

# Unit 7: Planning for and Responding to Emergency Incidents

## Delivery guidance

In this unit learners will gain an understanding of the different types of emergency incidents and the roles and responsibilities of the uniformed protective services. They will plan a response to a simulated emergency incident, considering the potential impacts of the incident and will implement an emergency response plan, adapting it to the specific circumstances of a simulated emergency incident. They will undertake a review of the emergency response plan against a similar case and consider areas for further development.

## Approaching the unit

This unit will be of particular interest and use to learners hoping to pursue a career in a role in emergency planning and emergency response teams within the uniformed protective services. As such it will provide an opportunity for you to discuss the different types of emergency incidents, the preparedness and planning for an emergency response and the roles and responsibilities of the uniformed protective services. It will also enable you to discuss the emergency planning process throughout the delivery, how emergency response plans are reviewed and developed and the potential impacts of an incident.

The unit content is closely related to Unit 2: Behaviour and Discipline in the Uniformed Protective Services, Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services and Unit 14: Principles of Managing Security Threats. If your centre protocols allow, taking a combined and integrated approach to delivery where there is overlap might benefit your learners by giving them a holistic view of the rationale behind the operation of the uniformed protective services.

Much of the unit is theory and classroom based, although a tabletop or role play activity will need to be planned to enable the learners to demonstrate they understand how the emergency services respond to an incident. It is recommended to break up the teaching as much as possible with, for example, guest speakers from the emergency services; visits to a Fire and Rescue Service, Council offices, Police station; videos and case studies – media channels provide some footage of some of the past emergency incidents such as terrorists incidents and flooding. The third sector also offer details of their contribution, roles and responsibilities to emergency incidents.

The purpose of **Learning aim A** is to introduce learners to the different types of responses to emergency incidents, the roles, and responsibilities of different emergency incident responders, the interrelationship between responders, the key actions required, how incidents are categorised and the legal requirements of responders. These are explained well under the Civil Contingency Act 2004 <http://www.legislation.gov.uk/ukpga/2004/36/contents>.

Learners are required to analyse the single and multi-agency approaches used for different types of emergency incidents. Government offers guidance around local emergency response plans on <https://www.gov.uk/local-planning-emergency-major-incident>. Media reports of incidents could be used to introduce what a major incident is,

the response and aftermath as well as the impacts. Learners are also required to understand the different roles and the command structure involved in an emergency response.

**Learning aim B** requires learners to plan a response to a simulated emergency incident, including the procedures to be followed to an incident. There are examples of local incident response plans available on most council websites and emergency services websites, for example one for London can be found on the following link: <https://www.london.gov.uk/what-we-do/fire-and-resilience/london-resilience-partnership/planning-emergencies-capital>.

Major Incident Procedure Manuals are also available e.g. [https://www.london.gov.uk/sites/default/files/leslp\\_mi\\_procedure\\_manual\\_2019\\_version\\_10.1.pdf](https://www.london.gov.uk/sites/default/files/leslp_mi_procedure_manual_2019_version_10.1.pdf).

The London Fire and Rescue Service offer information to support the teaching and learning around the roles and responsibilities of emergency responders: <https://www.london-fire.gov.uk/about-us/what-we-do/train-and-develop-our-people>,

Other emergency services also offer resources.

**Learning aim C** requires learners to choose and carry out a designated role efficiently in a planned response to a simulated emergency incident. UK emergency incidents must be used. A tabletop scenario or role play activity should be planned to enable the learners to demonstrate their understanding of an emergency response and any changes that may occur. The learners are required to evaluate the impacts and wider impacts of an incident on different stakeholders such as citizens, businesses, the environment, and the protective services as well as the benefits to the emergency responders of a simulated response exercise for the uniformed protective services. The learners could compare incidents and media reporting against official post incident reports, looking specifically at what changes may have occurred to improve an emergency response and the justification why. There are several post incident reports that can be found on the following website: <https://www.jesip.org.uk/incidents-reports-and-enquiries>.

**Learning aim D** introduces the learners to the importance and process of reviewing emergency response plans. Using a real-life case study of a similar type of incident that was used for the simulated response activity will be helpful and enable the learners to realistically consider areas for development and any improvements and recommendations that could be made.

## Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Examine different types of emergency incidents and the roles and responsibilities of the uniformed protective services</p>	<p><b>A1</b> Categorising emergency incidents</p> <p><b>A2</b> Types of response to an emergency incident</p> <p><b>A3</b> Roles and responsibilities of uniformed protective services in an emergency incident</p>	<p>Presentation of a planned, simulated table-top exercise that simulates a multi-agency response to an emergency incident, with given role and responsibilities.</p> <p>An evaluation of the potential impacts of the incident.</p>
<p><b>B</b> Plan a response to a simulated emergency incident, considering the potential impacts of the incident</p>	<p><b>B1</b> Incident response planning and the Agencies that may be required</p> <p><b>B2</b> Factors to be considered when preparing an incident plan, including the potential impacts of the incident</p>	
<p><b>C</b> Implement an emergency response plan, adapting it to the specific circumstances of a simulated emergency incident</p>	<p><b>C1</b> Skills and behaviours required in implementing an emergency response plan</p> <p><b>C2</b> Considering new or changing circumstances when implementing a response plan</p> <p><b>C3</b> Benefits of a table-top exercise</p>	<p>Participation in a simulated table-top exercise that simulates an emergency incident response, demonstrating skills in a designated role and evaluating the benefits of a simulated table-top exercise for the uniformed protective services.</p>
<p><b>D</b> Review the emergency response plan against a similar case, considering areas for development</p>	<p><b>D1</b> Similar types of emergency response case studies</p> <p><b>D2</b> Factors to consider when comparing a case study response against an emergency response plan</p> <p><b>D3</b> Identifying areas for development and improvements to the simulated emergency response plan</p>	<p>An evaluation of the emergency incident response plan against similar 'real life' emergency response plan, recommending areas for development and improvement.</p>

## Assessment guidance

This unit is internally assessed through a number of tasks. Learners must produce individual evidence that can be authenticated. The types of evidence that are most suited to this unit include written reports, booklet, and a presentation. Some of the sources of evidence are likely to be written reports for an explanation and analysis of the different categories, the preparedness and approaches that are used for different types of emergency incidents. Learners will need to have an understanding and be able to demonstrate appropriate skills and behaviours of a designated role of one of the emergency incident responders, including possible call handlers. A practical assessment such as the role play would need to be recorded and supported by an individual Assessor Observation Form or a Witness Statement for each learner.

Learning aim A requires an understanding of the definition and different categories of major incidents which could threaten serious damage to a place in the UK and how these types of events or situations could cause harm or disruption. Tiers of command for the different protective services and the roles and responsibilities of the emergency incident responders need to be researched.

Learning aim B explores the emergency incident preparedness stage that needs to occur and how a simulated emergency incident response could be planned. Factors would need to be considered in the planning stage and the agencies that may be required. The potential impacts and wider impacts of an incident, based on the risk factors in the different locations within the UK would need to be investigated.

Learning aim C requires participation in a table-top exercise that simulates an emergency incident response. This will enable an evaluation of the benefits of the simulation exercise to occur and recognise the benefits to the protective services. The simulation exercise will enable a demonstration of the skills that would be required in a designated role. An investigation into the different skills and behaviours that are required by emergency responders will be needed prior to the planned simulation exercise taking place and a consideration of new or changing circumstances during the implementation stage will also need to be prepared for. A local emergency incident, or a major incident such as a flood or a hostile act, could be used as a focus for the table-top exercise.

Learning aim D requires learners to research a range of major incidents and the emergency plans. A choice of emergency response case studies should be available to help consider and compare the factors of each case response against emergency response plans. This should help to identify areas for development and improvements to the simulated emergency response plan against different incidents. Media reporting and post incident plans would offer specific details about the cases and emergency response which will help to undertake an evaluation of the emergency incident response plan against a similar 'real life' emergency response plan, recommending areas for development and improvement.

Authorised Assignment Briefs for Learning aims A and B, Learning aim C and Learning aim D are available on our website.

## Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Unit 7: Planning for and Responding to Emergency Incidents

#### Introduction

Learners will gain an understanding of the definition, the different types of emergency incidents and the roles and responsibilities of the uniformed protective services at the scene of an emergency response. They will plan a response to a simulated emergency incident, considering the potential impacts and wider impacts of the incident. The learner will then implement the plan, in a designated role, and demonstrate their ability to adapt to the specific circumstances of a simulated emergency incident. They will then undertake a review of the emergency response plan against a similar case and consider the areas for further development and recommendations.

#### Learning aim A - Examine different types of emergency incidents and the roles and responsibilities of the uniformed protective services

For learning aim A, the content concentrates on the learner understanding the definition of what a major incident is, the differences between a major incident and a crisis and the different stages within an emergency response plan. The definition of a major incident in broad terms would be:

- an event or situation which threatens serious damage to human welfare in a place in the United Kingdom
- an event or situation which threatens serious damage to the environment of a place in the United Kingdom
- war, or terrorism, which threatens serious damage to the security of the United Kingdom

The different types of major (large-scale) emergency incidents are:

- natural disasters, e.g., earthquakes, floods
- hostile acts, e.g., terrorist bombings, chemical attacks
- technological, e.g., cyberattacks on critical infrastructure
- civil unrest, e.g., riots
- health related, e.g., epidemic, pandemic
- human error, e.g., major transport incident with mass casualties
- large-scale industrial accidents – chemical, biological, radiological, and nuclear (CBRN)
- materials/hazardous materials leak/spill.

Learners need to research what major incident events or emergency situations can cause; loss of human life, human illness or injury, homelessness, damage to property, disruption of a supply of money, food, water, energy or fuel, disruption of a system of communication, disruption of facilities for transport, disruption of services relating to

health. Historic major incidents could be researched such as floods, pandemics, war, and hostile acts.

Planned delivery on these topics would introduce the unit well.

The Civil Contingency Act 2004 describes the roles and responsibilities of emergency incident responders, including category one and category two responders. This information can be found on the following links and the learners could be directed to these websites:

<https://www.legislation.gov.uk/ukpga/2004/36/contents>

A summary of the Civil Contingency Act can be found on the following link which can be more assessable for learners:

<https://www.merseysideprepared.org.uk/media/1053/15mayshortguide.pdf>

Learners need to understand that protective services have response targets to meet when responding to an emergency incident, an example for the Fire and Rescue Service can be found in this link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/952010/response-times-fires-england-1920-hosb0121.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952010/response-times-fires-england-1920-hosb0121.pdf)

Each service will have their own targets to meet and can be researched on local services websites, an example from the Police is shown in the following link:

<https://www.gmp.police.uk/SysSiteAssets/foi-media/greater-manchester/policies/incident-response-policy-v1.3-july-2017-redacted.pdf>

Working in pairs, learners could research several protective services websites and feedback to other teams.

Learners need to research the roles and responsibilities of the uniformed protective services when responding to an emergency incident:

- Call handlers
- Category 1 and Category 2 responders
- Command and control at the scene
- Police
- Fire Investigation Officers
- Search and Rescue
- Other protective services and specialist agencies

Cards with roles and responsibilities could be prepared and the learners asked to match up the service with the roles and responsibilities, followed by a check against the correct answer as a group.

There are many examples of incidents online that learners could explore. A questionnaire could be used, asking them to identify the different roles and responsibilities of the protective services, this could then be followed by a group discussion to help the learners evaluate these roles and responsibilities and consider in more detail how the different services work together at the scene of an emergency incident, and the skills and qualities demonstrated by the responders.

Learners need to understand the accountability of the protective services involved in an emergency incident e.g. senior officers, local authorities, Health and Safety Executive (HSE) (<https://www.hse.gov.uk/>), Independent Police Complaints Commission (IPCC) (<https://www.policeconduct.gov.uk/>) and police and crime commissioners (PCCs) (<https://www.apccs.police.uk/>).

These could be presented to the learners, who could then work in teams to explore the

websites.

### **Learning aim B – Plan a response to a simulated emergency incident, considering the potential impacts of the incident**

For learning aim B, the content is concerned with the planning and preparedness of emergency response plans and the potential impacts of an emergency incident. Local councils offer detailed information about how they prepare for local emergency incidents, examples are shown on the links below and demonstrate the importance of regular reviews of the plans:

<https://www.london.gov.uk/mopac-publications-0/new-lord-harris-review-further-improve-londons-terror-preparedness>

<https://nationalpreparednesscommission.uk/2021/08/new-review-of-londons-preparedness-to-respond-to-a-terrorist-attack/>

<https://www.eastriding.gov.uk/living/emergencies/community-emergency-plan/>

<https://www.greatermanchester-ca.gov.uk/what-we-do/resilience/>

Learners may benefit from researching a local preparedness plan and then comparing the different content and procedures against other plans.

Local resilience forums (LRFs) could be explored by the learners – these are multi-agency partnerships are made up of representatives from local public services, including the emergency services, local authorities, the NHS, the Environment Agency, and others. These agencies are known as Category 1 Responders, as defined by the Civil Contingencies Act 2004.

A tutor-led presentation could be used to deliver information about local emergency incident response plans, along with Government guidance around creating an emergency response plan.

Guest speakers from a variety of responders would be a good idea and enable the learners to ask questions and take notes.

There are several post incident reports on the following website:  
<https://www.jesip.org.uk/incidents-reports-and-enquiries>

Learners will need to explain and evaluate the potential short and long term impacts of a major incident on; protective service personnel, local businesses, residents and communities, the wider impacts (economy, risk factors), public anxiety, and fear of follow-up terrorist incident, change in legislation or police powers, reduced economic activity or less investment due to vulnerability of area to major incidents such as flooding and terrorism.

Learners will also need to investigate the impacts on the emergency services and wider protective services, such as; public perceptions of the emergency services due to media reporting of the incident, stretching of resources, reassigning personnel from normal duties to deal with major incidents, contingency plans, including mutual aid from other areas to assist, costs involved for additional shifts, staff shortages due to illness such as post-traumatic stress disorder (PTSD).

International and UK major incidents could be researched, the post incident reports and media reporting which could help to recognise the impacts and offer visuals and sometimes an account from those who have been involved in an incident.

Teamworking tasks are a good way to encourage discussion and evaluating the main impacts.

## **Learning aim C - Implement an emergency response plan, adapting it to the specific circumstances of a simulated emergency incident**

For Learning aim C, the content is concerned with the implementation of a detailed emergency response plan, adapting it to the specific circumstances of a simulated emergency incident.

Learners could research some of the skills required in implementing an emergency response plan, such as teamworking and independent working skills, time management and organisational skills, communication skills (including verbal, listening, non-verbal, body language, written skills), the skills of delegation, the ability to remain self-motivated as well as able to motivate others.

Behaviours could be explored in teams or pairs by choosing specific job roles of responders in various protective services and could include self-discipline, the ability to interpret information and follow and accept orders, be patient and responsive, honest, responsive and integrity, empathy, and respect for others.

Learners need to be aware of what new or changing circumstances need to be considered when implementing an emergency incident response plan e.g.:

- structural changes in an area, new roads - learners could research how the local area may have changed, they would consider: changes in accessibility, the structure of local public protection provision, changes in population numbers, special requirements in the area (e.g., protected buildings), previous experience of an emergency incident in the area
- updates in legislation, changes in weather, global warming, external threats, funding changes

The assessment requires learners to plan, prepare and participate in a table-top exercise that simulates an emergency incident response, demonstrating skills in a designated role and evaluating the benefits of a simulated table-top exercise for the uniformed protective services. This can be planned around a presentation and include video clips, or be based around a local major incident devised by the Assessor, or small appropriate vehicles based on a map or table area can also be used to create a tabletop scenario of a past major incident.

In preparation for the simulation the learners will benefit from understanding how the protective services put an emergency response plan into practice. There are some examples offered below:

The Government provide guidance on emergency planning, preparedness, exercises and training: <https://www.gov.uk/guidance/emergency-planning-and-preparedness-exercises-and-training>

Video explaining how emergency services carry out drills to prepare for disaster on the underground – exercise called “Dartboard”:  
<https://www.youtube.com/watch?v=l47V8nTxBRM>

Tube disaster exercise: 'Tower collapses into station' is another video for learners to watch how a simulation may be set up for the protective services:  
<https://www.bbc.co.uk/news/uk-35686269>

The links also offer a reflection on how a practice response has gone which could help the learners understand some of the benefits of a table-top exercise to the protective services.

Various forms and supporting documentation that can be used to support a practical assessment can be found here:  
<https://qualifications.pearson.com/en/support/support-topics/delivering-our-qualifications/delivering-btec-qualifications/btec-forms-and-guides.html>



## **Learning aim D - Review the emergency response plan against a similar case, considering areas for development**

For Learning aim D, the content is concerned with reviewing the emergency response against a similar case(s), considering different factors and evaluating any developments and improvements that could be made to the simulated emergency response plan. The protective services offer post incident reports on all responses to major incidents, some examples are offered below that learners could explore, these could be given as a team task to investigate an incident from start to finish and the teams could present their findings to other teams.

Addressing lessons from the emergency response to the 7 July 2005 London bombings: [https://www.jesip.org.uk/uploads/media/incident\\_reports\\_and\\_inquiries/Addressing%20Lessons%20from%20London%207th%20July%202005%20Bombings.pdf](https://www.jesip.org.uk/uploads/media/incident_reports_and_inquiries/Addressing%20Lessons%20from%20London%207th%20July%202005%20Bombings.pdf)

Information about the Westminster Terrorist attack: <https://www.theguardian.com/uk-news/westminster-attack--news->

The Department for Environment, Food and Rural Affairs (Defra) is the policy lead for flood and coastal erosion risk management in England and offer guidance on managing flood risk: <https://www.local.gov.uk/topics/severe-weather/flooding/local-flood-risk-management/managing-flood-risk-roles-and>

Government guidance on support during a pandemic such as COVID-19 can be researched on the following: <https://www.gov.uk/coronavirus>. This could be compared to information about the Swine Flu pandemic: <https://www.nhs.uk/conditions/swine-flu/>

Non statutory guidance accompanying the Civil Contingencies Act 2004: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/253488/Emergency\\_Response\\_and\\_Recovery\\_5th\\_edition\\_October\\_2013.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/253488/Emergency_Response_and_Recovery_5th_edition_October_2013.pdf)

When comparing a case study response against an emergency response plan learners need to consider factors such as cause of incident or instigators of incident, injuries and death toll, location, restrictions, barriers, organisations involved, media coverage and communication relating to the incident and response times in a city, town, rural area, and targets that need to be met, and key issues that arose during or after the incident, including unplanned or unforeseen events and consequences and post-incident reports.

This unit would be most effectively assessed after the related units; Unit 2: Behaviour and Discipline in the Uniformed Protective Services and Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services.

## **Details of links to other BTEC units and qualifications, and to other relevant units/qualifications:**

This unit links to: Unit 2: Behaviour and Discipline in the Uniformed Protective Services and Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services and Unit 14: Principles of Managing Security Threats.

### **Resources**

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### **Journals**

Fire Review  
Police Review  
Soldier Magazine

### **Videos**

YouTube is a great resource for this unit. There are many videos, media reports and online presentations produced that will help add some variety to your delivery.

### **Websites**

College of Policing Civil emergencies Planning  
<https://www.app.college.police.uk/app-content/civil-emergencies/civil-contingencies/response-and-recovery/>

Civil Contingency Act 2004  
<http://www.legislation.gov.uk/ukpga/2004/36/contents>

Emergency Response and Recovery Non statutory guidance accompanying the Civil Contingencies Act 2004  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/253488/Emergency\\_Response\\_and\\_Recovery\\_5th\\_edition\\_October\\_2013.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/253488/Emergency_Response_and_Recovery_5th_edition_October_2013.pdf)

National Counter Terrorism Office  
<https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>

NHS England - Emergency Preparedness, Resilience and Response Framework  
<https://www.england.nhs.uk/wp-content/uploads/2015/11/eprf-framework.pdf>

Preparing for Emergency Guidance  
<https://www.gov.uk/government/publications/preparing-for-emergencies/preparing-for-emergencies>

Planning for incidents and emergencies <https://www.hse.gov.uk/event-safety/incidents-and-emergencies.htm>

Preparation and planning for emergencies: responsibilities of responder agencies and others  
<https://www.gov.uk/guidance/preparation-and-planning-for-emergencies-responsibilities-of-responder-agencies-and-others>

The MI5 – Security Service <https://www.mi5.gov.uk/> The Ministry of Defence

<https://www.gov.uk/government/organisations/ministryof-defence>

Jesip

<https://jesip.org.uk/home>

Local council emergency planning team

Local Fire and Rescue Plans