

Level 4 Diploma in Health Emergency Planning

August 2006

120 Guided Learning Hours

QCA Qualification Number 500/1406/7

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, such as Primary Care Trusts and Strategic Health Authorities 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 the knowledge and understanding necessary for individuals to participate in the development, evaluation and operation of emergency plans and to enable their employers to comply with the above legislation. The qualification concentrates on the need for emergency management, the design and construction of emergency plans and the operation of emergency plans.

Unit 1: Health Emergency Management

Summary of Outcomes:

To achieve this unit, a candidate must:

1. **Discuss the need for and operation of emergency management, by being able to:**
 - Explain the importance of emergency preparedness
 - Review the responsibilities of agencies and organisations for planning
 - Discuss the role of risk assessments and hazard mapping
 - Outline legislation and guidance relating to emergency management

2. **Analyse past and current applications of emergency management, by being able to:**
 - Review the effectiveness of responses to major incidents in the past
 - Apply integrated emergency management to current threats

Content:

1. **Need for and operation of emergency management**

Importance of emergency preparedness: need to reduce, control and mitigate the effects of major incidents; effect of emergency preparedness on reaction and response times of emergency services, morbidity and mortality figures, damage and disruption and economic costs as a result of a major incident; value and importance of agreed frameworks for emergency management.

Responsibilities of agencies and organisations for planning: concept of integrated emergency management; command and control structures for health, including NHS, Health Protection Agency and Department of Health; roles and responsibilities of agencies and organisations with regard to emergency management and planning; common objectives; liaison between agencies and organisations; need for co-ordination and integration; importance of liaison between agencies and organisations; statutory functions and obligations of agencies and organisations.

Role of risk assessments and hazard mapping: definitions of hazard and risk; perception of risk; risk communication; qualitative and quantitative risk assessments; hazard identification and mapping; production and purpose of risk registers; requirement for risk registers and their role in emergency planning.

Legislation and guidance relating to emergency management: Civil Contingencies Act (2004); National Health Emergency Guidance 2005; guidance from government, agencies and organisations; any superseding legislation to the above

2. **Past and current applications of emergency management**

Effectiveness of responses to major incidents in the past: review of selected major incidents and the effectiveness of the response; lessons learnt and changes made to emergency management as a result of these incidents.

Integrated emergency management and current threats: application of integrated emergency management to natural disasters such as flood and high winds, transport-related incidents, disease epidemics, terrorism.

Unit 2: Design and Construction of Health Emergency Plans

Summary of Outcomes:

To achieve this unit, a candidate must:

1. **Construct emergency plans, by being able to:**
 - Analyse pre-existing plans
 - Draft emergency plans
 - Co-ordinate the development of emergency plans
 - Ensure that emergency plans comply with guidance

2. **Validate and review emergency plans, by being able to:**
 - Develop training and exercises relevant to emergency plans
 - Review the effectiveness of emergency plans

Content:

1. Plan construction

Analysis of pre-existing plans: analyse and evaluate different plan types, plan types to include major incident, contingency, generic, specific, off-site and on-site; key elements of plans; identification of good practice in plan writing and design.

Drafting of plans: use of templates; plan components; aims and objectives; personnel requirements; allocation of specific roles within plan to personnel

Co-ordination of plans: stages in the planning cycle; administrative procedures for the development and distribution of plans; co-ordination of the planning process and plan design between agencies and organisations; methods and procedures for ensuring integration and compatibility of emergency plans between agencies and organisations.

Compliance with guidance: current guidance and good practice to include Civil Contingencies Act 2004, NHS Emergency Planning Guidance 2005, Department of Health's 'National Standard, Local Action' Core Standard 24, 'Framework for Risk Assessment' – Commission for Health Improvement; procedures for ensuring compliance; effect of non-compliance; procedures in the event of non-compliance.

2 Validation and Review

Training and Exercises: identification of training needs and opportunities; relevance of training to role of personnel in the emergency plan; effectiveness of training; development of realistic exercise scenarios; exercise planning; identification of resource and budgetary requirements; involvement of other

agencies and organisations; recording and reporting procedures; assessment methodology.

Effectiveness of emergency plans: evaluation of performance of plan during exercises, near misses and actual emergency incidents; identification of areas of the plan that performed badly; possible reasons for poor performance; modification of the plan as a result of experience; need for consultation with respect to plan revisions; distribution of revised plan and reasons for revision; identification of additional training and exercise requirements in the light of lessons identified.

Unit 3: Operation of Health Emergency Plans

Summary of Outcomes:

To achieve this unit, a candidate must:

1. **Discuss Command and Control procedures, by being able to:**
 - Explain Command and Control procedures within the organisation
 - Review Command and Control procedures of partner agencies
 - Discuss inter-agency communication

2. **Assess operational preparedness, by being able to:**
 - Outline control room requirements
 - Determine impact and recovery requirements
 - Discuss operational systems and management

Content:

1. **Command and Control procedures**

Command and Control procedures within the organisation: roles and responsibilities of staff; factors which may require an escalation in the level of response to an emergency; local escalation processes; procedures for ensuring availability of key professionals.

Command and Control procedures of partner agencies: local, regional and national structures; roles and responsibilities of partner agencies; reporting arrangements between primary care trusts, strategic health authorities and Health Protection Agency; communication and co-ordination between local health organisations and other emergency services and organisations.

Inter-agency communication: need for, and methods of, building effective relationships; multi-agency exercises; procedures for inter-agency liaison; responsibilities of local and regional Resilience Forums, strategic co-ordinating groups and Cabinet Office Briefing Room; importance of participating in multi-agency exercises.

2. **Operational preparedness**

Control room requirements: location; room design; equipment; facilities; maintenance; 'virtual' options

Impact and recovery requirements: staff health, safety and welfare; risk assessments for psychosocial hazards; short, medium and long term recovery issues; resilience; the importance of debriefings; post-incident recovery; case histories.

Operational systems and management: role of major incident cascade systems; importance of log-keeping; on-call skills

Assessment:

Attainment of the Learning Outcomes for each unit will be assessed by assignments. The assignments are provided 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. The assignments provide candidates with the opportunity to demonstrate achievement of the learning outcomes and suggest evidence that candidates can use to demonstrate their knowledge and understanding of the learning outcomes and content.

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

Guidance:

Recommended prior learning:

A first degree in a related subject or 5 years related experience in Health Emergency Planning or relevant experience within the health community.

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.

General Higher Level Skills:

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

Analysis
Evaluation
Integration

Guidelines for higher level skills are shown in Appendix 2.

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	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.
Legislative	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 RSPH's *Regulations and Guidance for Candidates with Special Assessment Needs*; this is available from the RSPH and the RSPH's website www.rsph.org.uk

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 The Society

Any enquiries about this qualification should be made to:

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

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

<i>Skill</i>	<i>Specification Content</i>
<p>N3.1 Plan and interpret information from two different types of sources, including a large data set.</p>	<p>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).</p>
<p>N4.1 Develop a strategy for using application of number skills over an extended period of time.</p>	<p>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.</p>

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 online searches. Information relating to command and control procedures of the organisation and partner agencies (Unit 3) may also be available online.
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

<i>Skill</i>	<i>Specification Content</i>
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.	

Appendix Two: Higher Level Skills Guidelines

This qualification provides a number of opportunities to promote the development of general higher level skills and abilities. Successful completion of the qualification does not in itself imply attainment of the listed skills. Promotion of the skills is dependent on 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 higher level skill development, is signposted below.

Analysis

	Content providing opportunity for skill development	Possible Assessment
A central theme of the qualification is the development and implementation of emergency plans and procedures. This requires the analysis of potential or actual major incidents, analysis of hazards and risks, analysis of existing emergency plans and the analysis of training needs and requirement.	<p>Discuss the role of risk assessments and hazard mapping</p> <p>Review the effectiveness of responses to major incidents in the past</p> <p>Analyse pre-existing plans</p> <p>Review the effectiveness of emergency plans</p>	Assignments for Units 1 and 2 will require demonstration of analytical skills.

Evaluation

	Content providing opportunity for skill development	Possible Assessment
Emergency planners will need to evaluate potential risks to the public and the effectiveness of their procedures for dealing with these risks. This will include evaluation of training exercises and the evaluation of emergency plans during exercises, near misses and actual emergency incidents.	<p>Discuss the role of risk assessments and hazard mapping</p> <p>Develop training and exercises relevant to emergency plans</p> <p>Review the effectiveness of emergency plans</p>	<p>Assignments for Units 1 and 2 will require candidates to evaluate information.</p> <p>For example the specimen assignment for Unit 1 requires candidates to evaluate the effectiveness that successful planning has had on the response to and outcome of major incidents. The specimen assignment for Unit 2</p>

		requires candidates to evaluate the ability of a draft plan to comply with official guidance, and produce an outline of the training needs required within their organisation in order for the plan to be implemented effectively.
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Integration

	Content providing opportunity for skill development	Possible Assessment
Candidates will need to integrate their analysis and evaluation of threats and risks to their community and the various procedures for dealing with such threats and risks into a coherent emergency plan. Additionally this plan should be able to integrate with emergency plans produced by partner organisations and neighbouring sectors / communities	Production of emergency plans will require integration of all of the content for the qualification.	The assignment for Unit 2 requires candidates to draft an outline emergency plan.