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# Norwegian Oil and Gas training curriculum

## Emergency response leadership refresher course

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## FOREWORD

This training curriculum has been compiled for course providers approved by Norwegian Oil and Gas to provide the emergency response leadership refresher course.

The training is intended to provide competence in emergency response leadership.

In this context, competence means *the ability to perform tasks and master complex challenges*.

The contact for this training curriculum in Norwegian Oil and Gas is the manager, expertise development.

Norwegian Oil and Gas training curricula are owned by Norwegian Oil and Gas.

See [Norwegian Oil and Gas 002 Recommended guidelines for safety and emergency preparedness training](#) and requirements for safety and emergency response training.

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## 1 INTRODUCTION

### 1.1 Purpose

This training curriculum describes requirements for the content and execution of the emergency response leadership refresher course.

The training is designed to provide competence on:

- effective emergency response leadership

### 1.2 Learning outcomes

After completing the training, the participant must be able to:

- play a role in the emergency response leadership in their own organisation
- contribute to effective and proactive leadership, including communication and collaboration in an emergency

### 1.3 Target group

The target group for the training is personnel who exercise an emergency response leadership function offshore.

### 1.4 Refresher frequency

The course must be repeated every 24 months by personnel who exercise an emergency response leadership function offshore.

## 2 CONTENT

### 2.1 Parameters for conducting the course

Teaching at the course centres must reflect a good safety culture.

Practical exercises: one instructor per six course participants.

Duration of the course is one day.

- One course day is eight hours with a minimum of six hours of effective training
- One hour is 60 minutes

A minimum of six hours of practical exercises.

During practical exercises, the challenges and degree of difficulty must be increased in line with the rising level of mastery.

During practical exercises, the instructor will observe and give immediate feedback, and time must be allotted for feedback and guidance after the exercise is over.

A minimum of three role-playing exercises with different scenarios must be conducted. Each participant must have played the key role *emergency response leader* or *log/board writer*. Participants will play other relevant roles, in the response team, as observers or as simulation staff, if/when they do not participate in one of the two above-mentioned key roles in the emergency response leadership.

Maintaining the status board and the use of such boards must be included in the role play/practical exercises on the subject of "kick-off" and "status meetings".

### 2.2 Teaching materials

Teaching materials used during the course must be tailored to the competence objectives specified in this training curriculum.

### 2.3 Prior knowledge

Basic emergency response leadership course.

## 2.4 Facilities and equipment

The training can be conducted through the use of simulators or other appropriate facilities and equipment.

Facilities for practical exercises should reflect the conditions participants will encounter in their workplace/emergency response room (ERR). Examples of such facilities include:

- communication opportunities, radio/telephone
- boards
- public address (PA) systems
- own role-play room

## 2.5 Training curriculum

Participants must be given an introduction before the course starts which reviews the purpose of the course, assessments, the timetable and safety measures.

See the training curriculum set out in table 1 below.

**Table 1: Training curriculum**

Topic	<b>1.0 EFFECTIVE EMERGENCY RESPONSE LEADERSHIP</b>			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
1.1 Outline what is involved in exercising proactive emergency response leadership	The participant must be able to outline; <ul style="list-style-type: none"> <li>• the meaning of proactivity in relation to response leadership</li> <li>• how to define the potential in an incident (worst case)</li> <li>• the significance of purposeful planning</li> <li>• the importance of early mobilisation of adequate resources</li> <li>• that early notification has consequences for the support which can be obtained and when</li> <li>• that clear and concise communication, externally and internally, has a direct impact on effectiveness and the human reactions to the incident</li> <li>• that precise log writing/documentation of the course of events and the response to the incident is important</li> <li>• that keeping a check on time is significant for the response leadership's understanding of the position and the efficiency of the response in terms of reaching its targets</li> </ul>	Practical exercises	Role-play room	
1.2 Take the emergency response leadership role and chair an kick-off meeting	The participant must chair a kick-off meeting on the basis of the specified scenario; <ul style="list-style-type: none"> <li>• establish a shared understanding of the position/DHSA in the response team</li> <li>• notification</li> <li>• determine the incident potential (worst-case thinking)</li> <li>• establish an appropriate situation diagram</li> <li>• draw up a plan (focus and actions)</li> <li>• decide resource requirements</li> <li>• information requirements</li> <li>• initiate actions</li> </ul>	Practical exercises Role play	Role-play room	

<p>1.3 Chair status meeting</p>	<p>The participant must chair a status meeting on the basis of the specified scenario;</p> <ul style="list-style-type: none"> <li>• notify start/finish times of the status meeting</li> <li>• verify common understanding of the position/DHSA in the response team</li> <li>• assess the incident potential (worst-case thinking)</li> <li>• update situation diagram</li> <li>• check actions from kick-off/previous meeting</li> <li>• draw up a plan (focus and actions)</li> <li>• update resource requirements</li> <li>• information</li> <li>• initiate actions</li> </ul>	<p>Practical exercises Role play</p>	<p>Role-play room</p>	
<p>1.4 Take the board/log writer role in the response team</p>	<p>The participant must be able to;</p> <ul style="list-style-type: none"> <li>• use the board/log actively to convey information</li> <li>• use agreed methods to communicate information</li> <li>• prioritise important reports for verbal discussion/information in the ERR</li> <li>• give information on important changes</li> <li>• convey information to personnel affected (PA/web)</li> </ul>	<p>Practical exercises Demonstration</p>	<p>Role-play room</p>	



### 3 ASSESSMENT AND DOCUMENTATION OF TRAINING

#### 3.1 Assessment

The participant must be assessed during all practical exercises.

Should the participant fail the practical exercise, they must be given a reason.

Should the participant be assessed as falling short of the competence objectives, the participant must be failed.

#### 3.2 Documentation

A course certificate must be issued on passing the course.

The course certificate expires on the last day of the 24th month after the most recent course.

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## 4 REVISIONS

The following revisions have been made to this document:

Revision:	Date: