



Level 4 Award in Health Emergency Planning

January 2011

This qualification has a credit value of 4

28 Guided Learning Hours

Ofqual Qualification Number

Description

Emergencies, whether man-made such as road or rail disasters; natural such as flooding or other extreme weather conditions; or the result of terrorism have the potential to cause disruption for communities on a large scale and present major operational problems for the National Health Service. Organisations within the NHS therefore need to plan and prepare for such emergencies.

The Civil Contingency Act (2004) imposes duties on all NHS bodies with regards to civil protection. Organisations will need to carry out a risk assessment, ensure that emergency plans are sound and proportionate to risks, maintain their plans and carry out training and exercises to ensure that their plans are effective.

This qualification is designed to provide an introduction to health emergency planning and the requirements and principles of working collaboratively with other organisations involved in emergency planning.

Unit HEP1 Collaborative working in Emergency Planning

Credit Value: 2

Guided Learning Hours: 14

Learning Outcomes and Assessment Criteria

- 1 Understand the requirements relating to collaborative working between different organisations involved in emergency planning, by being able to:**
 - 1.1 State the legislative and governance requirements that relate to organisations concerned with emergency planning
 - 1.2 Describe the structure of three organisations that have a role in emergency planning; to include two that are Category 1 and one that is Category 2
 - 1.3 Explain one positive and one negative factor that may affect collaborative working between organisations

- 2 Understand the principles governing sharing of information between organisations, by being able to:**
 - 2.1 Explain how legislation, procedures and protocols control the sharing of information between organisations
 - 2.2 State the benefit for preparedness, response and recovery of organisations sharing information
 - 2.3 Describe the sources and types of information that can be shared between organisations with reference to one of the following: information prejudicial to national security. Information prejudicial to public safety, commercially sensitive information and personal information.

Content:

- 1 Requirements of collaborative working**
 - 1.1 *Legislative and governance requirements:* the relevant legislation, organisational policies and procedures that apply to organisations involved in emergency planning; the relevant legislation, organisational policies and procedures that apply to multi-agency working; governance arrangements relevant to multi-agency working.
 - 1.2 *Structure of organisations:* the roles and functions of organisations involved in civil protection / emergency planning; how partner organisations are organised with regard to their broad structures, methods of communication and decision making processes; the culture and capabilities of partner organisations.
 - 1.3 *Factors affecting collaborative working:* the principles and benefits of joint working between different organisations; how organisations' structure and culture can affect multi-agency working; the factors likely to hinder collaborative working between organisations such as stereotyping and discrimination; effective methods of identifying and resolving tensions and issues; methods of reviewing the effectiveness of multi-agency working relationships.

2 Principles of information sharing

- 2.1 *Legislation, procedures and protocols:* the relevant legislation and guidance that apply to information sharing, data protection and information security; procedures and protocols for formal information sharing between relevant organisations; restrictions on the disclosure of sensitive information; persons or organisations which can provide consent for disclosure of relevant sensitive information; systems for control of information including physical access, restrictive markings, circulation lists and targeting of particular audiences.
- 2.2 *Benefits of sharing information:* the role of information sharing in effective co-operation between organisations; the importance of having an ethical approach to information sharing; the benefits of information sharing between organisations without immediate recourse to formal requests.
- 2.3 *Sources and types of information:* existing sources of information within organisations concerned with emergency planning; sources of relevant information accessible to the public; types of sensitive information including information prejudicial to national security, information prejudicial to public safety, commercially sensitive information and personal information.

Mapping to National Occupational Standards

This unit maps to the following NOS:

Skills for Justice	AA1	Work in Cooperation with other organisations
	AA2	Share information with other organisations
	HF14	Plan, implement and manage systems for the exchange of sensitive information, data and intelligence
Skills for Health	GEN 27	Develop, sustain and evaluate collaborative working with other organisations
	HP1	Identify hazards and assess risks to health, wellbeing and safety from information provided by individuals
	HP2	Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety
	HP7	Provide information and advice to at-risk contacts, to protect health, wellbeing and safety
	HP8	Develop materials for information and education for specific audiences to support their engagement and participation in health protection processes
	HP14	Plan, implement and manage systems for the exchange of sensitive information, data and intelligence
	HP15	Coordinate a team investigating and managing an incident or outbreak
	HP17	Contribute to implementing measures to manage an incident or outbreak
	PHP19	Work in partnership with others to plan investigations to protect the public's health and wellbeing from specific risks
	PHP20	Work in partnership with others to identify how to apply plans to protect the public's health and wellbeing from specific risks
PHP21	Undertake own role in a partnership to protect the public's health and wellbeing from specific risks	
NHS KSF	HWB3	Protection of health and well-being

Unit HEP2 Introduction to Integrated Emergency Management

Credit Value: 2

Guided Learning Hours: 14

Learning Outcomes and Assessment

- 1 Understand how to anticipate and assess the risk of emergencies, by being able to:**
 - 1.1 Explain the impact of emergencies on individuals and organisations
 - 1.2 Describe how hazards are identified and risks evaluated
 - 1.3 Explain the role of integrated emergency management in anticipating and assessing the risk of emergencies

- 2 Know how to warn communities of risk and in the event of an emergency, by being able to:**
 - 2.1 Describe material that could be used to raise the awareness of risk
 - 2.2 Explain, with the use of two examples, procedures and methods used to warn and advise communities in the event of an emergency

Content:

- 1 Anticipate and assess the risk of emergencies**
 - 1.1 *Impact of emergencies:* potential impact of emergencies on vulnerable people and groups; definitions of vulnerability with respect to emergencies; number and distribution of vulnerable people in different environments and localities; dynamic nature of vulnerability; specific issues with regard to vulnerable groups; potential impact of emergencies on organisations, to include financial and reputational aspects.
 - 1.2 *Identification of hazards and evaluation of risks:* Principles and criteria for identifying hazards and evaluating and prioritising risk; production of overall risk scores by analysis of likelihood and impact of hazards and threats.
 - 1.3 *Role of IEM:* Nature and purpose of Integrated Emergency Management in anticipating and assessing the risk of emergencies; role of forums for co-operative risk assessment; options for risk treatment such as development of emergency and business continuity plans.

- 2 Warn communities of risk and in the event of an emergency**
 - 2.1 *Materials for raising awareness of risk:* information which can be made available to the public; precautions that different sectors of the community can take with regard to emergencies; design and production of materials; different formats of material; modifications of material for particular vulnerable groups; circumstances that would require a review of information.
 - 2.2 *Warn and advise communities:* Identification of target audience; need to elicit views

and concerns of community; communication channels; methods for delivering information during emergencies; threat of disruption to public communication systems during emergencies and methods for preventing / overcoming this; testing and exercising warning arrangements; legal responsibilities and statutory duties with respect to warning, informing and advising communities.

Mapping to National Occupational Standards

This unit maps to the following NOS:

Skills for Justice	AB1	Anticipate and assess the risk of emergencies
	AF1	Raise awareness of the risk, potential impact and arrangements in place for emergencies
Skills for Health	AF2	Warn, inform and advise the community in the event of emergencies
	EC34	Organise emergency reception and treatment services following a major incident
	HP1	Identify hazards and assess risks to health, wellbeing and safety from information provided by individuals
	HP2	Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety
	HP7	Provide information and advice to at-risk contacts, to protect health, wellbeing and safety
	HP8	Develop materials for information and education for specific audiences to support their engagement and participation in health protection processes
	HP14	Plan, implement and manage systems for the exchange of sensitive information, data and intelligence
	HP15	Coordinate a team investigating and managing an incident or outbreak
	HP17	Contribute to implementing measures to manage an incident or outbreak
	PHP19	Work in partnership with others to plan investigations to protect the public's health and wellbeing from specific risks
	PHP20	Work in partnership with others to identify how to apply plans to protect the public's health and wellbeing from specific risks
	PHP21	Undertake own role in a partnership to protect the public's health and wellbeing from specific risks
	PHS06	Assess risks to the population's health and wellbeing and apply this to practice
NHS KSF	HWB3	Protection of health and well-being

Assessment:

Attainment of the Learning Outcomes for each unit will be assessed by centre-designed assignments. The assignments and candidate work will be subject to external verification by RSPH Qualifications. In order to obtain a *Pass* for each unit, candidates must be able to demonstrate that they have achieved the learning outcomes for the unit.

In order to achieve a *Pass* for the qualification, candidates must obtain a *Pass* for each of the units.

Guidance:

Essential Reading:

Civil Contingencies Act 2004 (Contingency Planning) Regulation 2005

HM Government: Emergency Preparedness (*Guidance on Part 1 of the Civil Contingencies Act 2004, its associated Regulations and non-statutory arrangements*)

HM Government: Emergency Response and Recovery (*Non-statutory guidance to complement Emergency Preparedness*)

NHS Emergency Planning Guidance 2005

HPA's *Health Emergency Planning: A Handbook for Practitioners*.

Recommended Reading:

National Standards, Local Action Health and Social Care Standards and Planning Framework 2005/06 – 2007/08	Department of Health
Commission for Health Improvement: Framework for risk management	Healthcare Commission
Tolley's Handbook of Disaster and Emergency Management: Principles and Practice. 2 nd Edition	Ed. Lakha R, and Moore T. Croydon: isNexis UK 2004
Disaster Recovery Planning: Preparing for the Unthinkable. 3 rd Edition	Toigo JW. London: Prentice Hall PTR 2003
Disaster Recovery Handbook Learning from disasters: a management approach 3 rd Edition	Wallace M. Amacom; Toft B, Reynolds S. London: MacMillan 2005
Hazard management and emergency Planning: perspectives on Britain	Ed. Parker D, Handmer J. London: James and James 1992.
Preventing chaos in a crisis: strategies for prevention, control and damage limitation	Lagadec P. McGraw-Hill 1993
Risk issues and crisis management: a casebook of best practice. 3 rd Edition	Register M, Larkin J. London: Kogan Page 2005
Coping with crises: the management of disasters, riots and terrorism	Ed. Rosenthal U, Charles MT, Hart P. Springfield: Charles C Thomas 1989

Key Skills:

It is expected that the delivery of this qualification should provide opportunities for the development of the following *key skills*:

Application of Number Levels 3 and 4
Communication Levels 3 and 4
Improving own Learning and Performance Levels 3 and 4
Problem Solving Levels 3 and 4
Working with Others Levels 3 and 4

Guidelines for key skills are shown in Appendix 1.

Other Issues:

The delivery of this qualification could provide opportunities for contributing to an understanding of Spiritual, Moral, Ethical, Social and Cultural issues and an awareness of Environmental issues, Health and Safety considerations and European developments. Possible areas for discussion are shown below.

Spiritual Moral and Ethical Social and Cultural Legislative	These issues could be discussed as factors affecting the risk rating of potential major incidents and the likelihood of certain types of major incident occurring. Civil protection legislation is explicit in the qualification. These issues can be developed in a discussion of the need for the legislation and what organisations need to do in order to comply with the legislation.
Economic	A discussion of the economic effects of major incidents and how emergency planning and preparedness can mitigate these effects can contribute to an understanding of economic issues.
Health and Safety	Health and Safety considerations are explicit in the qualification. For example, the identification of hazards and risks in assessing current threats with regard to emergency planning, and the need to consider health, safety and welfare of staff during the operation of an emergency plan.
Sustainable Development	Awareness of sustainable development issues can be raised through a discussion of the benefits of reducing the amount of paper work produced during meetings, using electronic rather than paper based formats and using recycled paper wherever possible.

Restrictions on Candidate Entry:

There are no restrictions on candidate entry

Special Needs:

Centres that have candidates with special needs should consult The Society's *Regulations and Guidance for Candidates with Special Assessment Needs*, this is available from The Society and The Society's web site (www.rsph.org).

Recommended Qualifications and Experience of Tutors:

The Society would expect that tutors have teaching experience and at least an NVQ level 4 or equivalent level of vocational expertise in an emergency planning discipline, but recognises that experienced teachers can often compensate for a lack of initial subject knowledge, or experienced practitioners for a lack of teaching experience. It is, however, recommended that tutors have experience of the development and delivery of emergency planning procedures.

Centres should be registered with RSPH Qualifications.

Any enquiries about this qualification should be made to:

The Qualifications Department,
Royal Society for Public Health
Market Towers, 3rd Floor
1 Nine Elms Lane
London
SW8 5NQ

Tel. 020 3177 1600 Fax. 020 3177 1601
E.mail: Centresupport@rsph.org.uk

Appendix One: Key Skills Guidelines

This qualification provides a number of opportunities for candidates to develop competence in key skills and to produce evidence towards attainment of key skills. Successful completion of the qualification does not in itself imply attainment of the listed key skills; this is dependent on the candidate producing a portfolio of evidence and the teaching and learning methods adopted by the tutor(s) and candidate in the delivery of the qualification.

The specification content, which provides the most appropriate opportunity for key skill development, is signposted below.

Application of Number

Skill		Specification Content
N3.1	Plan and interpret information from two different types of sources, including a large data set.	Graphical and tabular information can be used to obtain information relating to reaction and response times of emergency services, morbidity and mortality figures, damage, disruption and economic costs as a result of a major incident (Unit 1, Learning Outcome 1).
N4.1	Develop a strategy for using application of number skills over an extended period of time.	Opportunities can be established for using number skills by recording information obtained from training exercises. This information can then be presented graphically or used as the basis of statistical analysis for analysing the effectiveness of training.

Communication

Skill

Specification Content

C3.1a Take part in a group discussion.

Any part of the content could be used as the basis for a discussion.

C3.2 Read and synthesise information from at least **two** documents about the same subject. Each document must be a minimum of 1000 words long.

Reviewing the effectiveness of responses to major incidents in the past (Unit 1, Learning Outcome 2) is particularly suited for research from textbooks and specialist journals.

C4.1a Develop a strategy for using communication skills over an extended period of time.

The development of communication skills are an important element in the qualification.

For example:

Construct emergency plans
Validate and review emergency plans (Unit 2)

Improving own Learning and Performance

Skill

Specification Content

LP3.1 Set targets using information from appropriate people and plan how these will be met.

The manner in which candidates plan and carry out their programme of learning for this qualification, in consultation with their tutors/trainers, could provide evidence for this key skill or some elements of this key skill.

LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.

LP3.3 Review progress and establish evidence of your achievements.

LP4.1 Develop a strategy for improving your own learning and performance.

LP 4.2 Monitor progress and adapt your strategy to improve your performance

LP 4.3 Evaluate your strategy and present the outcomes of your learning.

Information and Communication Technology

Skill

Specification Content

ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.

Reviewing the effectiveness of responses to major incidents in the past (Unit 1, Learning Outcome 2) is particularly suited to on-line searches.
Information relating to command and control procedures of the organisation and partner agencies (Unit 3) may also be available on-line

ICT4.1 Develop a strategy for using ICT skills over an extended period of time.

ICT can be used over a period of time by using ICT technology for record keeping purposes, to draft emergency plans and to communicate with colleagues and partner organisations.

Problem Solving

Skill

Specification Content

PS3.1 Explore a problem and identify different ways of tackling it.

The entire specification is concerned with planning in order to deal with problems (i.e emergency situations).

PS3.2 Plan and implement at least one way of solving the problem.

PS3.3 Check if the problem has been solved and review your approach to problem solving.

PS4.1 Develop a strategy for Problem solving.

PS4.2 Monitor progress and adapt your strategy for solving the problem.

PS4.3 Evaluate your strategy and present the outcomes of your problem solving skills.

Working with Others

Skill

Specification Content

WO3.1	Plan work with others.	The manner in which candidates work with others in carrying out their programme of learning for this qualification, in consultation with their tutors and trainers, could provide evidence for this key skill or some elements of this key skill.
WO3.2	Seek to develop co-operation and check progress towards your agreed objectives.	
WO3.3	Review work with others and agree ways of improving collaborative work in the future.	
WO4.1	Develop a strategy for working with others.	
WO4.2	Monitor progress and adapt your strategy to achieve agreed objectives.	
WO4.3	Evaluate your strategy and present the outcomes from your work with others.	

