



Manchester Student Community Resilience Volunteering Project

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Introduction

This report lays out the foundations for a new student community resilience volunteering project at the University of Manchester. Five students from the Humanitarian and Conflict Response Institute at the University of Manchester have proposed a model for a volunteering programme to utilise student populations as a valuable resource during an emergency. Based on a whole-of-society resilience approach, emergency response volunteers will be recruited, trained and mobilised for emergency situations. If successful this project can be rolled out across other universities within the United Kingdom.

In order for the project to develop, a number of stakeholders were engaged with. These include The Greater Manchester Resilience Forum (GMRF), Greater Manchester Resilience Unit (GMRU) Greater Manchester Police (GMP), British Red Cross, Greater Manchester Fire and Rescue Service, Safezone, Salford CVS and the National Consortium for Societal Resilience (NCSR). Thanks are extended to Julie Walker, Sulafa Abushal, Professor Duncan Shaw, Anushka Swannell, Richard Murray, Wendy Richings, Suzanne Halligan, Emmanuelle Pennarun, Paul Etchells, Andrew Mossop and Ben Fowler for their input and expertise on the project.

Review of NCSR

This section of the report will review videos, presentations, meetings and work from the National Consortium for Societal Resilience (NCSR) in order to support and set foundations for the project.



The NCSR was set up as a way to strengthen the whole-of-society approach to allow a number of participants from communities to organisations or businesses to be part of resilience. Having a multi-agency approach, the NCSR is made up of 38 local resilience forums including major stakeholders such as blue lights, Red Cross, local authority, utilities and health.

The consortium has a number of partners and resilience partnerships. Having reviewed the list of partners, the following may be useful for the development of the Manchester Community Resilience Volunteering Project:

1. Salford CVS
2. University of Manchester
3. British Red Cross
4. Environmental Agency
5. Greater Manchester resilience
6. NAVCA



Community Emergency Hubs (CHUBS) were developed to allow neighbours to help each other during an emergency. This helps to take the relief off of the emergency services. By fostering CHUBS, skills, resources and coordination can be disseminated. The CHUB is run by the community as a bottom up approach to resilience.

Having reviewed the original CHUBS guide ([Hub Guide \(wremo.nz\)](http://wremo.nz)) from New Zealand the following aspects are useful to note for the Manchester resilience project:

1. **Accessing the hub** → needs to be a safe place, who is responsible for the keys, store the hub kit here
2. **Working as a team** → what are the hub roles going to be, who is the designated supervisor, use lanyards to identify volunteers
3. **Setting up** → have an information board to keep everyone up to date, what is the preferred method of communication
4. **Before opening** → make sure everyone is briefed in how the hub will run
5. **Community response** → check people into the hub, organise medical assistance, shelter, water, food and sanitation
6. **Recovery** → share knowledge after the emergency, stay proactive, check on wellbeing

CHUBS are not just about a place for the community to meet, but provide partnership, networking, training and resources for communities.



Professor Duncan Shaw and David Powell created a video ([NCSR+ Introduction to Community Emergency Hubs - YouTube](#)) engaging the community with CHUBS. The following aspects are important and can be taken and applied to the SCRIV Manchester project.

Why is CHUBS good?

Community hubs are inspired by an initiative in New Zealand and Chile (2019 tornado). When a disruption hits, society will come together and support each other through a hub. Hubs have the flexibility to fit any disruption for a community and can support the official emergency response as well as communities own problems. CHUBS provide information and advice to the community, so that communities can focus their response on what is available to them, provide a safe place for people to come together and connect the community with one another and the official response.

The CHUBS approach

1. Community development workshops
2. Why run a CHUB
3. Trial a CHUB with community

Guide for Communities

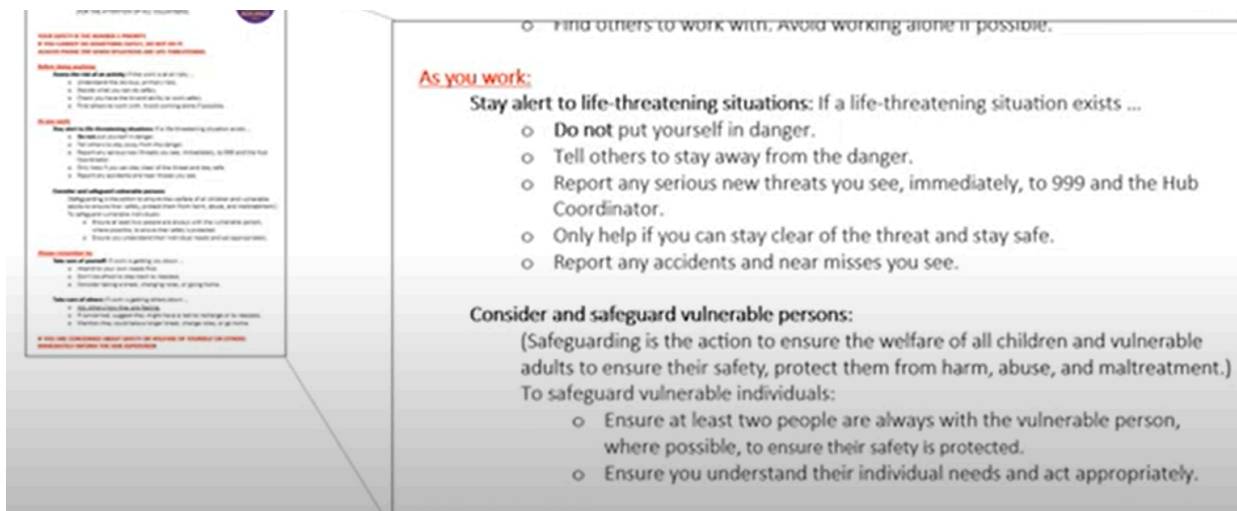
The following information is important for the volunteers within the CHUB to know → the objectives of the hub, information about wider response, guidance on setting up the hub, working as a team, safety briefings for all volunteers, CHUBS emergency recovery (not just limited to response), simple safety briefings.

The Emergency Box Kit

1. CHUBS guide
2. Maps of the community
3. Lanyards for CHUBS roles
4. Stationary and clipboard
5. Safety briefing page
6. Wind up radio

CHUBS Training

The NCSR has outlined a simple safety briefing for all CHUBS volunteers. This is only 1 page long and includes all the safety information in an accessible way. No videos are required for volunteers, just this document, see example below



Example of safety briefing document

The NCSR also provided information on post emergencies engagement, which is useful to keep volunteers interested in volunteering :

5 Key things to remember:

1. Stay connected

- Maintaining your existing relationships and those you have formed during the response is important for the community's recovery. Some people may be evacuated or may be living temporarily outside the community.
- Strive to help keep everyone connected and informed. Setting up phone trees, social media groups and email chains, in addition to meeting in person helps keep people connected so they can take action and support one another.

2. Work together

- The drive to work together is often high at the start of a disaster when priorities are centred on meeting basic common needs. Keeping this positive energy alive through the recovery process will take a more concerted effort – sharing stories of the community's successes and challenges may help do just that.
- Consider how the community can continue to share knowledge and creativity as challenges change from just responding to what's in front of you, to proactively rebuilding the kind of community that you want to live and thrive in.

3. Speak with a common voice

- Getting your community's message heard by local government and organisations that may contribute resources to help rebuild is a challenge. Look for common goals that meet the needs of many community members. Just as importantly, your community's voice can be strong and inclusive of different needs.
- When a one-size-fits-all approach doesn't work, part of sending a clear message means communicating that needs in your community are diverse.

4. Talk about wellbeing

- During and after a disaster it is natural to experience different and strong emotions. Give yourself time to adjust and connect with family, friends and others who were affected in your community.
- Take care of yourself and each other, while respecting that people's needs will vary. Everyone may deal with challenges in different ways, but no matter what, remember it's okay to seek help.
- Re-establishing routines and engaging in healthy behaviours can help to enhance your ability to cope.

5. There's no perfect answer

- There is no perfect answer to how your community will tackle recovery. Staying organised and proactive through recovery may not happen in the Hub itself especially if it's located in a place that needs to return to its business-as-usual function.
- Whatever the form and place, it is the connections made, the shared experiences, and people being active in the community that will make it possible to adapt and rebuild stronger than ever. Recovery will present challenges. Strong communities face them together.

Communities Prepared Training

Communities Prepared ([Communities Prepared – A Groundwork South Project](#)) is an online community resilience hub, which facilitates a network for volunteers, professionals and community members to coordinate, develop and learn about resilience through training. They have two pathways to specialise volunteers, the community emergency volunteer or flood warden groups.



Having reviewed the available training for members, the following aspects are useful for the SCRv project:

1. Downloadable volunteer training and handbooks → by having downloadable copies, volunteers can print and bring handbooks with them
2. Online modules completed at volunteers own paces
3. Various zoom sessions for volunteers to join and learn → topic ideas include emergency planning, flooding, heatwaves, volunteer hubs
4. Q and A sessions → this can be integrated into the forum
5. A forum provided to ask questions, share experiences and interact with other volunteers → provides volunteers with a sense of community
6. Experiences and success stories shared through social media, blogs and newsletters → engages volunteers with general public
7. Specialist advice provided a range of topics including risk assessments and communications → these can be incorporated into zoom meetings
8. Group management tools provided including volunteer database and training record → training can be provided through UoM blackboard to keep record of completed training and volunteer hours through UoM volunteering
9. News and information updates → can be shared with volunteers on email updates, social media or volunteers forum

Review of Selected Group Meetings

31st May 2024- Meeting with Stakeholders at Greater Manchester Police Headquarters

Having had a meeting with the Greater Manchester Resilience Forum, Greater Manchester Combined Authority, Safezone, British Red Cross, MAC, Fire Brigade and HCRI students, resilience to emergencies and the whole of society resilience approach was introduced. Each stakeholder introduced their own approach and strategies to volunteer emergency response. The Greater Manchester Resilience Unit uses JESIP (joint emergency service partnership) with strategic partnership from commanders and an operational response. The Red Cross undertakes volunteering through recruitment, DBS checks, learning pathways, mental health training and a rota system. The GM fire brigade manages volunteers through providing volunteer contracts, various roles, support and a need for commitment. Local CVS organisations provide training through risk assessments, first aid, wellbeing and JESIP e-learning opportunities.

14th June 2024 - Meeting with UoM Professor Duncan Shaw

Professor Duncan Shaw introduced the idea of spontaneous volunteers to the group, indicating how they can be of use to the community in an emergency response. The emergency services typically operate through command and control top down organisation, and the public are often viewed as a risk to the emergency services. However, risk can be managed and volunteers should not all be viewed in such light because about 80% of the public are already resilient whereas only 20% are not. Spontaneous volunteers therefore do not need to be registered. Some key questions arose regarding the project, these were:

1. How does the university become an active agent in the whole of society resilience approach?
2. What do the volunteers want the project to be and what are their needs?
3. Who will lead the volunteer teams?
4. What structures are in place at the university in terms of vehicles etc?
5. Who are the connections to the emergency services?
6. How do you engage students further?

23rd August 2024 - Meeting with Salford CVS

Having had a meeting with Andrew Mossop from Salford CVS, a local infrastructure organisation who support and look after charities, a number of ideas were discussed for training, mobilisation and keeping volunteers engaged. These ideas included the use of a reception centre, flood training and training partnerships for volunteers with NHS, fire service or blue lights.

Recommendations

Having reviewed the above material and the NCSR, the following recommendations can be made for the SCRIV Manchester project.

- The project should engage with the multitude of partners linked to the NCSR to aid the project
- The university can facilitate a CHUB which is run by student volunteers to have a place where information, skills, resources and coordination is disseminated.
- The CHUB in the selected location should contain the emergency box kit with the safety briefing page, lanyards for volunteers and the CHUBS guide.
- The NCSR recommends that volunteers should remain engaged post emergencies through connectivity, wellbeing and sharing knowledge
- Training for the SCRIV project can take inspiration from Communities Prepared by providing handbooks for volunteers, creating online modules, a forum for questions and a training record.

Volunteer Recruitment

This section of the report will highlight the target audiences for volunteer recruitment within the student body, outlining the likely cohorts and key methods to maximise volunteer recruitment.

Student Volunteers

For students at the University of Manchester and beyond, volunteering is a vital aspect of university life. UCAS highlights the appeal of student volunteering on their website, explaining the benefits of volunteering for both students and the community they participate in. The potential rewards for obtaining valuable work experience throughout the course of their degree and boosting their accomplishments ahead of pursuing a career post-university pushes many students to seek out opportunities to gain experience and develop skills beyond academic life.

However, the prospect of volunteering can also be daunting for students. Volunteering can be time-consuming, leading students to prioritise studying and other engagements over volunteering opportunities.

In the case of recruiting student volunteers, we have concluded that recruitment efforts are likely to be more successful among students if there are clear opportunities to develop specific skills and gain valuable work experience that may benefit students in their future career prospects.

Target Cohorts

HCRI

We have concluded that the most beneficial course of action in bringing the project to life might be launching the volunteering program primarily within HCRI, before expanding to include additional cohorts. Having been introduced to the field of emergency and humanitarian response, HCRI students are ideal candidates for voluntary roles with CVS organisations, transforming academic knowledge into emergency training and providing opportunities for students to observe and participate in practical emergency situations. Additionally, the prospect of skills development and valuable work experience within the emergency sector uniquely appeals to HCRI students, potentially boosting voluntary recruitment within this cohort.

Faculty of Humanities

Upon successful establishment within HCRI, the program can be expanded, and we recommend this expansion to include additional cohorts within the School of Arts, Languages, and Cultures, as well as the School of Social Sciences and School of Environment, Education and Development. These particular targets within University of Manchester's Faculty of Humanities may more closely relate to societal resilience, providing Humanities students with opportunities to develop critical skills that may align with their academics. Volunteering opportunities for building resilience would benefit

both student volunteers and CVS organisations, providing regular volunteering opportunities for Humanities students to enhance their experience and allow organisations to improve community resilience.

Ultimately, the program may be expanded university-wide to include student volunteers from a variety of disciplines across campus. However, to maximise project launch and volunteer recruitment, we have concluded that these particular cohorts within the University of Manchester provide excellent opportunities to recruit student volunteers eager to participate in community resilience.

CVS Recruitment

CVS organisations must keep in mind the appeal of student volunteering when recruiting students for community volunteer opportunities. The advertisement of the following training and skill sets are examples of desired skills that students may be looking to develop, of which present themselves within a volunteering role with CVS organisations.

- **Emergency Training and Preparedness**
- **Resilience-Building**
- **Public Engagement**
- **Communication and Organization**

Expansion into recruitment with additional cohorts might play into regular volunteering opportunities, focusing on different aspects of building community resilience to motivate students from additional cohorts to volunteer.

Recruitment Recommendations

SU Newsletter

To advertise volunteer opportunities to students, the Student Union's newsletter is an ideal way to continually advertise and remind students of available volunteering opportunities that may contribute to their professional experience.

University Volunteer Hub

Once advertised in the newsletter, students can access further information on volunteering opportunities on the university's Volunteer Hub website.

Volunteer and Careers Fair

CVS organisations can advertise at the university's multiple Volunteer Fairs, as well as the Careers Fairs, to attract the interest of students and get them interested in volunteering opportunities. Additionally, the Freshers Fair during the first week of the year is a prime opportunity to recruit new students into volunteering.

Volunteer Training

Volunteer training is a crucial process of equipping individuals with the necessary knowledge and skills to effectively fulfil their roles. However, striking the right balance in training is essential. Volunteer's time is valuable, as is the time of those conducting the training. This balance becomes even more critical in the context of emergency response, where disasters can occur suddenly and without warning. Effective preparation must be conscientious to avoid wasting precious time. Consequently, it is vital to identify the specific training needs and determine the most efficient methods of delivery. This chapter explores the key considerations in developing and implementing a successful volunteer training program, focusing on optimising preparedness for a student-led community resilience volunteer corps at the University of Manchester.

Susan J. Ellis, in her book "The Volunteer Recruitment Book," asserts that "Recruitment Is the Third Step." She emphasises that before recruitment, an organisation must first determine why it needs volunteers and then design meaningful work assignments for them. The foundation of an effective volunteer program, therefore, rests on two pillars: a clear understanding of the reasons for involving volunteers and a well-defined policy to guide their engagement. This chapter will build upon the insights discussed previously in 'Volunteer Recruitment', drawing in further relevance from our discussions with varying stakeholders and an analysis of a questionnaire distributed to University of Manchester students.

Aligning Volunteer Motivations with University Objectives: A Tiered Approach to Training and Engagement

The previous chapter highlighted target audiences within the student body, emphasising the appeal of volunteering opportunities that offer clear pathways for skill development and career-relevant experience. This emphasis aligns closely with the results of a questionnaire distributed to University of Manchester students. The survey revealed that 76.9% of respondents chose personal growth as a motivating factor for volunteering, while 69.2% selected 'professional development', and an overwhelming 92.3% indicated a 'desire to help others'. When asked about factors that would encourage student volunteering, 61.5% cited flexible volunteering hours, and 53.8% mentioned training programs.

Building on our previous discussions, our group met with key representatives from Salford CVS: Ben Fowler, the Active Communities Manager, and Michelle Warburton, the Strategic Lead. The meeting proved particularly insightful, with Michelle offering valuable perspectives on volunteer mobilisation and training. Michelle emphasised the importance of aligning student interests with university objectives. She provided guidance on how to effectively utilise our questionnaire to identify and understand student needs and motivations, incorporate these insights into the university's volunteer

program design, and ensure a mutually beneficial outcome for both students and the university.

After evaluating the findings of the questionnaire together, we propose adopting a tiered system similar to that employed by Salford CVS. This approach allows for the allocation of roles that correspond to volunteers' individual objectives and desired levels of responsibility, thereby providing strong incentives for sustained engagement. For instance, a student primarily focused on professional development could be assigned a role in coordination or risk assessment, offering opportunities to develop leadership and analytical skills. Conversely, an individual primarily motivated by altruism could be given a role with less responsibility but direct community impact.

This tiered system would then inform the structure of our training programs. By tailoring training to specific roles and individual goals, we can ensure that volunteers receive relevant, targeted preparation that aligns with both their personal objectives and the needs of the Resilience Response Cohort. This approach not only addresses the diverse motivations revealed in our survey but also optimises the allocation of resources and maximises the potential impact of our volunteer program.

By implementing this strategy, we aim to create a volunteer program that is not only attractive to a wide range of students but also highly effective in meeting the goals of the University's Resilience Response Cohort.

This tiered approach to training would work as follows:

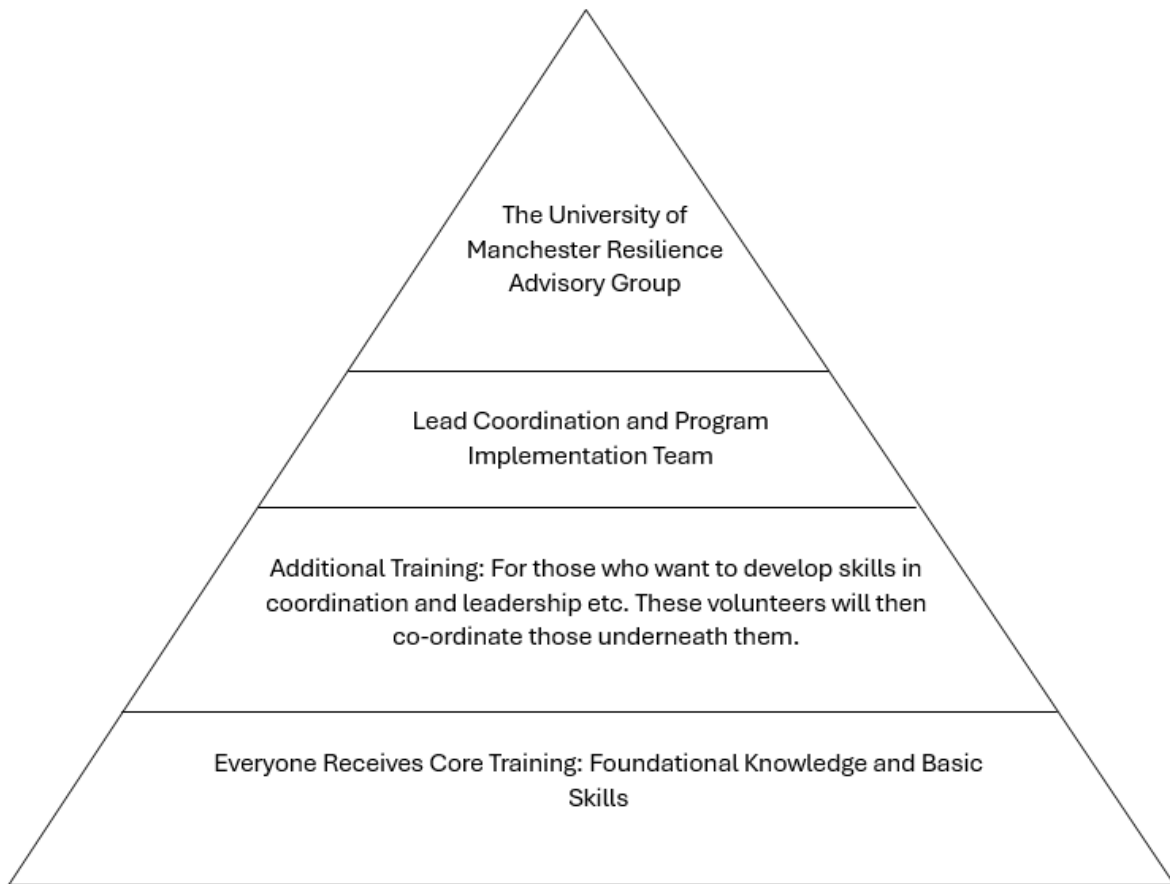
Core Training: All volunteers receive fundamental training in community resilience, emergency response basics, and the University's protocols. This addresses the universal "desire to help others" while ensuring a baseline of competence across the volunteer corps.

Progressive Training Path: To cater to the 76.9% motivated by personal growth, we'll offer additional training modules in transferable skills such as leadership, communication, and problem-solving. This increases incentive and continues commitment. E.g. an individual desires to gain skills in communication, we will provide them with this training, and then they will become a communications officer for the programme.

Flexible Learning Options: Acknowledging the 61.5% who desire flexible volunteering hours, we'll provide a mix of in-person and online training options, allowing volunteers to partly train at their own pace.

Recruitment Process: Registering those interested would include a job role description form to be completed by the volunteer, leading to an informal interview. Two references must also be provided.

Community Resilience Volunteering Programme



As well as creation of new training materials - be that live or online - other possible training methods and platforms include:

- Courses and modules provided through the Communities Prepared hub referenced above. This could be facilitated through Salford CVS.
- [Kaya](#) - a free online learning platform offering a broad range of up to date learning modules and pathways for the humanitarian sector. Potentially relevant courses include the [Volunteer Essentials Pathway](#) and [Introduction to First Aid](#). There is also the potential for collaboration with [HPass](#), who could help the SCRVS set up a specific online badge for volunteers who have completed selected Kaya modules.

Mobilisation of Volunteers

In reviewing how to effectively mobilise a cohort of student volunteers, there were two areas to consider.

- 1) The groundwork required to create a robust mobilisation process, including governance and management of data
- 2) The communication mechanism(s) to use in mobilising volunteers and remaining in contact during a deployment

The below findings, through discussion with representatives from the Red Cross, Salford Resilience Forum, Safezone and the disaster response charity, Re:Act, form a set of recommendations to drive a credible response process.

GROUNDWORK

There are several elements that are required to ensure the robust management of the mobilisation process and that those managing the volunteer group have adequate visibility of what will be required of the group in order to review requests and drive credibility of the group's ability to respond with key stakeholders.

- Governance and legal frameworks:
 - Appropriate university representative(s) to regularly engage with appropriate resilience forum(s) to monitor current and likely requests for deployment. This also links back to recommendations around training as this representative will have visibility of recurring incidents to inform training and development of volunteers.
 - A volunteer manager who can take day-to-day responsibility for the engagement with, and co-ordination of volunteers during deployment, or act as the point of contact for lead organisation during a response. They should have visibility of volunteer skills and experience to enable effective deployment depending on the scope of a particular deployment request. As part of skills development, this could eventually be a student volunteer. Students could also be trained to take team leader roles to help manage small groups of volunteers on the ground.
 - Safety and risk management - either via the partner resilience forum team, or within the university, to ensure relevant risk assessments and insurance is in place.
 - Linked to the above, the university should establish clear agreements on their liability for the students to ensure robust cover is in place for accidents, injuries and property damage.
 - Written consents should have previously been obtained during the recruitment and training stages from all volunteers confirming their clear understanding of the risks and responsibilities of volunteering. It should also capture understanding of relevant data protection and (social) media

policies including consent for use of their data and any promotional images/media content.

- Similarly, relevant data protection practices should be adhered to in capturing and managing volunteers' personal data during a deployment (as well as during recruitment, training and long-term engagement).
 - Ensure that obligations around equal opportunities, accessibility and inclusion are balanced against the requirements of a task and that the student is able to confirm their capacity and any support requirements. During a deployment, this may be achieved via volunteers endorsing a simple statement (e.g. 'I confirm I am fit and well, with no medical or accessibility requirements that could put me at undue risk during this activity').
 - If donations or materials are offered in response to volunteer input, a clear process should be put in place for managing this.
- Health, Safety and Risk Management:
 - Risk assessments to be carried out both prior to, and dynamically during a deployment. This should include on-site safety, transportation risks, mental health considerations, and potential exposure to hazardous conditions.
 - Any incident briefings should include clear guidance on safety requirements, including points of escalation should volunteers encounter a situation not within their scope of training. In some circumstances, a basic level of competency may be required for certain tasks (e.g. First aid training, psychological safety and mental health awareness or skills specific to the emergency).
 - Volunteers should be provided with all appropriate Personal Protective Equipment relevant to the task (e.g. helmet, gloves, safety boots/shoe covers, masks). There should also be adequate logistical support to ensure volunteers' welfare is managed (access to food, water, rest/changing area) - this may be managed by the organisation taking the lead in incident response.
 - The scope of volunteer input should be agreed in advance to ensure volunteers with appropriate capabilities are deployed and that they are not asked to carry out any activities that are beyond their scope of training. Available capability and experience should also form part of a 'go/no go' assessment to ensure volunteers do not deploy to a scenario beyond their scope of training.
 - There should be robust reporting mechanisms in place for volunteers to report unsafe conditions or any incidents encountered, as well as volunteers being empowered to step away from any situation in which they feel unsafe/uncomfortable.

- Communications
 - As well as the mechanism for communications explored below, protocols should be set up for emergency contacts so that next of kin can be notified in case of injury or emergency.
 - A roster system during deployment should also be utilised (if not part of the communication tool) to ensure that volunteer welfare and fatigue can be appropriately managed.
 - Approved communication guidelines should be provided to volunteers regarding what they can or cannot share publicly, especially on social media, and they should be briefed on the relevant media liaison to direct members of the press to.

- Exit Strategy, Demobilisation and learnings/feedback
 - There should be a clear Demobilisation Plan to establish when and how volunteers will be withdrawn from the emergency situation as the incident de-escalates, ensuring all parties are informed.
 - A thorough review should be conducted after the incident, capturing lessons learned and identifying areas for improvement in future mobilisation efforts.
 - Similarly, access should be provided to counselling services for volunteers who may experience emotional or psychological effects post-deployment.
 - There should also be a channel for providing feedback from both volunteers and stakeholders to facilitate long-term improvements on governance, processes and operations.
 - In case of long-term emergencies, a plan should be in place for the transition from immediate response to recovery, potentially involving different sets of volunteers.

COMMUNICATION MECHANISM

Whilst the mobilisation is proposed to be coordinated and managed by Salford CRV, the anticipated channel for mobilisation will be via an app, SafeZone, which UoM already utilise for students.

The SafeZone app, created by the software company CriticalArc, is a tool that enables individuals to share their location and information to emergency responders during an incident. It can also be utilised for location/welfare checks for lone workers or volunteers during a deployment.

Besides the existing partnership with the university, the key benefits of SafeZone are:

- the ability to track volunteer locations in real-time (which also allows identification of volunteers' proximity to an incident to organise effective deployment, and facilitates welfare checks for volunteers)
- Protection of volunteer data (in line with GDPR requirements) as communications are via closed group chats that do not display volunteer data beyond their chosen username

- Speed and clarity of communication - push notifications prompting volunteers to engage quickly with arising events and minimising non-incident related communications to help ensure important updates and information is not lost

When comparing SafeZone against other communication platforms, it is clear that it would be most effectively used solely for the task of mobilisation, and communication during an incident. For any other tasks, however, it is recommended to use a different communications channel (such as email) and to maintain a separate database to enable tracking of volunteer training and engagement.

COMPARISON OF COMMUNICATIONS PLATFORMS FOR MOBILISATIONS

Activity	SafeZone	WhatsApp	Assemble (used by BRC)
Alert volunteers to an arising need of support	✓	✓	✓
Real-time communications during an incident	✓	✓	✓
Stores volunteer data (emergency contacts etc.)	X	X	✓
Track volunteer hours	X	X	✓
Protect volunteer data	✓	X Volunteers would have to manually hide data	✓
Filter/sort volunteers by specified criteria	X Requires manual groups to be set up	X	✓
Free to use	✓ Already paid for by uni	✓	X
Real-time tracking of volunteer locations	✓	X	X?

ADDITIONAL CONSIDERATIONS

There are two key additional considerations in the mobilisation of volunteers.

- 1) Availability and service continuity
 - a) Student volunteers are likely to have large periods of time where they are not available for deployment. This is likely to peak during the summer vacation (and similarly Christmas/Easter) when students return home and in the run up to end-of-year exams and submissions of dissertations/theses. Volunteer managers should consider having an agreed window where volunteers will not be available and this should also form part of any 'go/no go' assessment.
 - b) Similarly, due to the fixed duration of courses, there is likely to be a regular 'churn' of volunteers - this may be managed by having a carefully curated scope of training and skills development to maintain a sustainable level of capability within the volunteer cohort.
 - c) Both of these elements could be agreed and planned for via a Memorandum of Understanding within which the 'go/no go' assessment could operate. This is similar to the framework that Re:Act use when developing partnerships with Local Authorities and Emergency Services partners who may call on their assistance.
- 2) Credibility with key stakeholders (particularly emergency services) - confidence in the capability of volunteers to be able to work with minimum supervision from incident management will likely drive increased requests to deploy. This will be achieved by regular engagement and sharing of case studies, aligned (again) with a MoU, with resilience forum/local authority/emergency services stakeholders, as well as providing the right level of training to volunteers and consistent levels of performance during incidents.

Regular Volunteering Opportunities

The often spontaneous and unpredictable nature of disasters may present the challenge of keeping students engaged between volunteering opportunities. This section, therefore, explores the merits and methods of pointing students towards more regular volunteering opportunities, to aid fulfilment of their volunteering goals between emergency mobilisations.

Whilst it is important to honour the time students are committing to this voluntary project, by only requiring truly necessary tasks and training, we must also be aware of the risk of them not staying motivated or interested in the program if there is too little to do. In reality it is unlikely that, after signing up to this program, students will be immediately deployed into crisis situations nor that they will be available for every emergency deployment call out. This leaves the potential for volunteers to disengage and withdraw because they are not fulfilling the role for which they signed up - a risk to this project which relies entirely on a group of motivated students that are ready and easily contactable. That being said, some students may be perfectly happy with minimal volunteering hours, especially if they are in their final years of study or already have work or care commitments.

In line with our approach to training, our suggested solution to this dichotomy is a two tiered volunteer system, defined by the individual's time commitment capacity and training / volunteer pathway choices. This approach was highly endorsed by Wendy Richings, who met with us to speak about maintaining volunteer engagement.

1. Tier 1 volunteers could be those signed up largely as spontaneous volunteers, who still must undergo the initial training, but are largely 'sleeping' and only active when emergency mobilisation is needed.
2. Tier 2 volunteers could take a more active role in terms of specific training (in line with the additional training recommendation above), development of the SCRv project, and branching out to volunteer through partner organisations.
 - a. There are different ways that this tier could look, and the possibility for further tiers (or levels), which would be ironed out and developed further into the project planning.

For students that have the capacity and drive to be involved in regular volunteering opportunities, there are a few options to consider:

- *SCRv specific roles and activities* e.g. social media and communications support, further volunteer recruitment and awareness, project feedback / development, acting in disaster simulations organised by partner organisations (as offered by Sulafa Abushal - GMRF), and trips to relevant sites such as the Bury Fire and Rescue Training and Safety Centre (as offered by Wendy Richings - GMFRS). This work would be coordinated by the SCRv manager in

collaboration with students and may be instrumental to the successful growth of the project in the longer term.

- *HCRI extra curricula opportunities* through linking in with HCRI staff members (e.g. Martin Parham) and the HCRI student society, to explore opportunities for projects and trips that tie in with the wider context of this project. This may include student-led conferences, academic writing, simulation opportunities, and mapathons. It would also be in line with our initial HCRI roll out, and aid the project in terms of recruitment and helping increase ties between the school, the SCRIV program and the LRF.
- *Signpost students to partner volunteer hubs* such as Salford CVS and University of Manchester Volunteer Hub where they can explore regular roles that appeal to their skills and development goals. This information can be provided (through the SCRIV handbook) with reference to 'the 20%', i.e. hard to reach groups that may be more vulnerable to disasters and are often served by the voluntary sector. This could increase volunteer awareness of, and skills related to, communities they may be called to support in deployment, as well as spreading the word about the SCRIV externally.
- *Signpost students to other emergency response humanitarian organisations* e.g. Red Cross and REACT where they can gain more expertise and fulfilment in this area. Having students on the SCRIV team who have experience of disaster response would be extremely valuable, both during mobilisation and in project development.

Finally, it may not be enough to leave students either 'sleeping' or giving their volunteer time to other work outside of their emergency mobilisation commitment. Sustained volunteer engagement would also need:

- Transparency from the beginning about what the project will and will not involve. This includes helping the volunteer choose which tier suits them; what they can expect, and what is expected of them. This information must be relayed clearly, including in the handbook, and not give rise to false expectations.
- Methods to stay in touch with volunteers e.g. through a newsletter, Whatsapp group, group check ins or 1:1 supervisions
- Thanking volunteers for their engagement and fostering a sense of achievement and gratitude. This can be framed through what the students' motivations are for their volunteering, and is relevant both for specific emergency response work and their wider volunteering that brings skills, knowledge and awareness into the team.
- Encourage them to bring back knowledge from their volunteering placements to ensure processes are in place that allow this to be fed into their SCRIV work, where relevant.

Recommendations

Overall this report has outlined and proposed a number of aspects for the student community resilience volunteering project at the University of Manchester. Having explored five key elements including NCSR, recruitment, training, mobilisation and volunteering opportunities, the report has made suggestions for the project going forth. The overall recommendations are highlighted as follows;

1. Review and NCSR

- The university can facilitate a CHUB which is run by student volunteers to have a place where information, skills, resources and coordination is disseminated.
- The CHUB in the selected location should contain the emergency box kit with the safety briefing page, lanyards for volunteers and the CHUBS guide.
- Training for the SCRIV project can take inspiration from Communities Prepared by providing handbooks for volunteers, creating online modules, a forum for questions and a training record.

2. Recruitment

- The university should begin initial recruitment within HCRI and the School of Arts, Languages, and Cultures, before eventually expanding the volunteering program into different faculties.
- During recruitment, CVS organisations should take care to advertise clear skills and training they may receive as a means to motivate students to volunteer.
- The SU Newsletter and University Volunteer Hub are ideal methods in which to advertise volunteering opportunities, with Volunteering and Careers Fairs the perfect opportunity to recruit students to sign up for volunteering opportunities.

3. Training

- Adopt a proposed tiered system, similar to that of Salford CVS, which informs the structure of the training programmes so training is targeted to the individual
- The tiered approach would include core training, progressive training path, flexible learning options, recruitment process
- Utilise existing training courses including communities prepared or Kaya

4. Mobilisation

- Thorough preparation to set up the right governance and management of the volunteer cohort through pre-mobilisation groundwork will create a robust mobilisation process that will ensure effective and credible delivery of volunteering activities.
- To ensure effective communication and volunteer management before, during and after a deployment, the SafeZone app should be utilised alongside a second platform to capture volunteer data (such as skills, training and duration of deployments) and maintain engagement outside of a deployment.

- Again, to ensure credibility with key stakeholders and continuity of volunteering provision, additional factors such as an agreed timeframe of availability (to align with university term times and academic demands) and a process to demonstrate effectiveness of service provision should be built into the operating framework via a Memorandum of Understanding.

5. Volunteer Engagement

- A two tiered volunteering approach of (1) 'sleeping' volunteers and (2) 'active' volunteers who want to do further work between emergency mobilisations - catering for variation in time capacity and desire to upskill through volunteering.
- Clear, transparent communication lines with volunteers throughout their time in the project, facilitated through consistent messaging with tools such as handbooks, whatsapp group and supervisions.
- Make use of our existing needs and networks to support and signpost students into further volunteering opportunities that fulfil them and the wider development of the SCRIV project. We have identified 4 potential sites for this: SCRIV project development, HCRI school, local volunteering hubs, and emergency response specific organisations.