

# BULLSEYE TRAINERS GUIDE



## BULLSEYE





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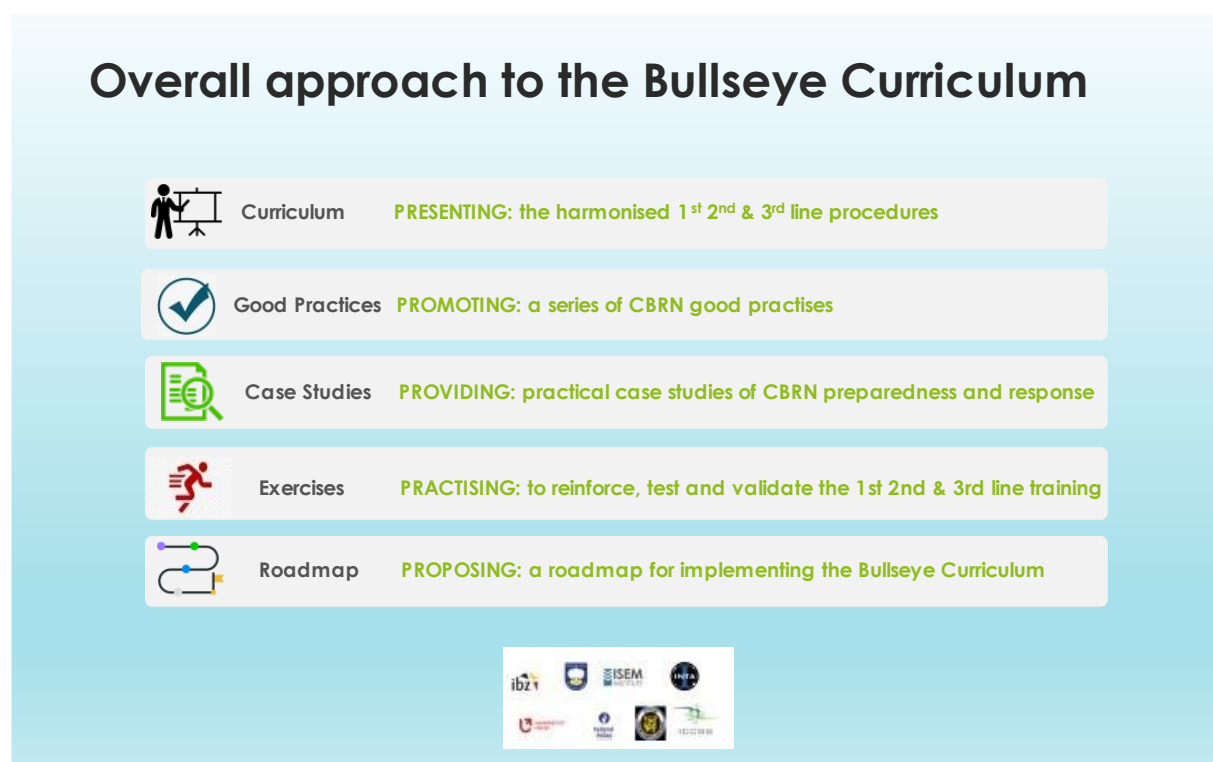
# Introduction

This guide is intended for use by trainers from various emergency, security services and civil protection organisations who will deliver training to staff that will be involved in the first, second and third lines of response to a chemical or biological incident or attack.

This guide will show trainers how they can teach the Bullseye Curriculum to the intended target audiences and how to make best use of the other supporting training materials and resources provided by the Bullseye Project.

# How to use the Training Guide

This guide is divided into five sections. There are complete lessons in the first section for teaching the harmonised response procedures to CBRN responders (first, second and third), then there are three sections that build on those lessons to reinforce, develop and deepen the students' understanding and capacity to implement the relevant procedures by using good practices, learning from case studies and participating in exercises. A 'road map' is also provided in the final section which contains recommendations for implementing the Bullseye curriculum on a national, regional or local basis.



**Figure 1: Illustration of overall approach to the Bullseye Curriculum**

Firstly, any training must involve the first section by teaching trainees either the first, second or third-line response procedure(s); afterwards, the training of the relevant procedure(s) can be considered complete. This is the core component of the Bullseye Curriculum and all other components support and reinforce it.

Secondly, further training may be conducted using materials from one (or more) of the following three components - Good Practices, Case Studies, Exercises. These components are very flexible and can be mixed, matched and adapted to national, regional or local requirements.

Finally, one (or more) of the 'road map' recommendations may be considered as a discussion point during any relevant part of the training.

## The Trainer

The trainer's skills will be very important for successfully training the Bullseye Curriculum. The trainer will need to have CBRN knowledge and teaching skills. The trainer should create opportunities for learning and to engage the trainees throughout the entire training. The trainer should interact with the trainees and be able to facilitate and direct discussion points and interactive exercises using their own relevant CBRN knowledge, training and experience to develop and reinforce the learning points of the Bullseye Curriculum.

The trainer has an important part in planning and delivering the training and must respect all national, regional and local regulations. The trainer will need to make a judgement about any aspects of the response procedures, good practices or exercises that may need to be adapted to match their particular context and situation.

Minimum qualifications for a trainer are suggested as:

- Experience in training. This can be either by having a formal training qualification and role, or experience in working with and supporting or mentoring junior staff
- Background in C, B and/or RN
- Professional experience corresponding to the trainers from (at least one of) the first, second or third-line responder services

Complementary beneficial qualifications for a trainer are suggested as:

- Experienced in working in an emergency setting either as a first responder and/or as a second or third-line commander/manager within security forces or civil protection agencies
- Experienced in collaborating with first responders and/or second or third-line commanders/managers or hospital emergency department
- Ability to interact with trainees, flexibility and communication skills acquired as trainer and through participation on training focused on teaching skills

It should be noted that the Bullseye materials are only provided in English.

# The Response Procedures

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The Bullseye Project carefully analysed and considered a wide variety of CBRN response procedures throughout Europe and developed some harmonisation of them for each line of response to a chemical or biological attack. Although radiological and nuclear incidents were not within the scope of the project, many of the lessons were found to be transferrable to the full CBRN spectrum of incidents.

The main aim of the Bullseye curriculum is to enable each type of responder (first, second, third) to implement their specified Bullseye response procedure(s) in cooperation and coordination with other responding agencies so they can efficiently and effectively interoperate with them to achieve the desired outcomes.

The different lines of response have been clearly defined and the training materials were developed for them to address their differing challenges as follows:

## First Response

**The Purpose** - is to provide the most efficient, effective and coordinated first response at the scene of any incident where chemical or biological materials may have been released. The overall aim is to save life and minimise the impact of the incident on people, property, the community and the environment by enabling the first responders to work together quickly and efficiently whilst avoiding any unnecessary risks.

**The first line procedure** - is intended for use in the **FIRST 20 MINUTES OF AN INCIDENT** so that first responders can complete a series of tactical actions and considerations to ensure that a structured, predictable and effective initial response is delivered at the scene while the emergency services are establishing the command, control and coordination of their agencies' response.

**Training Audience** - first responders from the various emergency and security services in the European Union that have legal responsibility for dealing with such incidents. First responders from other agencies may also be trained in this procedure to support and assist the response by the statutory emergency services (such as emergency centre call takers, stewards at a public event or security guards at shopping malls).

It is assumed that first-line responders will have **NO OTHER CBRN TRAINING, KNOWLEDGE OR ACCESS TO**



**CBRN PERSONAL PROTECTIVE EQUIPMENT (PPE).** Where first responders have any PPE it should be used in accordance with the training provided by their own agency and the manufacturer's instructions.

**The Lesson** - consists of a presentation that includes a full set of training notes and can be delivered in about 1 hour. The lesson is supported by a full text of the harmonised response procedure which is also supported by a 'monoscript' which is a set of notes about the text.

## Second Response

**The Purpose** - is to provide the most efficient, effective and coordinated second-line response at the scene of any incident where chemical or biological materials may have been released. The overall aim is to save life and minimise the impact of the incident on people, property, the community and the environment by enabling the first and second-line responders to work together quickly and efficiently whilst avoiding any unnecessary risks.

**The second line procedure** - is intended for use **AFTER THE FIRST 20 MINUTES UP UNTIL ABOUT SEVERAL HOURS** after the start of the incident, depending on the situation after the incident is reported. While the second line response is arriving at the scene, the first responders will be implementing and completing their first line procedure to save lives and move people to a safer location in readiness for more emergency resources to

attend the scene to provide emergency assistance and for second line responders to establish command, control and coordination at the scene.

**Training Audience** - second-line responders from the various emergency services in the European Union that have legal responsibility for dealing with such incidents. It is assumed that the second-line responders have **CBRN TRAINING, KNOWLEDGE AND/OR ACCESS TO CBRN PERSONAL PROTECTIVE EQUIPMENT (PPE).**

**The Lesson** - consists of a presentation that includes a full set of training notes and can be delivered in about 1 hour. The lesson is supported by a text of the procedure which has been presented as a 'timeline' using eight categories of common activity areas that highlight key issues requiring multi-agency consideration and/or action during the response phase of an incident. The procedure is further supported by a 'monoscript' which is a set of notes about the text.

## Third Response

**The Purpose** - is to provide the most efficient, effective and coordinated third-line response at the scene of any incident/crime where chemical or biological materials may have been released. The overall aim is to identify and collect evidence from the crime scene to be used in the prosecution process as direct physical evidence (including confirming what agent has been used). It will enable the investigation to direct resources towards any

perpetrators identified, ensure the recovery and identification of deceased people at the earliest opportunity, and to pursue any duties towards the rights of deceased victims.

**The third line procedure** - is intended for use **DURING/AFTER SEVERAL HOURS** from the start of the incident, depending on the situation after the incident is reported. It is possible that some of the third-line specialists may arrive earlier for certain specialised (CSI forensics) tasks; such as rapid identification of suspects (such as very quick fingerprint and/or facial recognition) or to obtain laboratory samples (for confirmatory identification of agent(s) present at the scene) or to secure, collect and examine evidence quickly (such as mobile phones, identity documents, laptops).

**Training Audience** - third-line responders from the various emergency/security services in the European Union and their supporting CBRN specialists that have legal responsibility for dealing with such incidents; examples include Crime Scene Investigators (CSI), Disaster Victim Identification (DVI), Scientific and Technical specialists (involved in activities like sampling, laboratory analysis, environmental impact assessment, decontamination, advising on recovery etc). It is assumed that the third-line responders have **CBRN TRAINING, KNOWLEDGE AND/OR ACCESS TO CBRN PERSONAL PROTECTIVE EQUIPMENT (PPE)**.

**The Lesson** - consists of a presentation that includes a full set of training notes and can be delivered in about 1 hour. The lesson is supported by a text of the procedure which has been presented as a 'timeline' using seven categories of common activity areas that highlight key issues requiring multi-agency consideration and/or action during the response phase of an incident.

The procedure is further supported by a 'monoscript' which is a set of notes about the text.

## Training Delivery Options

In the case of the first-line procedure, all slides of the presentation must be delivered to complete the training.

In the case of the second and third-line training presentations, there are two alternatives for delivering the training. Each presentation has a number of 'primary' slides with a full set of training notes that provide the full training content that should be delivered; however, most of the primary slides are followed by 'hidden' slides which convey the key points from the training notes of the primary slides. This allows the trainer to present a more detailed version of the procedure so relevant points can be further developed according to their own judgement, preference and the training needs of their audience.

A small number of hidden slides are also provided with some optional interactive tasks for students to consider and discuss if the trainer wishes to use them.



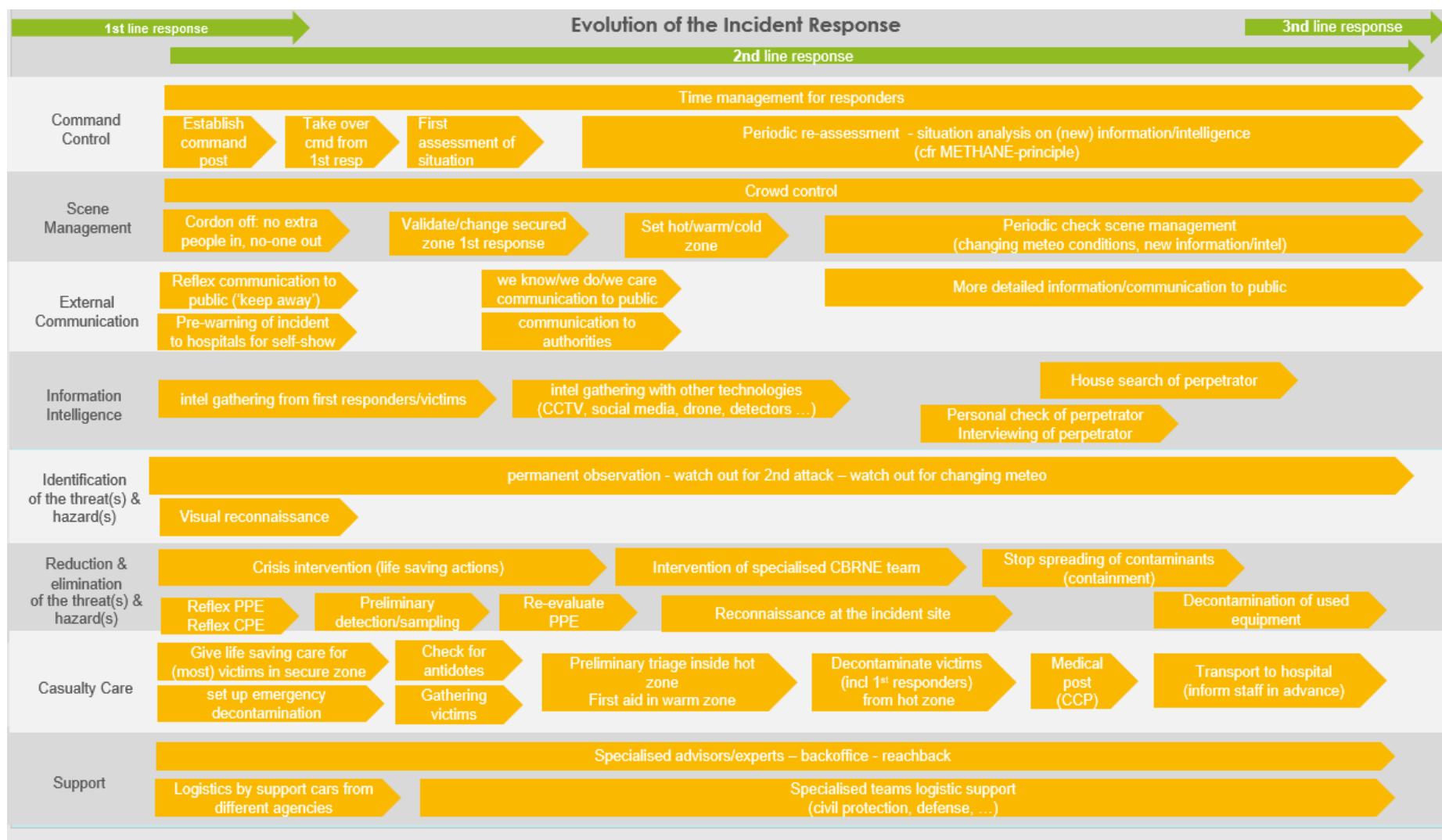


Figure 3: Illustration of second and third-line response procedure timeline

# The Good Practises

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A series of 'good practises' has been identified which could be implemented to significantly enhance the efficiency and effectiveness of the first, second and third-line responses to a CBRN incident or attack. These are all complimentary and can be considered in any combination or on a singular basis.

It is expected that the relevance and applicability of each good practice and the possibility of their implementation will be determined by national, regional or local authorities. It is expected that most (or all) of the good practices will be relevant and useful in most (or all) Member States. It remains a possibility that adjustments may need to be made by the trainer to respect the national, regional or local context, and the trainer must respect all national, regional and local regulations when promoting or training any of the good practices.

## Multi-agency Interoperability

**Relevancy** - First, Second and Third-line response

**Topic** - The Joint Emergency Services Interoperability Programme (JESIP) provides an organised and structured multi-agency approach to major emergencies based on 5 key principles of co-location, communication, coordination, joint understanding of risk and a shared situational awareness. JESIP is already successfully implemented nationally (in the UK) and includes a joint decision-making model agreed between all responding agencies.

### Resources

- Presentation with training notes,
- Online training materials
- Policy documents
- Downloadable interactive JESIP app
- Training videos/animations are also available

## Multi-agency Training

**Relevancy** - First and Second-line response

**Topic** - The EU ISFP MELODY project has developed a harmonised CBRN training curriculum for multi-agency CBRN first and second-line responders. The MELODY CBRN training curriculum applies a modular approach to facilitate flexibility in content, training hours, target audience, and training methods and can be adapted to build a bespoke CBRN training curriculum.

### Resources

- Presentation
- MELODY Trainers Manual
- Short animation explaining how to use the MELODY curriculum
- MELODY exercise scenarios

It should be noted that the MELODY materials are available in multiple languages.

## Multi-agency Planning

**Relevancy** - First, Second and Third-line response

**Topic** - The Argon Programme provides a model for joint emergency planning for a CBRN incident or attack at high profile locations such as city centres, airports and critical national infrastructure. This national approach (developed in the UK) requires local emergency response agencies to work together in producing a multi-agency operational level CBRN response plan setting out in detail their operational activities and deployment options.

### Resources

- Presentation
- EU CBRN Glossary

## Multi-agency Exercising

**Relevancy** - First, Second and Third-line response

**Topic** - The Guardian Programme provides a model for localised and 'informal' multi-agency CBRN exercising. This local approach was pioneered (in the UK) by training managers in one region that decided they would join up their CBRN commander and responder training days for one day each year so they could practice their tactics and deployments together against various attack scenarios so their interoperability could be tested and improved.

### Resources

- Presentation

## Multi-agency CBRN Capabilities

**Relevancy** - Second and Third-line response

**Topic** - The FP7 CATO Project developed EU Incident Commander (IC) guidelines for responding to a terrorist attack with CBRN materials. A full set of the IC guidelines are provided for strategic, operational and tactical management of the emergency services' response to the various stages of a CBRN terrorist attack. The guidelines can be used as a capability review tool to address key topics and questions such as:

- *What are the current national/regional/local capabilities for specific activities?*
- *Which agency/agencies are responsible (or share responsibility) for specific activities?*
- *Are there Standard Operating Procedure (SOPs) for specific tactics?*
- *Are current CBRN response plans adequate for ensuring a coordinated and effective response by the emergency services and other agencies at the strategic, operational and tactical levels?*

### Resources

- Presentation
- Set of the IC guidelines for strategic, operational and tactical management of the emergency services' response to the various stages of a CBRN terrorist attack



- Explanatory paper about the development of the IC guidelines supporting explaining how they can be used as a multi-agency CBRN capability review tool.

## CBRN SWAT (Specialised Weapons and Tactics)

**Relevancy** - First and Second-line response

**Topic** - The Bullseye Project experimented with CBRN SWAT deployments and tactics during Bullseye live deployment exercises (in Slovakia and Netherlands). This case study focuses on the learning achieved through the preparations and participation in those exercises by the Lynx Commando Team from Slovakia, including their experience of conducting immediate decontamination of suspects using the 'Remove Remove Remove' procedure.

**Resources** - Presentation

## CBRN CSI and Forensics

**Relevancy** - Second and Third-line response

**Topic** - This presentation summarises a variety of the latest good practices identified world-wide concerning CBRN CSI and forensics.

**Resources**

- Presentation

## CBRN Search

**Relevancy** - Second and Third-line response

**Topic** - This presentation explores a 'standard' operational activity of the emergency services (police search) as a 'model' to show how it can be reviewed, adapted and redesigned to match the challenges of a CBRN environment.

**Resources**

- Presentation

## Disaster Victim Identification (DVI)

**Relevancy** - Second and Third-line response

**Topic** - This presentation summarises a variety of the latest good practices identified world-wide concerning DVI applied to a CBRN context. A recent example of CBRN DVI policy development by the Belgian Federal Police is also explored.

**Resources**

- Presentation
- Example of a CBRN DVI policy

## Crowd Behaviour

**Relevancy** - First and Second-line response

**Topic** - A summary of relevant conclusions and recommendations from behavioural science research concerning crowd behaviours in an emergency/disaster setting applied to a CBRN emergency. Particularly, dispelling myths about crowd 'panic' and proposing how emergency services can effectively communicate and influence crowd behaviour during a CBRN emergency.

### Resources

- A collection of crowd behaviour research papers supporting the conclusions and good practices and promoted in the lesson.



# The Case Studies

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Case Studies are included in the Bullseye curriculum to provide opportunities to learn from 'real word' examples of CBRN incidents.

Case Studies can provide a description of the incident and highlight the most relevant points of learning for first, second and third-line responders by reviewing what went well, or not so well, during the planning preparation and response phases of the incident. Analysis of the positive and negative aspects can identify and promote future good practises and help to avoid poor outcomes.

The case studies may also be used as discussion starters for reviewing and reinforcing the first, second and third-line procedures.

Examples of some discussion starter questions could be:

- *If first-line responders (or 2nd/3<sup>rd</sup>) had implemented the Bullseye procedure(s) would this have resulted in some different outcomes? Identify and list them.*
- *What outcomes (if any) would have been better (or worse) by using the Bullseye procedure(s)? Explain your conclusions.*
- *Which negative outcomes (if any) could have been anticipated or possibly avoided by using the first-line procedures (or 2nd/3<sup>rd</sup>)?*

It is recommended that Bullseye trainers develop their own bank of case studies so the Bullseye curriculum and procedures can be more closely aligned and contextualised to their national, regional and local CBRN capabilities, policies, tactics, standard operating procedures and levels of interoperability. This will provide the

Bullseye trainer with an opportunity to directly address national, regional and local strengths and weaknesses of CBRN planning, preparation, and response phases of the incident during their training of the Bullseye procedures.

It is a widely recognised 'standard practise' for the emergency response services and civil protection agencies to debrief and review critical or major incidents afterwards to identify what lessons can be identified and to make recommendations for future improvements. These are usually conducted as single agency debriefs and reviews, but it is also widely recognised 'best practise' to conduct multi-agency debriefs and reviews in cases of multi-agency responses so that future cooperation and interoperability can be improved. It is recommended that Bullseye trainers maintain a good level of awareness about CBRN incidents in their locality and country.

If a Bullseye trainer chooses to include a case study to support their teaching of

the Bullseye first, second or third-line procedures, they should develop a presentation that focusses on the learning points about the Bullseye procedures and/or leads to relevant discussion starter questions which can be facilitated to develop the students' capacity to understand and apply them.

Bullseye trainers can consider one or more of the following approaches for developing useful and relevant case studies to reinforce their training of the Bullseye procedures:

- The trainer can use cases they have been personally involved with or are aware of; preferably from their own locality or country, although international examples may also be considered and used.
- The trainer can identify cases by consulting local, regional or national (or international) CBRN contacts, responders, or specialists.
- Cases do not have to be large scale, have multiple casualties or be terrorist in nature. A local 'white powder' incident in a post room, a chemically assisted suicide or a raid on an illicit methamphetamine laboratory could all be potential case studies for the first second and third-line procedures/responders.
- The trainer can familiarise themselves with the details of the case by using debrief reports, internal reviews, recommendations that were made afterwards, media reports and/or personal contact with first,

second and third-line responders that were involved.

- The trainer can invite a 'guest' CBRN responder, commander or specialist who was person involved in the case to present it to the students and the relevant Bullseye procedure(s) and proposed discussion starter questions could be provided for their consideration during their preparations.
- The 'guest' presenter can be asked to participate and interact with students during discussions about the usefulness and applicability of the Bullseye procedure(s) to contribute their own perspective.

Three case studies have been provided as examples:

### **Wolf Mountains**

Environmental contamination by an organised crime group involved in illegal dumping of chemical and other hazardous waste, Slovakia, 2015.

### **Darknet**

Use of the darknet to obtain C and B materials to conduct a revenge attack on public institution(s), Czech Republic, 2018.

### **Salisbury**

Failed assassination/murder attempt using novichok nerve agent, causing unintended lethal contamination and death/serious injury to members of the public and emergency service responders, Salisbury, 2018.

# The Exercises

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Exercises provide an opportunity for the participants to develop and reinforce their knowledge and understanding of the Bullseye procedures by applying them to a realistic scenario.

All the Bullseye exercises are designed to be used by multi-agency groups to improve interoperability. During the exercises, participants can further develop their skills by working in cooperation and coordination with other responding agencies as they apply the guidelines and complete a series of tasks.

## The Tabletop Exercise

This Bullseye Tabletop Exercise is intended to support the training of the Bullseye first, second and third-line response procedures to multi-agency emergency responders and their commanders/managers by applying their understanding of the relevant procedure(s) to a realistic CBRN scenario at a train station. Non-CBRN trained first, second or third-line responders/commanders/managers could also participate to improve their knowledge and awareness of CBRN response.

The exercise scenario progresses through the first four hours of responding to a terrorist attack, including the initial response, consolidation and management of the scene and situation by the second-line response, then crime scene management and disaster victim identification.

Training notes for each slide explain how to make progress through the scenario and use the developing situation to facilitate various discussions and

interactive tasks among the multi-agency groups. The interactive tasks will prompt participants to recall what they learned from their Bullseye training and provide an opportunity to use the procedures in their groups.

The trainer can easily adapt and localise this exercise by selecting a likely terrorist attack target in their area and substituting the relevant maps and photographs in the presentation. This approach is recommended so participants can use their local knowledge of the setting to make plans and deal with the developing scenario which makes the exercise as realistic as possible. It is suggested that the nearest main train station could be easily substituted as local responders and commanders will be familiar with it.

It is possible to deliver the entire exercise by following all the lines of response consecutively with participants from all lines mixed together into multi-agency groups. This has the benefit of raising the participants' awareness of other lines of response they do not usually participate in. This will deepen their understanding about how their own

roles, responsibilities and activities will impact on the other lines of response.

It is also possible to deliver the exercise to just one multi-agency line of response (or two). This can be best achieved by deleting the interactive tasking slides for the line(s) of response that will not be included. The slides that describe the developing events should still be used so the entire storyline is given to the participants from beginning to end.

The expected duration of the entire exercise delivered to all three response lines is at least four hours of activity, assuming four multi-agency groups are participating as follows:

- First-line - 1 hour of activity
- Second-line - 2 hours activity
- Third-line - 1 hour of activity

The trainer may adjust the time needed for delivering the exercise by either deleting some interactive tasks and/or adding additional tasks they may wish to design and introduce according to the preference and the training needs of the exercise participants. It should also be remembered that timings may need to be extended for comfort breaks and refreshments. Increasing or decreasing the number of groups will also increase/decrease the time needed for delivering the exercise. Each interactive task has a proposed time allocation in the training notes which can be adjusted according to the discretion and objectives of the trainer and will help them to calculate the time needed to

deliver their chosen version/elements of the exercise. The tabletop exercise can be implemented as a physical face to face event or on-line event using a special application (e.g. SIENA X).



**Figure 4: Photographs from Bullseye Tabletop Exercise**



## The Field Exercise

This exercise provides an opportunity for a wide variety of first, second and third-line CBRN capabilities to be deployed together (or on their own) ‘in the field’ and apply the Bullseye procedures to a ‘live’ event. The exercise was specifically designed to test and validate the Bullseye procedures.

The exercise was used five times in different Member States during the lifetime of the project by national and local CBRN capabilities (in ES, BE, NL, PL, SK) to progressively test and develop the procedures for each line of response using different parts of the exercise. Finally, on a sixth occasion (in NL), the full exercise was used to implement all the Bullseye guidelines and deploy all the CBRN capabilities together.

The scenario involves two terrorists who crash in a van and disperse a hazardous chemical in the street. One of the terrorists runs from the street into a building and takes some hostages. The scenario provides both an outdoor and indoor environment to exercise different response lines and capabilities.

**Figure 5: Photographs from Bullseye Field Exercise**



A detailed guide for using the exercise is provided as part of the Bullseye curriculum which sets out:

- The scenario
- How to set up the scene(s)
- All the materials needed
- Briefing for volunteer casualties
- A METHANE report (scene survey)
- Briefings/information/updates for first, second and third-line responders
- Taskings for first, second and third-line responders

## The Melody Exercises

The MELODY project has developed a harmonised CBRN training curriculum for multi-agency CBRN first and second-line responders which includes 24 training scenarios and 2 tabletop exercises. The scenarios are classified by complexity (easy, moderate, complex) and the type of agent involved (C, B, R).

The Bullseye Project has created a number of additional tasks that can apply the first and second-line procedures to most of the scenarios:

The Bullseye tasks can be used to compliment and supplement the Melody training scenarios and tabletop exercises in two ways.

Some (or all) of the first and/or second-line Bullseye tasks can be added to the Melody scenario presentation so the Bullseye procedures can be exercised and integrated into a Melody training module.

Alternatively, the Melody scenario can be used solely as the basis for exercising some (or all) of the first and/or second-line Bullseye tasks.

Presentation slides have been prepared with all the necessary training notes so that various first and second-line Bullseye procedure tasks can be selected in accordance with the trainer's judgement, preference and the needs of the particular audience. The tasks have been designed to be universal to fit as many if the scenarios as possible. The trainer may also develop their own Bullseye procedures tasks or adapt the ones that have been prepared according to their needs.



1	Illegal drugs lab	C
2	Dredging incident	C
3	Dirty bomb at a pet fair	R
4	Powder at celebrity house	B
5	Attack in city centre	C
6	Prisoner stealing lamp bulbs	R
7	Barrels found during maintenance work	R
8	Customs security check	R
9	Paint stripping factory	C
10	Accident at a starch plant	C
11	Farm tractor malfunction	C
12	Chemical suicide in car	C
13	Pesticide accident farm	C
14	Car accident + Radiological material smuggling	R
15	Accident in hospital Laboratory	C
16	Powder letters	B
17	Incident in municipality building	C
18	Incident in garage box	C
19	Outbreak at a celebration	C
20	Bioartist	B
21	Intoxication at a music festival	B
22	Silent attack at the underground train station platform	B
23	Plane incident with infectious patient	C
24	High school incident	B

**Figure 6: List of Melody scenarios**

[illegible]

<p><b>Qualitative Interviewing: reflexive approach (p. 172)</b></p> <p>Goal: to understand the social world from the participants' perspective</p> <p>Interviewer: a participant-observer</p> <p>Interviewing: a process of discovery</p> <p>Interviewing: a process of discovery</p> <p>Interviewing: a process of discovery</p>	<p><b>Qualitative Interviewing: reflexive approach (p. 172)</b></p> <p>Goal: to understand the social world from the participants' perspective</p> <p>Interviewer: a participant-observer</p> <p>Interviewing: a process of discovery</p> <p>Interviewing: a process of discovery</p> <p>Interviewing: a process of discovery</p>
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**Figure 7: Materials from Melody Tabletop Exercise**

# The Road Map

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A series of steps is recommended that make up a 'roadmap' for the implementation of the Bullseye curriculum. The recommendations can be considered for implementation from two differing perspectives.



## Top-Down

- To be considered nationally.
- May require a Government Ministry level decision.
- May need a formal national senior level agreement between emergency responding agencies and authorities.



## Bottom-Up

- To be considered locally and/or regionally.
- Can be decided at a local or regional level.
- Can be implemented with either a formal or informal agreement between middle or junior management at the local or regional level within responding agencies and authorities.

## Recommendation 1: Core Curriculum

### First-line Response Procedure

Should be trained nationally to all emergency service and civil protection responders to develop a fast and effective national first-response capability for CBRN incidents to:

- Save the maximum lives
- Reduce harm to the public
- Keep unprotected first-responders safe from harm
- Reduce harm to the environment

The first-line training can be delivered in 1 hour and could be developed as an E-learning package or video presentation that can be implemented as a dedicated/ new/special national programme, and/or integrated into the training for new recruits and/or the regular refresher training of first-responders.



A locality (or region) could propose to pilot the training as a good practise with the potential to implement it more widely subject to successful outcomes leading to wider/national support within their responding agencies/government.

## Second & Third-line Response Procedures



Should be added to the initial national training and/or refresher training programme for second and third-line CBRN responders, commanders, managers and specialists as part of a national approach to improving CBRN capabilities and multi-agency/multi-disciplinary interoperability.

The second and third-line training can be delivered in 1 hour and could be developed as an E-learning package or video presentation that can be integrated into existing training/refresher programmes by all relevant responding agencies.

A locality (or region) could propose to pilot the training as a good practise with the potential to implement it more widely subject to successful outcomes leading to wider/national support within their responding agencies/government.

### Recommendation 2: CBRN Good Practices

The following 'good practices' could be implemented nationally or promoted/piloted locally to improve overall CBRN capabilities and preparedness and support the implementation of the Bullseye curriculum:

- A transition from single agency training for CBRN commanders/managers to multi-agency CBRN training integrating best practice models for interoperability;

including co-location at incidents, joint decision-making, joint assessment of risk and developing shared situational awareness

- Developing multi-agency emergency response planning/plans for CBRN threats/risk to national critical infrastructure and potential terrorist attack target locations; such as stadiums, shopping malls, significant events, crowded places and key transport hubs.

### Recommendation 3: CBRN Case Studies

At a national level, CBRN incidents and exercises should be identified for de-brief and review to discover strengths and areas for development in CBRN capabilities and response.

Any lessons that can be identified should lead to relevant recommendations for national, regional and local improvements. Outcomes, lessons identified and recommendations should be captured and analysed nationally then disseminated effectively to relevant responding agencies; progress should be monitored and measured.

Case Studies can be shared to support the core Bullseye curriculum and provides an opportunity for key learning points and CBRN best practices to promoted.



## Recommendation 4: CBRN Exercises

A national, regional or local transition towards multi-agency CBRN exercises will provide an opportunity for multi-agency responders and commanders/managers from all lines of the response to work together and improve their interoperability and performance. Importantly, is the setting where the strengths and areas for development of CBRN capabilities and tactics can be identified and potentially resolved. Multi-agency CBRN exercising opportunities can be provided by nationally mandated programmes or be implemented informally locally/regionally by mutual cooperation and collaboration between responding agencies.

- The Bullseye Field and Tabletop Exercises (and the Melody scenarios) can be used to provide an opportunity to apply the Bullseye procedures and support the implementation of the Bullseye curriculum nationally, regionally or locally. In particular, the Bullseye Tabletop Exercise can be immediately added into the Bullseye core curriculum to extend, develop and reinforce its delivery.
- To deliver the first-line lesson + first-line tabletop exercise is about 2 hours.
- To deliver the second-line lesson + second-line tabletop exercise is about 2.5 hours.

- To deliver the third-line lesson + third-line tabletop exercise is about 2.5 hours.

All three lines of the Bullseye procedures could be trained in parallel (about 1 hour) at the same location, followed by the tabletop exercise involving some (or all) the lines of response (about 2-3 hours) by adjusting timings, number of groups, and number of interactive tasks.

- Different types of training and exercising methods can also be integrated at the discretion of the trainer to keep it interactive and instructive such as:
  - Brainstorming
  - Writestorming
  - Buzz groups
  - Quizzes
  - Role play
  - Simulation
  - Game show adaptation
  - Board games
  - Coaching
  - Video training
  - Cross-training
  - Peer to peer learning

