



Maximising the engagement of volunteer participants in Emergency Services Training

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Acknowledgements

With special thanks to:

- Emergency Services Foundation
- Victoria State Emergency Service (SES)
- Katrina Bahen, Director of Human Resources, Victoria SES
- Matthew Maywald, Regional Manager Barwon South West Region, Victoria SES
- John Conway, Chief Officer, Metropolitan Special Constabulary, Metropolitan Police
- Tim Reason, Co-ordinator, Metropolitan Special Constabulary, Metropolitan Police
- Darren Sheridan, Head of Met Police Volunteers, Metropolitan Police
- Inspector Adam Redgwell, Volunteer Police Cadet Co-ordinator, Metropolitan Police
- Neil Barrett, Head of Metropolitan Special Constabulary Volume Recruitment, Metropolitan Police
- Special Inspector Scott Lovelock, Operational Command Unit, Heathrow Airport
- Inspector Tania Martin, Marine Policing Unit, Metropolitan Police
- Sergeant Chris Williams, Training Management Unit, Metropolitan Police
- Sergeant Dawn Oaten and Police Constable Kevin Crick, Camden Borough, Metropolitan Police
- Sergeant Richard Thompson, Mounted Branch, Metropolitan Police
- Special Inspector Jim Jordan and Special Sergeant Tony Cooper, Traffic Unit, Metropolitan Police
- Jim Green, Animal Rescue Manager, Hampshire Fire & Rescue Service and founder of British Animal Rescue and Trauma care Association
- Adrian Carey, Staff Officer Operations (Training), Royal National Lifeboat Institution
- Glenn Mallen, All weather Lifeboat Trainer, Royal National Lifeboat Institution
- David King, New South Wales Rural Fire Service
- Dr. Nigel Hogan, Queensland Fire and Rescue Service
- Sergeant Andrew McKee, Victoria Police

Executive Summary

Australia has over 500,000 emergency services volunteers that provide response and recovery services associated with accidents and disasters. In order to prepare for response and recovery roles, volunteers can spend a minimum of eighty hours a year in training. Unlike those employed in a career emergency response position where training fulfills the psychological contract associated with the role, volunteers participate whilst also juggling demands of employers and families. The complexity in training volunteers is also increased as the audience is an extremely diverse group with different ages, backgrounds and may range from having minimal formal education to high academic qualifications.

Emergency Services Organisations operate in a tight fiscal environment and hence there will be limited funds for developing “leading edge” learning and development applications. It is with this in mind that we need to look at how we engage volunteer participants in Emergency Services Training to ensure we are maximizing their learning experience within minimal time frames.

To explore how to achieve this, this report looks into initiatives by the Metropolitan Police Service, Hampshire Fire and Rescue Service and the Royal National Lifeboat Institute. The key recommendations are to establish an Employer supported emergency services training framework, up skilling of trainers so they deliver training using a facilitation model and the introduction of training pathways.

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Introduction

Australia has over 500,000 emergency services volunteers (Australian Emergency Management Volunteers Forum, 2013) that provide response and recovery services associated with accidents and disasters. The availability and resourcing challenges of volunteers is widely documented with most research estimating that on average a volunteer is only available for training between eighty to hundred hours a year (Stone, 2000). This is then combined with the challenges of volunteer availability, location and tailoring of material to local geographic requirements.

The training for Australian based volunteers is largely managed by the volunteer participants completing training from the public safety training package with this assessed and competency recorded through Emergency Service specific Registered Training Organisations or local TAFE colleges. This training can be delivered and assessed by Certificate IV Training and Assessment qualified unit/brigade trainers, regional trainers or via a state training department.

This report explores some of the different ways volunteers are utilised and training completed at the Metropolitan Police Service, Hampshire Fire and Rescue Service and the Royal National Lifeboat Institute in the United Kingdom.

The Metropolitan Police Service is the police force responsible for law enforcement in the London area and utilises three different streams of volunteers. The first stream is the Metropolitan Special Constabulary who fulfill the role of regular police officers. MET Police volunteers are the second stream and they work in eleven different roles within police boroughs and the final stream is the Volunteer Police Cadets aged between 13 and 18 years.

Hampshire Fire and Rescue Service (HFRS) is the statutory fire and rescue service for the county of Hampshire, on the south coast of England and are the first to establish a training pathway for large animal rescue. Jim Green from HFRS has also established the British Animal Rescue and Trauma Care Association (BARTA) with co-founder Professor Josh Slater, which is the overarching independent body that consolidates best practice and sets industry standards.

The Royal National Lifeboat Institute (RNLI) currently have over 31,500 volunteers and the RNLI provide, an on call, 24-hour lifeboat search and rescue service from 236 lifeboat stations located around the United Kingdom and Republic of Ireland. RNLI have world class training facilities and also are impressive with their ability to cover 92% of their yearly operational costs of £145 million through fundraising .

The three key recommendations to maximise the engagement of volunteers in emergency services training are to establish:

- 1) Employer Supported Emergency Services Training Framework. The establishment of a training framework recognises the connection between the skills developed through participating in emergency services training and how these are transferrable to the volunteer's employment.

- 2) Training program to build and maintain facilitation skills. Incorporating the principles of adult learning into the design and delivery of training material will ensure the foundation of adult learning is set. An ongoing training program to build and maintain facilitation skills will keep a focus on ensuring the training is being delivered to engage the participants fully.
- 3) Training pathways. The establishment of training pathways highlights the many different career volunteer roles available and the different skill sets needed for emergency service organisations.

The Metropolitan Police Service

The Metropolitan Police Service (MPS), commonly known as ‘the MET’, was established in 1829 and is the police force responsible for law enforcement in the London area, which includes an area of 620 square miles (990 square kilometres) and a population of 7.2 million people (Metropolitan Police Service, 2013). The MET is one of 43 police forces in the United Kingdom and is London’s largest employer with approximately 31,000 officers, 13,000 police staff, 2,600 Police Community Support Officers and 5,000 volunteer police officers (Special Constables) across 32 boroughs.

The MET is undergoing a fundamental change in the way in which it operates with a challenge set by the Mayor of London to reduce key crimes by 20 per cent, improve public confidence by 20 percent and reduce costs by £600 million (AUD\$1102 million) by 2015 (Metropolitan Police Service, 2013). This is resulting in changes to improve efficiency which will involve a cost benefit analysis of assets including human resources.

The vision of the MET is “Total Policing”, which is delivered through a new local policing model – Neighbourhood Policing Teams. Neighbourhood Policing Teams provides a visible presence in the community and addresses the majority of crimes and incidents that affect the local community. It is within the Neighbourhood Policing Teams that the MET clearly understands the value proposition that volunteers can contribute with the MET utilising three different streams of volunteers in day to day operations.

The Metropolitan Special Constabulary

The Metropolitan Special Constabulary (MSC), commonly known as ‘Specials’, comprises of volunteers that fulfill the role of regular police officers. Upon successful completion of their training, they are assigned to one of the 32 London boroughs where they become an integral part of Neighbourhood Policing Teams, and are required to volunteer a minimum of 16 hours per month (approximately 200 hours per year).

The UK has a long history of having Specials integrated into the police ranks with the earliest records first showing an existence approximately 180 years ago. Upon graduating as a ‘Special Constable’, there is a volunteer career path where progression can occur up through the ranks to the position of Chief Officer (refer to Appendix 1 - Hierarchy of the Metropolitan Special Constabulary).

The current Chief Officer of the MSC, John Conway, was appointed on 12th November 2012 for a term of three years. Since starting in the position of Chief Officer, John has shown great innovation by remodeling the Senior Leadership structure of the MSC by appointing five new Assistant Chief Officers in order to promote the MSC as self-supporting and accountable, with an expectation that each of these roles will also require at least 16 hours of volunteered time a week. Each of the new Assistant Chief Officers have their own portfolio to look after, covering areas of leadership, learning, professional standards, human resources, media and communications, stakeholder engagement and finance and resources.

The MSC has one dedicated employed resource, Tim Reason, who proficiently assists in the co-ordination of the MSC and support of the Senior Leadership team. The functions of recruitment, marketing and training are fulfilled by the MET, and it is evident that the MSC have developed strong relationships with these key departments to ensure that the MSC remains a priority area.

The statistics shown in Appendix 2 (MSC Volunteer Statistics) indicate that at the end of July 2013 there were 4,821 Specials deployed, 70% of which were aged between 20 and 34, and 83% of all volunteers had less than 5 years' service. These statistics are consistent with how recruitment has worked with the regular police officer intake of the Metropolitan Police Service being recruited from MSC members over the past five years.

The MSC is also strengthening Neighbourhood Policing Teams with a greater representation of the London Community in their ranks, with 28.54% of members from non-caucasian backgrounds as opposed to the regular police service with only a 10.62% representation in this group. The MSC is also leading the way with a greater representation of female members at 31.51% compared to 24.84% of the regular service.

While MSC members volunteer their time for 16 hours a month, the MET have managed to negotiate some key benefits including free travel on public transport in London upon showing a warrant card, and the following initiatives:

- *'MET – Benefits'* – MET staff discounts on a number of goods and services; and
- *'MET friendly'* – entitlements to a range of financial services such as savings, investments and protection products.

Recruitment Process for the Metropolitan Special Constabulary

With the MET generally receiving around 1,000 expressions of interest a month from people wishing to become a Special Constable, it is integral that there is a consistent recruitment process in place, in order to provide a high level of customer service and efficiency. Recruitment for the Specials is managed by the same recruitment department that also looks after the MET police volunteers, regular officers and civilians.

Operating in a tight fiscal environment there is limited funding for advertising. Great success has been achieved via the Internet in the form of “pop ups” and utilising exposure through the Google search engine, in order to ensure MSC recruitment will come up when the MET police is entered. Tailored recruitment campaigns have been deployed effectively with media channels used including advertising space on the underground trains, testimonials in the free London morning and evening papers, and career supplement areas of national papers. Recruitment material has recently been revisited to ensure that it reflects the roles that Special Constables will be mainly assisting with; liaising with the public and patrolling the beat.

To become a Special Constable the MET have the following defined entry requirements needing to be fulfilled:

- Aged 18-57 years;
- Able to meet the physical and mental demands of being a Special;
- Can be of any nationality (although must have the permanent right to remain in the UK if from a non-European Economic Area country), and have been resident in the UK for the three years before applying;
- A good standard of English;
- Presentable appearance;
- Compassion and tact are important; and
- Willingness to commit at least 200 hours a year.

The estimated time from the applicant completing an online application form to being enrolled in a training course is approximately 8 - 12 months (9 months on average). The MSC is very clear on under promising and over delivering in this area, in order to manage applicant’s expectations. The timeline and activities involved in the recruitment process for the MSC can be viewed in Appendix 3 (MSC Recruitment Timeline).

Following on from a successful initial assessment, the applicant is invited to a selection centre to undertake Day 1 of the selection process. This day involves a written test and an interview which examines an applicant’s core competencies to become a Special.

The core competencies are:

- Personal Responsibility - for your own actions and decisions;
- Customer & Community Focus - you'll need to be aware of the needs of different people;
- Problem Solving - thinking through situations and coming up with a solution;
- Teamwork - working with others and making the team more effective;
- Effective Communication - both verbal and written, in order to communicate with people from all walks of life; and
- Respect for Diversity - to provide a service to the many communities that make up London.

If applicants are successful at the Day 1 stage, they are invited to attend Day 2 at the selection centre. This will involve a Job Related Fitness Test – Bleep test (minimum standard of 5.4), a dynamic strength test and a medical assessment which includes both an eye test and a hearing test. Security vetting is completed after the results of Day 2 are returned due to the high expense of the process.

Training of the Metropolitan Special Constabulary

Initial training to become a Special Constable involves the completion of a foundation course that is 23 days in duration. This foundation training covers various aspects of police work, including basic law, police procedures, officer safety, people skills and emergency life saving techniques. It also develops the student officer's skills in decision making, self-motivation, communication, professional standards and integrity.

The MET appreciates that the time commitment placed upon volunteers to undertake their training is significant, and hence has established five Regional Learning Centres across London to minimise the time spent travelling to and from training. The timing of the delivery is also tailored for maximum attendance with courses delivered on:

- 23 consecutive Saturdays and/or Sundays;
- Intensive Monday to Friday course; or
- Occasionally delivery can take place in a hybrid course that combines weekend and weekday attendances.

In addition to attending the designated training days there is also the expectation that there will be study needing to be completed outside of the course.

In order to ensure that the high standards of the MET are maintained, the course is pass or fail but students have the opportunity to retake the exams and practical assessments. Support is also available through personal action plans to help student officers achieve the required standards. The course content is developed by the College of Policing and this is then customised by the MET Police training development team to ensure it meets their operational needs.

The different types of assessments during the course are:

- Knowledge examinations:
During the course student officers will sit three multiple choice papers in exam conditions. These cover a number of topics and test student's knowledge on each area. For each area there are five questions and a 60 percent pass mark applies to each topic covered;
- Practical assessments:
Student officers are assessed on their practical ability against a marking guide that includes core areas like legal requirements, health and safety and officer safety. Examples of practical exercises assessed include stopping and searching a subject and completing a lawful arrest; and
- Written examinations:

Throughout the course there are three written examinations, namely writing an evidence and action book, completing a stop and search form and a witness statement.

Graduation

Upon successful completion of training students graduate at an attestation ceremony where they take the Police Oath and are issued with their warrant card which grants the Special Constable the full powers and privileges of a police officer. This ceremony is held at the Peel Centre Police Training Establishment (or Hendon) and is open to the graduate's family to attend as well as a means of recognising and thanking the families that support the student during their training and for the ongoing support of their family member during their MSC service.

After graduation, Special Constables are allocated to a borough where they are integrated into a Neighbourhood Policing Team. In Appendix 4 (Hierarchy of Neighbourhood Policing Team), it can be viewed that the Sergeants have day to day responsibility for the Special Sergeants and Special Constables with the majority of the volunteering shifts being rostered on Friday and Saturday nights.

For the first 60 hours on duty, Special Constables undergo a coached patrol phase and are rostered with a regular officer or experienced Special who can provide the initial coaching/mentoring for integration from training to exposure to real life scenarios and experiences. From here the goal for each Special Constable is to achieve Independent Patrol Status (IPS) where they are able to patrol the streets independently. The competencies assessed to reach IPS are presented in a pocket sized notebook called the Student Officer Record of Competence (SOROC) which is issued to each Special Constable. This enables the Special Constable, witnessing officer, supervisors and line managers are to know what needs to be signed off on.

Special Constables can also be utilised in Specialised Operational areas like Aviation Security, the Marine Policing Unit, or Traffic where they are provided with role specific training.

Metropolitan Police Volunteers

The MET Police Volunteers (MPV) was established in 2001 and provides members of the public the opportunity to support the MPS in a variety of volunteer roles and increases the level of contact between local communities and the police. Currently there are approximately 1500 volunteers assisting across 32 boroughs, and specialised departments in London with volunteers able to benefit the MPS by:

- Diversifying the range of skills and experience;
- Adding value to the work of trained staff;
- Helping to enhance service delivery and improve customer service;
- Acting as advocates for the police;
- Increasing understanding and building relationships in the communities they live and work in; and
- Allowing police officers and staff to spend more time doing what they are trained to do.

In 2012, Darren Sheridan (Head of MPV) conducted a review of the MPV program's viability. While the program delivered community engagement, organisational transparency and corporate social responsibility, it could no longer rely solely on these as the reasons for the continuation of the program. This led to a new business need model being developed and rolled out across the boroughs. The model mandated that:

- All new roles for volunteers had to clearly demonstrate a business need;
- Essential volunteer roles would be developed to ensure consistency across the boroughs;
- Volunteers would be recruited to fill specific role vacancies; and
- If required, existing volunteers would be encouraged to apply for one of the new essential roles.

Recruitment Process for MET Police Volunteers

Although these roles may have multiple volunteers assigned to them depending upon the business need, under this new model recruitment of volunteers is to only occur when vacancies exist in 1 of 11 defined essential roles that have been developed for each borough:

1. Reception Services (front counters) Support;
2. Quality Call Back – customer service questionnaire provided to victims;
3. CCTV/VIIDO – assisting with the reviewing of footage;
4. Metropolitan Special Constabulary Support;
5. Volunteer Police Cadet Venue based Support;
6. Volunteer Police Cadet Administration Support;
7. Good News Volunteer – Media support for local press officer;
8. Neighbourhood Policing Support – Administration;
9. Team Leader of the borough Met Police Volunteers;
10. Customer Service Review (exact activity undertaken to be determined locally); and
11. Chaplain.

For each of these roles a comprehensive job description has been developed to assist with the recruiting, induction and ongoing performance management of the volunteers.

The responsibility for recruiting and supporting volunteers is held by a MET Police Volunteer Manager based in each borough. The advertising and recruitment channels utilised include ongoing on-line recruitment through the MET Careers website and local recruitment events during National Volunteers' Week held during the first week of June each year.

Applications for a volunteer role with the MPV are open to people that:

- Are aged 18 or over;
- Have been a resident of the UK for at least three years;
- Work, live or study in a London borough;
- Are available to volunteer for at least ten hours per month (not exceeding 60 hours per month), for a minimum period of six months;
- Have pride in their appearance;
- Are able to provide two references; and
- Can pass standard MPS security checks.

MPV also will reimburse reasonable out of pocket expenses such as public transport fares to and from the volunteering location, and if a volunteer gives more than 4 hours in one session, they will reimburse up to £3 towards the cost of a meal.

Training for MET Police Volunteers

Training for MPV starts with a half day corporate induction which is held centrally to ensure a consistent, high quality delivery and covers: The history of the MPS;

- Welcoming by a senior officer;
- Health and safety/manual handling; and
- Customer service awareness.

The other formal training MPVs receive is in the role of Reception Services (front counter of a Police station), consisting of 3 modules, and delivered centrally by the MET Training department over 3 half days. Volunteers receive a workbook to work through with a buddy (another volunteer) until confident.

Providing support to MPVs is essential to ensure people feel confident undertaking the role and for each of the roles above a buddy system is always in place and training provided by the Volunteer Team Leader.

Volunteer Police Cadets

The Volunteer Police Cadet Program (VPC) is a youth engagement and diversion program supported by the MPS, and is open to young people aged 13 to 18 years with currently around 2,500 cadets. The VPC prides itself on having a membership that is a true representation of the London community with approximately 36% of cadets having been identified as being vulnerable in some way, 50% being from a Black Minority Ethnic background and an almost equal gender split.

Recruitment Process for Volunteer Police Cadets

Cadet Leaders supervise Cadets in addition to their normal roles, and comprise of police officers, police staff, police community support officers, special constables and volunteers. Volunteers who wish to become Cadet Leaders are recruited through the MPV program. Shortlisted applicants attend an interview, and following on from a successful interview they complete a Youth Supervision Vetting clearance in addition to initial MPS Vetting. Volunteers are given a one day induction by the MPV Manager before starting their official volunteering role.

No specific skills or qualifications are required to become a Cadet Leader, apart from being enthusiastic and passionate about working with young people and helping to developing them. There is a requirement to commit for at least 12 months and volunteer a minimum of 10 hours per month.

Potential cadets are invited to visit their local Cadet Unit a few times, and if they enjoy it, then they can complete an application form and meet with the Unit Coordinator.

Activities undertaken by Volunteer Police Cadets

Cadet Units meet once a week during a chosen evening in their local boroughs. Meetings usually include drill/inspection, some sort of physical activity, a guest speaker or input on a police related topic as part of an ongoing training program. On weekends or in school holidays, Cadet Units are involved in other activities such as supporting their local safer-neighbourhood teams in crime prevention activities, participating in leaflet drops, stewarding local parades and conducting mystery shopping exercises.

Cadets also get involved in MPS wide events such as Trooping the Colour, Remembrance Day Parades, London Marathon and various conferences and charity events. Cadet Competitions and camps are also held during the year, which test the skills developed within the VPC units.

Training for Volunteer Police Cadets

In addition to developing various transferable skills, cadets can achieve their Duke of Edinburgh's Award up to Gold and Sports Leaders Qualifications. There are also Senior Cadet Leadership Courses and a trainee Leaders course is currently being developed for those cadets who want to remain with the VPC after finishing their time as a cadet. Further qualifications are also available for cadets and their leaders to take part in expeditions, camps and other outdoors activities including the use of our Rigid Inflatable Boat.

Hampshire Fire and Rescue Service

Hampshire Fire and Rescue Service (HFRS) is the statutory fire and rescue service for the county of Hampshire, on the south coast of England and has been in existence since 1948 and currently has 51 fire stations. Hampshire covers an area of 3,700 square kilometres and measures approximately 86 kilometres east to west and 76 kilometres north to south.

Hampshire has a predominantly rural community and consequently firefighters regularly turn their skills to an array of different rescues involving pets, livestock and wild animals (www.hantsfire.gov.uk) with the statistics demonstrating the number of incidents attended involving animals located in Appendix 5 (Hampshire Fire and Rescue Service – Animal Rescue Statistics). When attending a scene that involves a large animal, Jim Green, one of the founders of Large Animal Rescue (LAR), describes it as facing an “unpredictable hazardous material” that doesn’t come with Emergency Action Codes which give you a set of instructions to follow.

LAR is recognised as one of the most dangerous activities a firefighter will be engaged in, and to help offset this risk, Jim Green and Anton Phillips from HFRS have led the way in developing national standards for animal rescue training since 2004.

Animal Rescue Training

Animal Rescue training can be divided into four levels of knowledge with a detailed breakdown of the course content located in Appendix 6 (Hampshire Fire and Rescue Service – Large Animal Rescue Course Content):

- **LAR 1 – Basic Animal Rescue Responder**
This is a generic 2 hour presentation that is available for all Fire Rescue Services (FRS) in the UK, which highlights the dangers of the situation and how to contain these while reassuring those involved that further trained assistance is on the way. This also benefits LAR 2, LAR 3 and LAR 4 responder’s enroute to the scene by providing additional information about the situation.
- **LAR 2 – Advanced Animal Rescue Responder**
This level is a four day course for teams expected to carry out the animal rescue and teaches techniques and animal handling. This program has a national syllabus that also includes standard operating procedures and task and risk analysis. Animal rescue techniques trained are not overly complicated or technical and encourages the responder to build a toolbox of solutions that can be used in a number of different scenarios they may encounter.

- LAR 3 – Animal Rescue Team Leader and/or Instructor
This level is a four day course that builds upon the previous two levels and teaches advanced animal rescue techniques. Animals differ from humans in that they can't be asked to lie still, or respond when asked where it hurts and don't associate panicking with causing themselves further trauma. The LAR 3 course further explores the breeds, species and expected reactions of these animals in rescue situations and also understands the levels of sedation and how to interact with the large animal veterinarian on scene to ensure safety is covered for all.
- LAR 4 – Animal Rescue Tactical Advisor
Every animal rescue and any incident involving animals has a LAR 4 Tactical Advisor in attendance. This level includes training on:
 - Managing logistical constraints involved in various transportation methods (namely air, rail and road);
 - Transportation of marine mammals and exotics;
 - Flooding/water rescue;
 - Rescue involving fires and/or natural disasters;
 - Decontamination methods and requirements; and
 - Working/planning with other agencies.

44 out of 50 UK Fire and Rescue Services now having someone qualified at the LAR 1 level, however the financial and time hurdles are raised when trying to encourage FRS to commit to having LAR 2 and LAR 3 qualified staff. This can place pressure on the LAR 1 operators in the crew when they arrive at a rescue scene, because while they have introductory knowledge on how to keep a scene safe, the general public expects the rescue to start and conclude promptly. Animal rescues bring a strong emotional reaction from owners and the general public, with numerous studies completed showing that between 50 to 83% members of the general public would risk their lives to save an animal.

Within HFRS all operational staff have completed LAR 1 training and there are currently two LAR 2 teams. For coverage within the county, there is a LAR 2 team and vehicle based in the north and the other in the south of the county, each comprising of 2 retained "sister" stations. The Junior Officers on each Animal Rescue station are trained up to LAR 3 "Team Leader" level, and there is also a rotation of 4 LAR 4 Tactical Advisors who are strategically placed throughout the county on a retained contract.

In 2007, Jim Green and Anton Phillips also launched the Emergency Services Protocol, which involved HFRS and the British Equine Veterinary Association (BEVA) establishing training for undergraduate veterinarians in LAR; the first Rescue and Disaster Medicine course in Europe.

In 2012, Jim established the British Animal Rescue and Trauma Care Association (BARTA) with co-founder Professor Josh Slater, which is now the overarching independent body that will consolidate best practice and develop industry standards. BARTA will set consistency in all rescue training and response, whether in public service, non-government organisations or private training organisations.

Royal National Lifeboat Institute

The Royal National Lifeboat Institute (RNLI) was started in 1824 and since then has saved more than 140,000 lives with a daily average of 22 people. RNLI provide, an on call, 24-hour lifeboat search and rescue service from 236 lifeboat stations located around the United Kingdom and Republic of Ireland (RoI) with four of these stations based along the River Thames in London. RNLI have a fleet of over 340 lifeboats and provide a seasonal lifeguard service that patrol over 200 beaches. To effectively manage the organization it is divided into 5 regions which further breakdowns into 12 Divisions.

Fundraising

The RNLI is impressive with how it fundraises for its ongoing growth and covering operational costs with an annual requirement of £145 million or £385,000 per day. RNLI prides itself on the fact that 92% of total income is derived from generous donations and legacies by the general public. From each pound raised, 83% goes to the funding of the rescue service and 17% is invested to generate more funds.

Testament to the strong financial situation, in 2009 the RNLI acquired the company that constructs their lifeboat hulls when it was put up for sale, and it now trades under the name SAR Composites Ltd. This company was the only manufacturer in the UK able to produce to the RNLI's exacting standards for the technologically advanced composite hulls required, and they have now secured their access to and a sustainable cost on this product.

Some of the ways that RNLI fundraise so successfully are:

- Membership to the general public. This includes a quarterly publication that features rescue stories, member offers and lifestyle features, a newsletter and an invitation to the Annual Presentation of Awards. The cost of membership is £28 per year;
- Each RNLI branch has its own volunteer Branch Chairman, Branch members and honorary treasurer that are responsible for the Branch's fundraising programme. Some of the fundraising activities include coffee mornings, barbeques and tin rattles;
- Corporate sponsorship; in 2012, this, combined with branch fundraising, raised £51.6 million.
- The running of 6 museums across the UK that are staffed by volunteers, and an admission fee is charged to the general public;
- Legacies - this generated £101.5 million in 2012;
- Payroll giving; and
- Accommodation, function room hire and hiring out of the training facilities at the RNLI College.

Volunteer Roles

The number of volunteers is currently at 31,500 with volunteers fulfilling the following roles:

- **Lifeboat and shore crew:**
Currently more than 4,600 volunteer lifeboat crew members at stations around the UK and the RoI and another 3,000 volunteer shore crew members who support them. Each lifeboat station is governed by a Lifeboat Management Group which can be viewed in Appendix. 7 Hierarchy of a Lifeboat Management Group.
- **Volunteer Lifeguards:**
Whilst most RNLI lifeguards are paid by the relevant local authority to maintain patrols on the busiest beaches there are still volunteer lifeguards who maybe newly qualified and are wishing to gain experience or just enjoy helping out in their spare time. There are two operational lifeguard roles that a volunteer can undertake:
 1. **Volunteer Lifeguard:**
This role is for anyone that holds a current and recognised Beach Lifeguard qualification and can meet the RNLI fitness standards.
 2. **Lifeguard Support Volunteer:**
Help the lifeguards with land-based duties, such as lookout, radio communications and casualty care.
- **Marine Safety:**
These volunteers are crucial to preventing accidents on the water by providing a service to raise awareness and spreading safety messages to boat owners.
- **Lifeboat Sea Safety Officers:**
Responsible for leading and helping to coordinate the Sea Safety Advisers and the various events they attend.

Sea Safety Advisers:
Give advice to the local boating community; including demonstrations and presentations, holding lifejacket clinics and providing advice to boat owners about safety equipment.
- **Education:**
Present at schools and youth groups, promoting interest in the RNLI and giving advice on how to stay safe on or near the water.
- **RNLI Shops:**
More than 120 shops around the UK and RoI that sell a range of lifeboat souvenirs and gifts. The designated roles in a shop include Shop Manager, Shop Helper and Souvenir Secretary.

- **Volunteer Presenters:**
Present to yacht clubs, business groups, Rotary clubs and other organisations where they might come across potential supporters about the work of the RNLI.
- **Volunteer tour guides:**
Show people around the lifeboat stations or the purpose built training facility at the RNLI College in Poole, Dorset.
- **Trustees:**
The RNLI has 12 Trustees who help set the charity's strategic direction and provide valuable guidance and support.
- **Curator – Museum:**
The RNLI has 6 museums that require volunteers to assist with tours and caring for artefacts.
- **Office:**
Volunteering opportunities range from administration roles to skills-based projects based both at the RNLI Headquarters in Poole, Dorset and at Regional Offices and Bases. There is also an internship program available that comes with full training and development provided.
- **Occasional:**
The Deck Hands scheme was created for people who want to volunteer their time on an occasional or ad-hoc basis, rather than making a regular commitment. They can help in a variety of ways including at an event or raising money as part of a street collection.

Training

Training records for the RNLI are managed via a SAP linked Learning Management System called the Learning Zone. This allows volunteers access to a wide range of online courses and resources.

Volunteers are encouraged to create and view their own development plans which they can manage and as course dates are set an automatic alert will be emailed to the volunteer. The training calendar is worked on a rolling 8 month forecast with operational training occurring at RNLI College in Poole and also at lifeboat stations, on beaches and in swimming pools by experienced crew members, visiting mobile training units and instructors. Training is scheduled both during the day and evening to lessen the impact to volunteer's employment and family commitments and travel to courses is minimised by there being local regional based training from the mobile training unit trainers.

Training is competency based to ensure an even and consistent standard across all volunteers and these high standards of training were recognised in 2003 and 2008 when RNLI was awarded a National Training Award.

Ongoing maintenance of competency involves weekly exercises and is all about teamwork, competence and safe procedures. Each year various multi agency rescue scenarios are practised involving other emergency services such as the UK or Irish Coastguard services to build relationships and share skills.

New trainee crew members follow a crew development plan that covers a pre-agreed range of skills and competencies necessary to complete particular tasks during their 12 month probationary period.

Some of the initial skills developed include:

- The roles and responsibilities of people at the station and in their operating division;
- How to use and look after their personal protective equipment;
- The layout and equipment on their station's lifeboat(s); and
- Tying a range of knots and how to work with ropes safely.

After 6 months of regular training and getting to know and work with the coxswain/helmsman and crew, the trainees can then go on a trainee crew course at the RNLI College in Poole. The trainee crew course trains them in their responsibilities as a crew member, essential personal survival, firefighting techniques, an understanding of the equipment used when assisting to save lives at sea, seamanship skills and inshore and/or all-weather lifeboat-specific skills. To balance the theoretical components there is also practical sessions using training lifeboats, casualty vessels, the sea survival pool, fire simulator and flare ground.

Following the successful completion of the trainee crew member's 12 months probationary period, and with ongoing assessments, trainees then become fully fledged crew and their training can continue in the areas of boat handling, search and rescue, navigation and radar training, radio communications and casualty care. This further development is always captured in a development plan and down the track they can progress to becoming a helmsman or hovercraft commander, where they concentrate on command skills, advanced manoeuvring and boat handling in different weather conditions, managing helicopter operations and search and rescue situations.

Every all-weather lifeboat station has a full-time paid mechanic who is responsible for maintaining the lifeboat's engines and all the machinery at an all-weather lifeboat station. The mechanic has a detailed planned maintenance programme to carry out to ensure equipment maintains operational standards. Technical training courses provide training for lifeboat mechanics and crew in a range of specialist engine types used in RNLI lifeboats.

Key Recommendations

Employer Supported Emergency Services Training Framework

The Employer Supported Emergency Services Training Framework (ESESTF) builds upon the Employer Supported Policing initiative created by the MET by having more of a focus on the ongoing training that is available rather than operational deployment. The ESESTF will be a formal agreement between an employee/volunteer, employer and the relevant Emergency Service provider. To provide a formality to the arrangement the MET use a memorandum of understanding as can be viewed in Appendix.8.

Within the majority of current collective agreements there is provision for Emergency Services Leave for deployments, but no arrangement currently exists for training. Under the development of this framework the employer would support the employee by providing them with additional paid leave to fulfil their training responsibilities as an emergency service responder.

The potential benefits for employers would be:

- Access to structured and accredited training programs for leadership, first aid, WHS, team building, presentation skills etc.
- Providing support and recognition to the role that employees commit to in order to deliver a service to their local community.
- A marketable enhancement to support being an Employer of Choice.
- A method of further of capturing knowledge of their employee's additional skill sets.
- Another way of rewarding employees in their Career Development Plans.

The potential benefits for Emergency Services Organisations (ESOs) would be:

- Able to schedule training to occur during week days, reducing weekend work for regional training staff and/or time in lieu owed
- Increased links to communities understanding the role of ESOs
- An avenue for recruitment and targeting skill sets for volunteers

The potential benefits for volunteers/employees would be:

- Recognition of skills developed by ESO training by employers
- A further way to be rewarded for performance by accessing ESO training
- Ability to value add back to their local community with the support of their employer

The flow chart for Employer Supporting policing and how the MET implement this with employers can be viewed in Appendix. 9 (Employer Supported Policy Implementation Flow Chart) with the MET requesting employers commit an initial twenty three days to training and a further 200 hours a year for operational service. The MET are also proactive about promoting their Employer Supporter Policing throughout workplaces by hosting open recruitment days and having marketing promotional material available.

Training program to build and maintain facilitation skills

The training of volunteers is a complex environment due to the audience being a diverse group with different ages, backgrounds and may range from having minimal formal education to high academic qualifications. Currently the key characteristics of how adults engage in a learning environment are covered in the Certificate IV Training and Assessment under the principles of adult learning, but there is no ongoing mentoring or development program to develop and maintain the skills of people to become facilitators rather than just delivering training material.

One of the key recommendations is to develop a program for the continued support and development of facilitators to ensure that participants in emergency services training are being engaged and learning, using methods best suited to their style. The program will have a strong focus on the principles of adult learning with Galbraith & Fouch (2007) providing the principles for adult learning training sessions to be:

- Autonomous and self-directed: this is where trainers should serve as facilitators not teachers to involve participants in the learning experience.
- Build and incorporate existing life experiences: Incorporate adult experiences into the learning to provide a base of connectivity and relevance
- Goal – Orientated: structure training with defined elements that are consistent with the learner’s goals
- Relevancy- orientated/immediacy: set objectives immediately so that learners can relate to the concepts and understand the reasoning behind the objectives, then can apply them in their own lives
- Practical: focus on the “what” and the “why” so participants will apply the lessons that are most useful in their environment
- Respectful: safe environment where participants are encouraged to participate and add value by sharing their experiences

The training program for facilitators will also have to coincide with a review of the existing training material to ensure it is designed with a facilitation style for delivery. The learning design strategy in Appendix. 10 (Adult Learning Principles – Learning Design Strategy) provides a template for the review with a focus on the adult learning principles to ensure there is a focus on the training delivered providing opportunities for :

- Self-directed learning to help the participant feel in control of the learning;
- Drawing upon life experiences so the participant can relate and build upon existing knowledge;
- A correlation between the learning and how this relates to the participant being more effective in their role; and
- Analysis of the learning objective being consistent with the expectations of participants.

Establishing Training Pathways

Training pathways provide a snapshot of what is the training and the minimum requirements needed to fulfil a role. The pathways can be divided into all the different specialities that an Emergency Service Organisation can offer volunteers including:

- Emergency response;
- Leadership;
- Management of a unit including Human Resources, Financial and Work Health and Safety policy;
- Emergency management;
- Equipment;
- Training; and
- Operation of vehicles.
- Customer service
- Administration

The establishment of training pathways provides volunteers with a sense of direction and understanding of what is required to complete and obtain each role. This can also be used as a recruitment tool to highlight the breadth of different roles available within Emergency Services Organisations and is another one of the key recommendations of this report.

The Hampshire Fire and Rescue Service (HFRS) Large Animal Rescue Content as viewed in Appendix - 6 show how their different levels of Large Animal Rescue are laid out and explains not only the course content but the different skills that are obtained during the levels. This enables one of the HFRS fire fighters who might have a particular interest in animal rescue be able to identify the steps that they need to take to work their way up to the AR-4 level and lead multi agency rescue efforts.

The Met also provide a formal career volunteer path for their Special Constables as can be viewed in Appendix. 1 which shows the hierarchy of the Metropolitan Special Constabulary. This enables newly recruited Special Constables to see that it is possible as a volunteer to work their way up to Chief Officer if that is the path they choose.

The benefits of having a training pathway are:

- Highlights the variety of roles that Emergency Services Organisations require volunteers for
- Provides a tool for recruitment
- Allows volunteers to specialise in different areas
- Promotes career volunteering

Conclusion

In conclusion this report explores some of the different ways volunteers are utilised and training completed at the Metropolitan Police Service, Hampshire Fire and Rescue Service and the Royal National Lifeboat Institute in the United Kingdom.

The three key recommendations to maximise the engagement of volunteers in emergency services training are to establish:

- 4) Employer Supported Emergency Services Training Framework. The establishment of a training framework recognises the connection between the skills developed through participating in emergency services training and how these are transferrable to the volunteer's employment.
- 5) Training program to build and maintain facilitation skills. Incorporating the principles of adult learning into the design and delivery of training material will ensure the foundation of adult learning is set. An ongoing training program to build and maintain facilitation skills will keep a focus on ensuring the training is being delivered to engage the participants fully.
- 6) Training pathways. The establishment of training pathways highlights the many different career volunteer roles available and the different skill sets needed for emergency service organisations.

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Appendix. 1 Hierarchy of the Metropolitan Special Constabulary



Appendix. 2 Metropolitan Special Constabulary Volunteer Statistics

Table. 1 Age Profile of the MSC

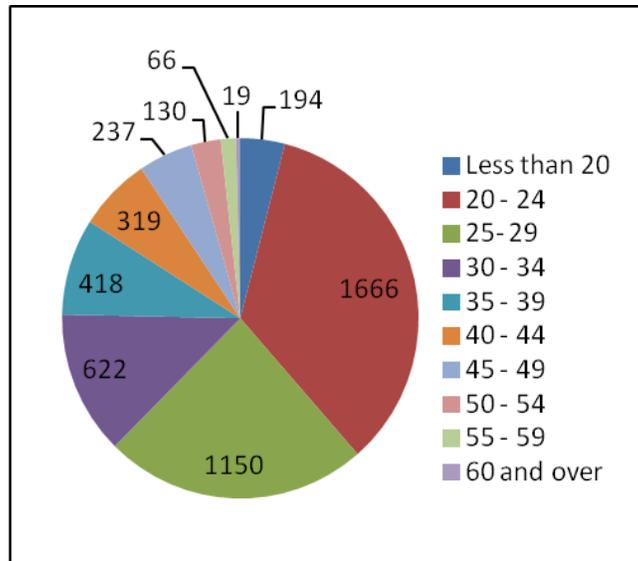
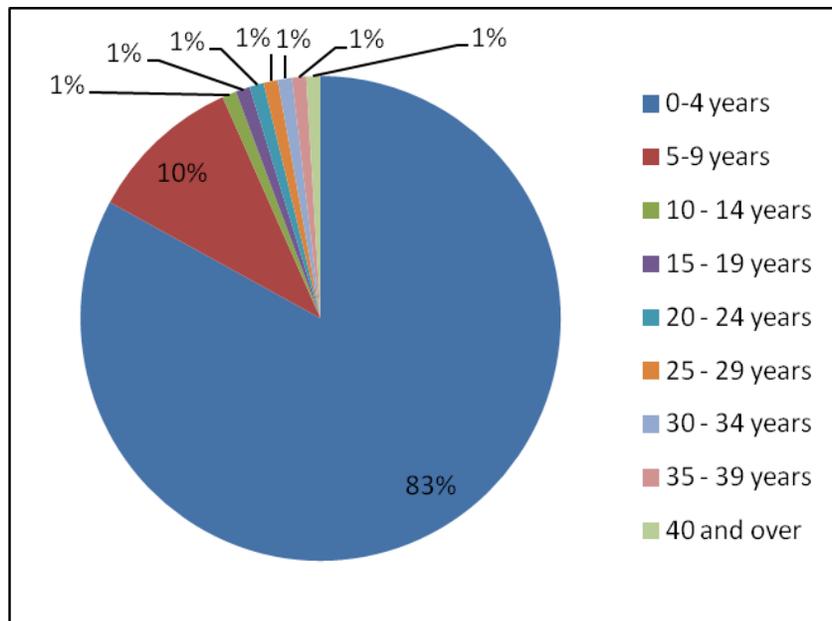


Table. 2 Length of Service of MSC



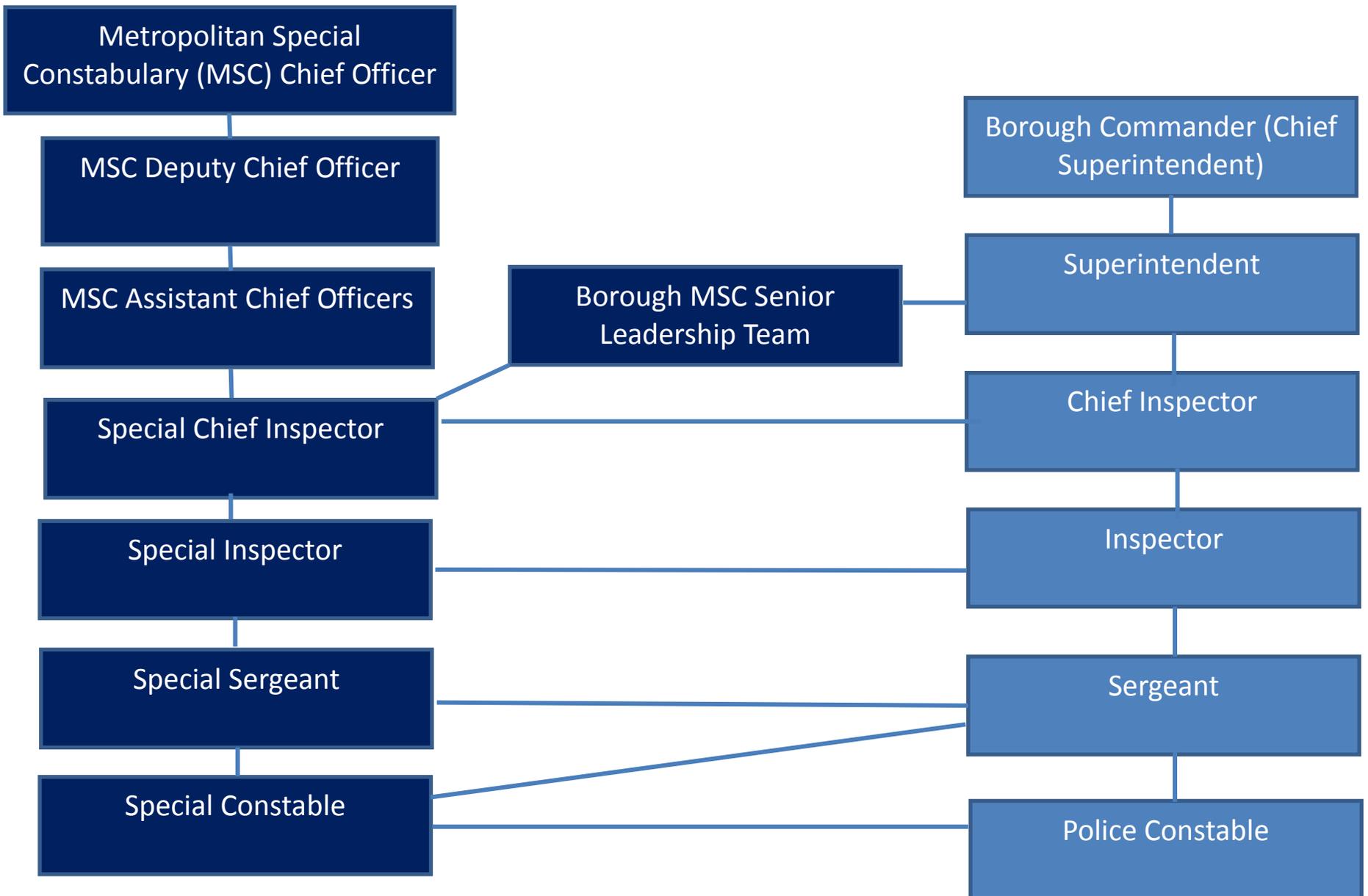
Appendix. 3 Metropolitan Special Constabulary Recruitment Timeline

0 weeks	Online application form is submitted
2 weeks	Confirmation of application receipt via email Initial checks on application form
9 weeks	Notification of Day. 1 Assessment date via email
11 weeks	Day. 1 Assessment – Written test and interview
14 weeks	Notification of Day. 1 result
15 weeks	Second set of application form checks – including vetting
19 weeks	Notification of Day. 2 Assessment date via email
21 weeks	Day 2 Assessment – Medical & Fitness Test
24 weeks*	Notification of Day 2 result. Check of your recruitment file by a recruitment manager
26 weeks*	Provisional training start date and posting agreed (subject to successful vetting and satisfactory references). Application process complete.

*Each application is processed on an individual basis. Therefore, timescales during the application process are dependent on individual circumstances.

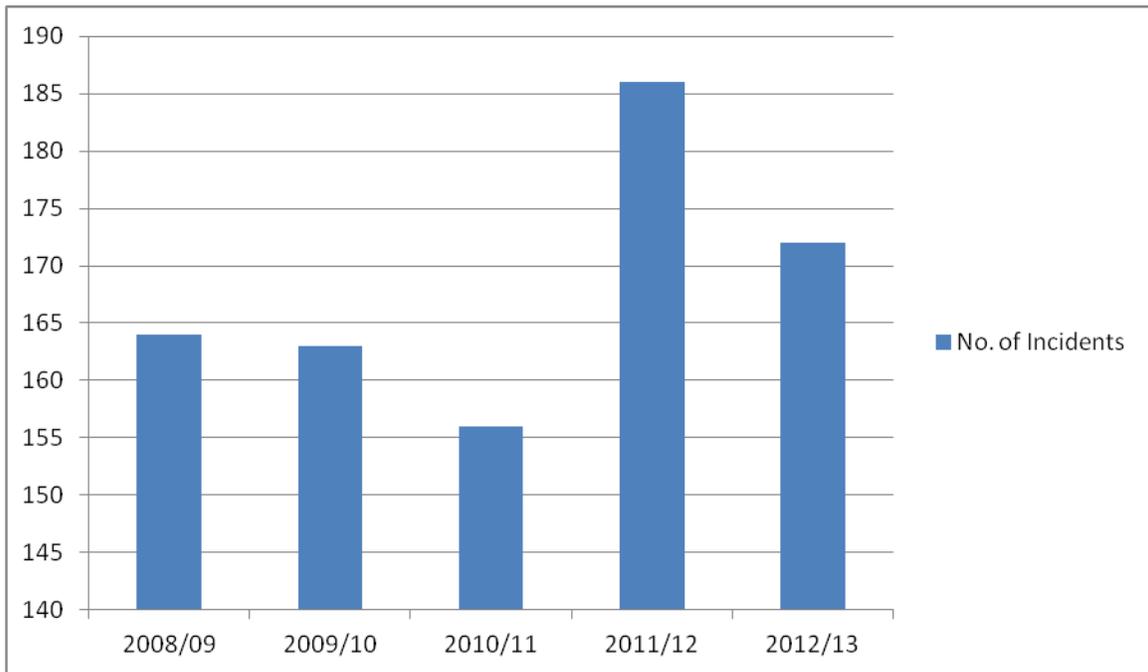
The timings above assume that applicants attend the Day 1 and Day 2 dates provided and that requests for additional information are responded to quickly.

Appendix. 4 Hierarchy of a Neighbourhood Policing Team



Appendix. 5 Hampshire Fire and Rescue Service - Animal Rescue Statistics

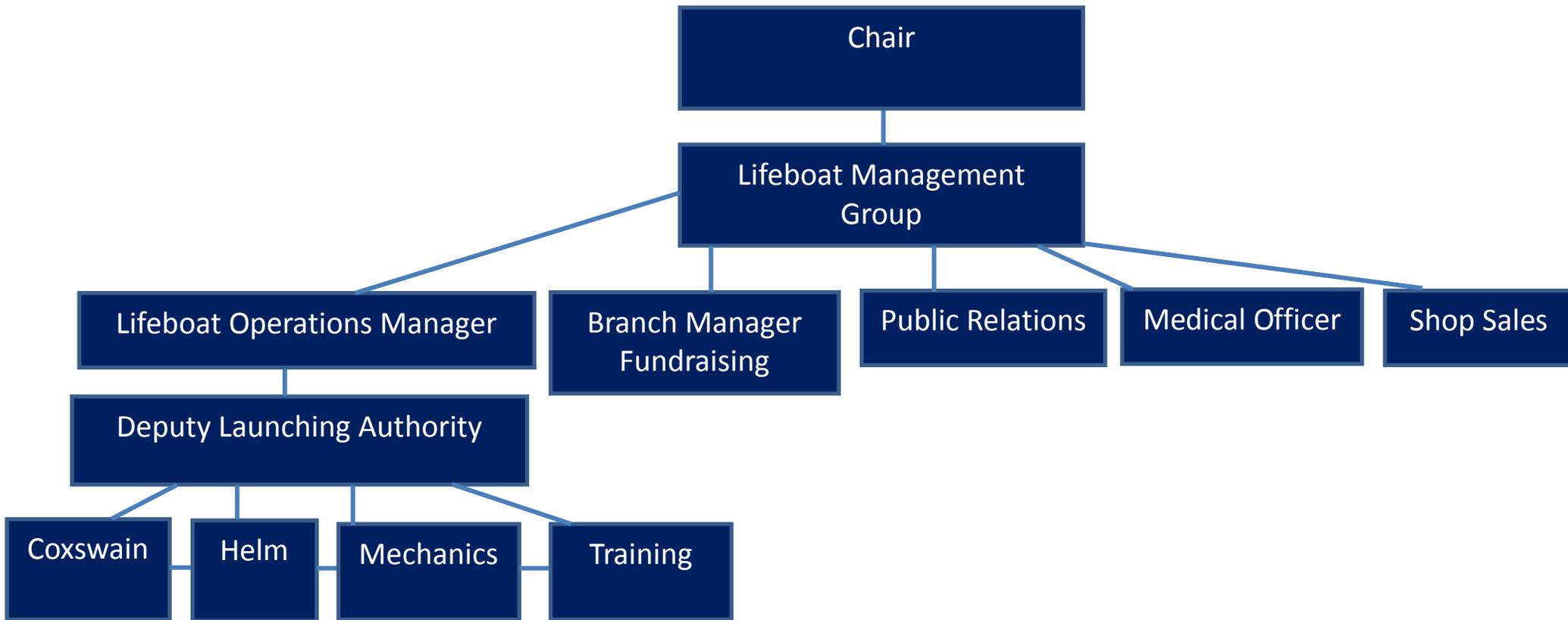
Table. 3 Number of incidents involving animals



Appendix. 6 Hampshire Fire and Rescue Service – Large Animal Rescue Course Content

<p style="text-align: center;">AR-1</p> <p style="text-align: center;">Basic AR responder</p>	<p style="text-align: center;">AR-2</p> <p style="text-align: center;">Advanced Animal Rescue Responder</p>	<p style="text-align: center;">AR-3</p> <p style="text-align: center;">Animal Rescue Team Leader and/or Instructor</p>	<p style="text-align: center;">AR-4</p> <p style="text-align: center;">Animal Rescue Tactical Advisor</p>
<ul style="list-style-type: none"> • Hazards • Initial Actions • Incident Command Considerations <p>Bolt on:</p> <ul style="list-style-type: none"> • Officer awareness • Call handling • Large animal handling • Small animal handling • Other agencies, role specific 	<ul style="list-style-type: none"> • Safe working around large animals • Manual Rescue Techniques • Mechanical Rescue Techniques • Rescues from water • Large animal handling • Basic chemical control protocols • Euthanasia • Dealing with grief, dealing with owners <p>In addition:</p> <ul style="list-style-type: none"> • Water/boat awareness • Local requirements, ie driving, hiab etc 	<ul style="list-style-type: none"> • Incident Command considerations • Informed decision making • Risk assessment • Rescue planning • Advanced equine behaviour and psychology • Veterinary triage and trauma care • Instructional techniques 	<ul style="list-style-type: none"> • Modular sessions to include; • Transportation, equine and livestock; road, rail, air • Large and small exotics • Marine mammals • Flooding/water rescue • Decontamination • Fires • Natural disasters • Multi agency planning

Appendix. 7 RNLi - Hierarchy of a Lifeboat Management Group

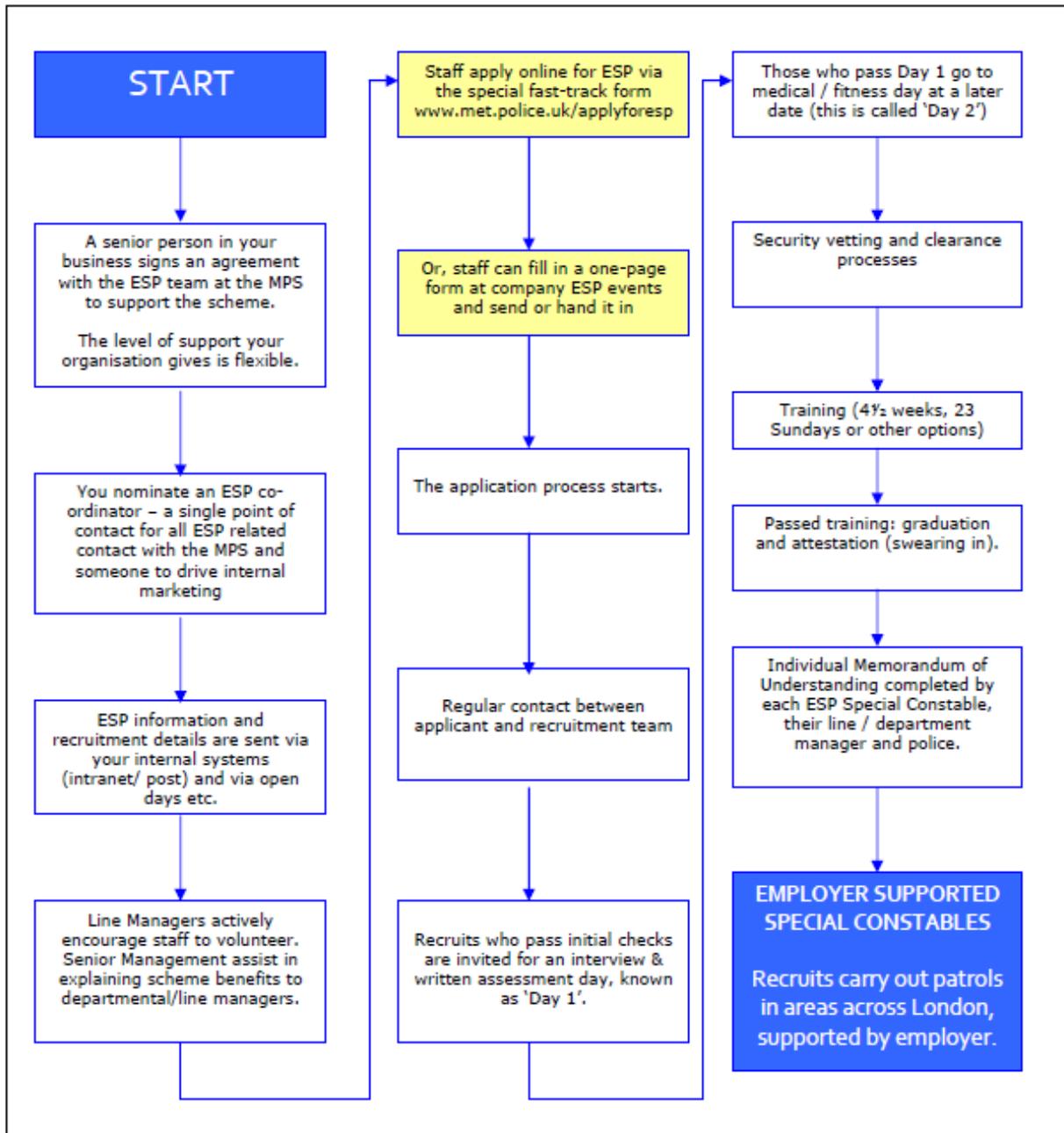


Appendix. 8 Employer Supported Policing – Memorandum of Understanding

**METROPOLITAN POLICE SERVICE (MPS)
EMPLOYER SUPPORTED POLICING (ESP)
Memorandum of Understanding Form Page 2 of 2
THIS FORM NEEDS COMPLETING ONLY ONCE PER EMPLOYER**

Confirmation & Declaration	
<p>I, the undersigned, confirm that I have the authority to commit my organisation / my organisation's specific department to this scheme. I understand that the term 'my organisation' refers to the organisation named on page 1 of this form which I represent.</p> <p>I confirm that (name of organisation (and specific department if appropriate) confirms its support for the Employer Supported Policing programme. I can confirm that I have been made aware that the initial training course for staff wishing to join as Special Constables under the ESP Scheme is of twenty-three weekdays' duration, and that staff will be given* days' paid leave from my organisation towards such training. I also understand that I can place limits on the number of staff who are allowed to take part in the scheme, in order to help manage operational business needs. We do not wish to place a cap on the number of staff* / We wish to place an overall cap of* staff sponsored to be Special Constables at any one time.</p> <p>I understand that individuals who take part in the programme must perform 200 hours of Special Constabulary duty per year. Our staff will be given* hours/days* of paid special leave per fortnight/year*, towards this.</p> <p>NOTE: Please confirm the information marked with * above. The benchmark commitment is to provide 23 days towards training and 1 day per fortnight towards duties, with no cap on the number of staff.</p> <p>I give permission for the Metropolitan Police Service to approach members of staff in my organisation with a view to recruiting potential Special Constables under the ESP Scheme and for them to approach managers to assist in and supporting/promoting awareness of the scheme to staff. I understand that whatever the interest generated by such approaches, my organisation retains the right to control overall numbers on the ESP Scheme.</p> <p>I also agree to release official and/or anecdotal feedback to the Metropolitan Police Service (or any organisation working on its behalf) for the purposes of evaluating the success of ESP. I understand that I can request that information is published 'anonymously', i.e. without identifying the specific department within my organisation.</p> <p>I understand that ESP is an ongoing recruitment initiative. However, my organisation can reduce or withdraw support for the scheme at any time in writing to the same named person and address that this form has been sent to. Furthermore I understand that the Metropolitan Police Service can also withdraw its support for this scheme at any time without penalty.</p> <p>We have also agreed the following additional/amended terms: (insert, if any)</p> <p>that this Memorandum of Understanding is a commitment from my organisation. It is made in good faith and it does not constitute a formal contract.</p>	
Signed	
Print Name	Date

Appendix. 9 Employer Supported Policing implementation Flow Chart



Appendix. 10 Adult learning principles - Learning Design strategy

Key Questions	Summary of learning design strategy
<p>What provision has been made for self-directed learning? Not all of the training has to be highly self-directed. A reasonable balance between directed and self-directed learning will often be appropriate. The key requirement is that the trainee has a sense of being appropriately in control of the learning.</p>	
<p>How has the learning been structured to draw on a trainee's life experience? This is a both a matter of using a valuable resource and demonstrating respect for the trainee. However, it is a creative challenge to construct a learning activity which draws on the experiences of unknown trainees, especially given the diversity found amongst volunteers. Being able to specify or have some control over the composition of your target group is of great importance.</p>	
<p>How will the learning contribute to the volunteer being more effective in their role – and do they value this? This is largely influenced by three key issues. 1. Do the trainees acknowledge that the competency standard is valid? 2. Do the trainees acknowledge that they personally have a competency gap? 3. Do the trainees believe that the training program will achieve the stated aims?</p>	
<p>Is the learning objective – as specified by the competency – consistent with the anticipated personal goals of the target trainee group? In the case of volunteering this maybe a balance between meeting the requirements of the volunteer involving organization and the reasonable range of motivations that cause a trainee to become a volunteer and continue volunteering. In this regard, the quality of position descriptions that informed recruitment is very important. From the outset, the organization and the volunteer must understand and accept what each expects from the other – within the range of compatibility.</p>	
<p>How does the learning design address the anticipated motivations of the volunteer? This appears a very similar question to the above, but is different because it has to do with the learning comfort of individual trainees. Group (or even individual) acceptance of an overall learning goal is likely to be much easier to achieve than acceptance of the means of getting there. The issue here is that the internal motivations to learn are susceptible to undermining by an inappropriate learning pathway. What starts out as a keenness to get on with the learning may deteriorate because of a learning design that doesn't fit the needs and preferences of the learner.</p>	

Volunteering Australia, 2014