
Norwegian Oil and Gas training curriculum

On-scene commander

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FOREWORD

This training curriculum has been compiled for course providers approved by Norwegian Oil and Gas to provide the on-scene commander course.

The training is intended to provide competence for the emergency response function as an on-scene commander.

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.

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

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1 INTRODUCTION

1.1 Purpose

This training curriculum describes requirements for the content and execution of the on-scene commander course.

The training is designed to provide competence on:

- organisation of emergency response
- serving as on-scene commander

1.2 Learning outcomes

After completing the training, the participant must be able to conduct leadership and decision processes in an emergency, including:

- establishing and maintaining contact with the control room/response leadership
- serving as the eyes and ears of the response leadership at the scene
- establishing an incident scene command centre, inform the response leadership and response team
- describing the position, the extent of the damage and the potential for escalation factors
- expertise in assessing risk and looking after the safety of response personnel
- communicating the need for contributions required from each response team
- coordinating the response team at the incident scene
- normalisation
- stress and crisis management

1.3 Target group

The target group for the training is on-scene commanders and emergency response personnel with a coordination responsibility at the incident scene.

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 three course participants.

Duration of the course is 2.5 days, corresponding to 16 hours of effective training. A minimum of 12 hours of practical exercises.

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

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 the participants and give immediate feedback, and time must be allotted for feedback and guidance after the exercise is over. The course concludes with half-a-day's training with the full group.

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.

Participated as an observer in the practical part of the search and rescue course – in other words, at least two days – or the basic search and rescue 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.

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 organisation of an emergency response organisation and explain the role and responsibility of the on-scene commander in it the purpose of the chain of command in an emergency response organisation other emergency response teams on the facility and their role and responsibility 	Theory lesson(s)	Classroom E-learning		
1.2 Outline the behavioural patterns most commonly observed in emergencies, as well as the factors which influence them.	<ul style="list-style-type: none"> the behavioural patterns most commonly observed in emergencies examples of stress factors which can affect one's own level of performance and that of others measures for mastering one's own stress 	Theory lesson(s) Practical exercises			
1.3 Outline words and expressions related to emergency response	<ul style="list-style-type: none"> defined situations of hazards and accidents (DSHA) performance requirements 				

Topic	2.0 SERVING AS ON-SCENE COMMANDER			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
2.1 Outline extinguishing systems and energised electrical equipment on offshore facilities	The participant must be able to outline; <ul style="list-style-type: none"> • various extinguishing systems (deluge, water mist), pressure in the plant and energised electrical equipment which could affect the response • opportunities and limitations of various extinguishing systems 	Theory lesson(s)		
2.2 Lead and take decisions in an emergency	The participant must be able to; <ul style="list-style-type: none"> • lead the response/response teams • assess the position • report to and coordinate with the response leadership • take care of their own and others' safety 	Theory lesson(s) Practical exercises		
2.3 Carry out position assessments	The participant must be able to analyse; <ul style="list-style-type: none"> • how to acquire an understanding of the position and the incident scene • the escalation potential • prioritising response personnel • available internal and external resources • limiting factors in a response • limitations on the crew in a response <ul style="list-style-type: none"> ○ physical ○ burden 	Theory lesson(s) Practical exercises		
2.4 Allocate and coordinate emergency response resources	The participant must be able to allocate and coordinate; <ul style="list-style-type: none"> • response teams (search and rescue team, first-aiders, MOB boat personnel, lifeboat coxswains and helideck personnel) . <p>The participant must be able to describe available response resources</p> <ul style="list-style-type: none"> • standby vessel (fire-fighter (FI-FI) vessel). 	Theory lesson(s) Practical exercises		

2.5 Give orders	The participant must be able to use five-point orders and give a single order verbally; <ul style="list-style-type: none"> • briefing on the position • assignment • plan and execution • administration and supply • leadership and communication 			
2.6 Establish an incident scene command centre	The participant must be able to assess the position and establish an incident scene command centre; <ul style="list-style-type: none"> • information to the response organisation • secure and safe distance from the incident site • accessibility 			
2.7 Report to the response leadership	The participant must be able to describe what is important for reporting from the incident site; <ul style="list-style-type: none"> • correct description of the position • possible escalation • wind and weather • available emergency response equipment • priorities, what are the most important 			
2.8 Handle communication	The participant must be able to; <ul style="list-style-type: none"> • establish correct communication • use correct radio procedure and discipline • describe what supports and hampers good communication 			
2.10 Outline stress and mastering it	The participant must be able to outline; <ul style="list-style-type: none"> • what characterises stress • conditions/factors which affect stress • (normal) reactions the individual can expect as a result of a stressful incident • what can be done to reduce the level of stress (reduction factors) • (normal) reactions which can result from stress • action individuals can take to reduce the level of stress (outcome of a stressful incident) 	Theory lesson(s) E-learning		

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.

Once the course has been completed, the participant must be tested on theory.

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: