range consultancy services are we prepared to invest in high end services? Are our expectations realistic? Is there a need to factor in 'holistic pricing' model to take account for this reflective, high end approach?

7. Subject matter experts

The table below summarises the questions asked during market stall and provides answers; there is also a table which collates suppliers' recommendations to CSHR in regard to Subject Matter Experts.

Questions Asked	CSHR answer
What are the actual subjects?	This could be a range and whilst this could be speakers /thought leaders in a wide range of topics.
What niche skills/how do these relate to grades?	Less about grades more about specific requirements linked to specialist support.
What do you mean by high-quality coaches? What type of accreditation?	This will be in the specification but if likely to include ILM5 and 7 and significant experience of working with senior leaders and working in complex organisations.
How impactful has this been as a solution?	We have had good feedback/evaluation of the current use of executive coaches.
Coaches: Do you still need a one-size-fits-all assessment process if need to respond to specific requests?	We will want a consistent approach to assess minimum standard.
Expert Facilitators - How far you want subject matter Expertise -vs- Great facilitation capability?	There will be a range of needs which could require both subject matter experts and great facilitators.
Are we considering coaching programmes i.e. being available to a large group of people without contracting with 25+ individuals.	Feedback from senior leaders who access executive coaches is that they want to be able to access specific coaches. We will expect the provider to contract individually with coaches to ensure standard terms are agreed.

Suggested areas to consider
Relationships with internal HR/champions surrounding events.
Teaching culture leads to a learning culture. Develop internal SMEs.
Develop a framework for SMEs/Coaches to sit on (as an alternative to current process).
Coaches -vs- peer to peer support across organisations (i.e. across public and private sector).

Criteria to discern high-quality expertise or innovative styles.
Strands - Research, story, Practical (+ Personal Internal).
Thought Leaders: Strike a balance of forward-looking themes to source people -vs- Supplier identifying interesting people.
A panel of mixed organisations who can source people when needed could be one way of structuring this area (having bureaucracy up front).
Split coaching out into a separate area.
Interview/Observed session to identify suitable coaches - rather than needing to meet restrictive criteria.
Bureaucracy up front.
Group based coaching.
Model of impact difficult to measure in this area.
Have we considered how we harness and use internal expertise and strike a balance between this and anything we look to do externally?
SMEs - What research they bring into it?
Percentage linked to universities + International?
Are we likely to use SMEs in an advisory capacity? (link to consultancy area)
Interplay with other strands - Event Management?