



Unit title	Assist with Incidents and Emergency Procedures
SQA code	H6H7 04
SCQF level	6
SCQF credit points	3
SSC ref	COM05

History of changes

Publication date: March 2012

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Version number	Date	Description	Authorised by
02	20/11/2014	Update to Unit assessment information.	Qualifications Officer

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Title		Assist with Incidents and Emergency Procedures	
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Understand organisational procedures for dealing with incidents and emergencies.	1.1	Summarise organisational procedures that should be followed for a range of incidents and emergencies that may occur.
		1.2	Analyse ways to identify signs of potential incidents or emergencies.
		1.3	Evaluate organisational procedures for monitoring and controlling risks.
		1.4	Explain organisational procedures for reporting and recording information on incidents and emergencies.
		1.5	Evaluate contingency plans for a range of incidents and emergencies.
2	Understand roles and responsibilities in dealing with an incident or emergency.	2.1	Describe own role and responsibilities.
		2.2	Describe the roles and responsibilities of others.
		2.3	Explain the importance of handing over control at an appropriate point.
		2.4	Explain the importance of communicating clearly and accurately with colleagues and customers.
		2.5	Explain the importance of working as a team when dealing with an incident or emergency.
3	Be able to assist in dealing with incidents or emergencies.	3.1	Analyse available information about an incident or emergency and make an initial response.
		3.2	Assess own role and the role of others in dealing with an incident or emergency.
		3.3	Take appropriate and prompt action to prevent a situation escalating following organisational procedures.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	<p>3.4 Give instructions to other staff and individuals in line with organisational procedures.</p> <p>3.5 Maintain the rights of individuals involved at all times.</p> <p>3.6 Implement contingency plans correctly.</p> <p>3.7 Report and record information relevant to the incident or emergency.</p>

Additional information about the Unit
Unit purpose and aim(s)
This Unit is about following all the correct procedures when assisting those dealing with incidents or emergency procedures.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
Developed from Creative and Cultural Skills National Occupational Standards
Details of the relationship between the Unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A

Assessment (evidence) Requirements

Assessors must ensure that learners provide evidence to cover all the Learning Outcomes and Assessment Criteria.

This Unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based Learning Outcomes and Assessment Criteria of the competence Units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

- ◆ Observation
- ◆ Product and photographic evidence
- ◆ Relevant active documentation, reports, presentations

Performance Evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance Evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on Methods/Instruments of Assessment

This Unit is designed to assess the knowledge of learners in the workplace. Learning Outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:

- ◆ Questioning
- ◆ Professional discussion
- ◆ Witness testimony
- ◆ Other valid evidence which relates directly to learner performance

Guidance on Methods/Instruments of Assessment (cont)

Supporting Evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting Evidence: Professional Discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

- ◆ a clear, authentic statement indicating how the learner carries out their job
- ◆ dated, signed and include the job title of the witness

Supporting Evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's Guide to Assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *Guide to Assessment* can be downloaded free from SQA's website www.sqa.org.uk.

Creative and Cultural Skills Assessment Strategy also supports the assessment of this Unit.