
Norwegian Oil and Gas training curriculum

Basic emergency response leadership course

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FOREWORD

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

The training is designed to provide competence on

- organisation of emergency response
- effective emergency response leadership
- cooperation – responsibilities and roles
- mental reactions and mastering stress
- behaviour in the emergency response room (ERR).

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
- outline the roles and responsibilities of the rescue services and government agencies in incidents and accidents
- apply their knowledge about mastering mental stress and about crisis management in an emergency.

1.3 Target group

The target group for the training is personnel who are to participate in 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.

Theory: one instructor per 24 course participants.

Practical exercises: one instructor per six course participants.

Duration of the course is three days.

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

A minimum of nine 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 safety and emergency preparedness course.

2.4 Facilities and equipment

The training can be conducted through classroom teaching, e-learning, simulator use and use of other appropriate facilities and equipment.

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

- communication opportunities, radio/telephone
- boards
- public address (PA) systems
- own roleplay 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		1.0 ORGANISATION OF EMERGENCY RESPONSE			
Competence objectives After completing the training, the participant will be able to:		Specification of competence objectives	Method	Learning environment	References
1.1 Outline a typical emergency response organisation	<ul style="list-style-type: none"> • the structure of an emergency response organisation and explain the search and rescue team's role and responsibility in it • the purpose of lines of command in an emergency response organisation • other emergency response teams on the facility, their roles and responsibilities 	Theory lesson(s)	Classroom E-learning		
1.2 Outline the commonest behavioural patterns in emergencies, and which factors affect these.	<ul style="list-style-type: none"> • the commonest behavioural patterns in an emergency • examples of stress factors which could influence their own level of performance and that of others • measures for mastering their own stress 	Theory lesson(s)			
1.3 Outline terms and expressions related to emergency response	<ul style="list-style-type: none"> • defined situations of hazards and accidents (DSHA) • performance requirements 	Theory lesson(s)			
1.4 Describe key concepts in the discipline	<ul style="list-style-type: none"> • emergency response • safety • security • risk • normalisation 	Theory lesson(s)	Classroom E-learning		

<p>1.5 Describe the goals for emergency response in order of priority</p>	<p>The participant must be able to describe the order of priority for response efforts;</p> <ul style="list-style-type: none"> • people • the environment • material assets • reputation (primarily second and third line) <p>The participant must be able to describe safety assessments which have to be made by the response leadership before choosing a strategy aimed at achieving the response goals. Examples of such assessments could include;</p> <ul style="list-style-type: none"> • early identification of enhanced risk as a developing emergency (similarities in accidents) – appreciate the seriousness early enough to be able to act correctly • early performance of a personnel on board (POB) check and assessment of evacuation • use of response personnel in emergencies – restraint in deploying people where this could put life and health at risk • early assessment and decision on production shutdown, cessation of drilling or blowdown of pressurised systems 	Theory lesson(s)	Classroom E-learning	
<p>1.6 Outline the way emergency response arrangements are established and maintained</p>	<p>The participant must be able to outline how emergency response is structured and maintained, including;</p> <ul style="list-style-type: none"> • acceptance criteria • risk and emergency preparedness analyses • DHS/requirements • barriers • emergency response plan • drills, training and verifications • learning from experience as a method for developing emergency preparedness 	Theory lesson(s)	Classroom E-learning	

<p>1.7 Outline the three response lines and the most important functions in an emergency response organisation</p>	<p>The participant must be able to outline;</p> <ul style="list-style-type: none"> • first-line response the operational level, response leadership, response team, incident command and alarm instructions • second-line response tactical and technical support, actions related to dealing with personnel and next of kin as well as with resources, government relations, lines of communication and media • third-line response strategic level, commercial decisions, overall view, owner/boardroom level, media <p>The participant must be able to outline a typical division of roles and responsibilities at the various organisational levels of the response.</p>	Theory lesson(s)	Classroom E-learning	
<p>1.8 Describe the emergency response principles and their significance</p>	<p>The participant must be able to describe;</p> <ul style="list-style-type: none"> • the responsibility principle • the equality principle • the subsidiarity principle • the collaboration principle 	Theory lesson(s)	Classroom E-learning	
<p>1.9 Outline the concepts of unit resources, area resources and external resources</p>	<p>The participant must be able to provide examples of internal and external resources;</p> <ul style="list-style-type: none"> • unit resources • field resources • area resources/preparedness • public response resources • other available resources 	Theory lesson(s)	Classroom E-learning	

Topic	2.0 EFFECTIVE EMERGENCY RESPONSE LEADERSHIP			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
2.1 Outline what is involved in exercising proactive emergency response leadership	The participant must be able to outline; <ul style="list-style-type: none"> • the meaning of proactivity in relation to response leadership • how to define the potential in an incident (worst case) • the significance of purposeful planning • the importance of early mobilisation of adequate resources • that early notification has consequences for the support which can be obtained and when • that clear and concise communication, externally and internally, has a direct impact on effectiveness and the human reactions to the incident • that precise log writing/documentation of the course of events and the response to the incident is important • 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 	Theory lesson(s) Practical exercises	Classroom E-learning Role-play room	
2.2 Outline the content in a typical ERR	The participant must be able to outline how an ERR is established; <ul style="list-style-type: none"> • location/functionality • boards/monitors • communication equipment • planning tools 			

<p>2.3 Describe how a structured kick-off meeting is conducted</p>	<p>The participant must be able to describe;</p> <ul style="list-style-type: none"> • the purpose of the meeting • the structure/conduct of the kick-off meeting • how the potential of the incident (worst case thinking) is assessed and provides the basis for utilising resources and forward planning • who is responsible for focusing attention in their own emergency response leadership • what characterises a response and its build-up 	Theory lesson(s)	Classroom E-learning	
<p>2.4 Describe the content in a situation diagram</p>	<p>The participant must be able to describe;</p> <ul style="list-style-type: none"> • the purpose of using a situation diagram • position-based and appropriate diagram • the need at all times for an updated picture of the incident – overviews of personnel and resources • timeline • weather data/information • quantity of information in the diagram 			
<p>2.5 Describe how a structured status meeting is conducted</p>	<p>The participant must be able to describe;</p> <ul style="list-style-type: none"> • the difference between kick-off and status meetings • purpose of the status meeting <ul style="list-style-type: none"> ○ shared picture of the position, milestones, calibration, updating, substantial changes in the position ○ shared understanding and good overview before further action • structure/conduct of a status meeting <ul style="list-style-type: none"> ○ calling, start, position, potential, focus, actions, finish ○ duration, short 	Theory lesson(s)	Classroom E-learning	

Topic	3.0 COOPERATION – RESPONSIBILITIES AND ROLES			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
3.1 Outline the operator’s responsibilities towards the government in a DHSA	The participant must be able to outline that the operator is responsible for keeping the Petroleum Safety Authority Norway (PSA), the Norwegian Coastal Administration, the police and the joint rescue coordination centre (JRCC) informed with regard to their independent areas of responsibility for DHSAs, including; <ul style="list-style-type: none"> • notifying a DHSA • keeping the government continuously informed about <ul style="list-style-type: none"> ○ extent of the damage, people, the environment, material assets ○ resource overview, measures, important decisions • division of roles between first- and second-line response 	Theory lesson(s)	Classroom E-learning	
3.2 Outline the government’s role in a DHSA on the Norwegian continental shelf (NCS)	The participant must be able to outline; <p>PSA</p> <ul style="list-style-type: none"> • area of responsibility • emergency response organisation/ centre • coordinating authority (PSA notifies other agencies) • supervision • expanding safety zones <p>Police</p> <ul style="list-style-type: none"> • area of responsibility • police role in offshore incidents • securing the accident site/ investigation • offshore police <p>Coastal Administration</p> <ul style="list-style-type: none"> • area of responsibility • supervision of oil pollution 			

3.3 Describe the JRCC	The participant must be able to describe; <ul style="list-style-type: none">• area of responsibility• duties and organisation• notification• resources	Theory lesson(s)	Classroom E-learning	Guidelines for collaboration between rescue services and the petroleum sector
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Topic	4.0 MENTAL REACTIONS AND MASTERING STRESS			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
4.1 Outline stress and mastering it	<p>The participant must be able to describe;</p> <ul style="list-style-type: none"> • what characterises stress • conditions/factors which affect stress • reactions (normal) an individual can expect as a result of being in stressful conditions • what can be done to reduce the level of stress (reducing factors) • reactions (normal) which can result from stress • measures an individual can take to reduce the level of stress (outcome of stressful conditions) • possible long-term effects of stress and trauma, and how these can be prevented and reduced • reasons for leadership stress 	<p>Theory lesson(s) Group tasks Practical exercises</p>	<p>Classroom E-learning</p>	
4.2 Outline requirements for crisis leadership to function in an effective manner	<p>Where team leadership is concerned, the participant must be able to outline;</p> <ul style="list-style-type: none"> • the difference between crisis and everyday leadership • the leader role • relationships and division of duties between team members • relationships and division of duties between teams (operational level) • what promotes and obstructs good crisis communication <p>The participant must be able to explain the importance of clear roles and duties in the crisis team.</p> <p>The participant must be able to list the factors which promote good crisis communication.</p>	<p>Theory lesson(s) Group tasks Practical exercises</p>	<p>Classroom E-learning</p>	

<p>4.3</p> <p>Outline the commonest errors when making decisions under stress</p>	<p>The participant must be able to outline;</p> <ul style="list-style-type: none"> • what characterises decision-making under stress • classic decision errors • how decision errors can be avoided/reduced • why making decisions under stress differs from decision-making in normal operating conditions 			
<p>4.4</p> <p>Describe why knowledge and training are important for mastering stress in real-life conditions</p>	<p>The participant must be able to outline tools which help people to deal with an emergency;</p> <ul style="list-style-type: none"> • planning • ICT tools • methods for mastering stress 	<p>Theory lesson(s)</p> <p>Group tasks</p> <p>Practical exercises</p>	<p>Classroom</p> <p>E-learning</p>	

Topic	5.0 BEHAVIOUR IN THE EMERGENCY RESPONSE ROOM (ERR)			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
5.1 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"> • establish a shared understanding of the position/DHSA in the response team • notification • determine the incident potential (worst-case thinking) • establish an appropriate situation diagram • draw up a plan (focus and actions) • decide resource requirements • information requirements • initiate actions 	Practical exercises Role play	Classroom Role-play room	
5.2 Chair status meeting	The participant must chair a status meeting on the basis of the specified scenario; <ul style="list-style-type: none"> • notify start/finish times of the status meeting • verify common understanding of the position/DHSA in the response team • assess the incident potential (worst-case thinking) • update situation diagram • check actions from kick-off/previous meeting • draw up a plan (focus and actions) • update resource requirements • information • initiate actions 	Practical exercises Role play	Classroom Role-play room	
5.3 Take the board/log writer role in the response team	The participant must be able to; <ul style="list-style-type: none"> • use the board/log actively to convey information • use agreed methods to communicate information • prioritise important reports for verbal discussion/information in the ERR • give information on important changes • convey information to personnel affected (PA/web) 	Practical exercises Demonstration	Classroom Role-play room	

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.

On completion of the training, the participant will take a practical test.

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.

4 REVISIONS

The following revisions have been made to this document:

Revision:	Date: