



Offshore Norge training curriculum

Basic emergency response leadership course – first
line

Version no: 3

Date: 31 May 2023

FOREWORD

This training curriculum has been compiled for course providers approved by Offshore Norge 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 Offshore Norge is the manager, expertise development.

Offshore Norge training curricula are owned by Offshore Norge.

See [Offshore Norge 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 a emergency response leadership function in the first line.

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.¹

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 12 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 must be conducted with different scenarios which challenge the action mode of the emergency response leadership (such as personal injury, hydrocarbon (HC) leak/fire, criminal activities or mental instability). At least one of the role-plays must contain reflection on the normalisation phase. The role-plays must include the key roles of *emergency response leader*, *log/board writer* and *incident commander*. Each participant must have played at least one of these key roles. Participants will play other relevant roles, as members of the response leadership, as observers or as role-play staff, if/when they do not participate in one of the three 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.

¹ Sufficient role-play staff must also be available.

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 role-play room

2.5 Training curriculum

Participants must be given an introduction when starting the course 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	The participant must be able to outline: <ul style="list-style-type: none"> the structure of an emergency response organisation and explain the emergency response leadership'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.	The participant must be able to outline: <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)	Classroom E-learning		
1.3 Outline terms and expressions related to emergency response	The participant must be able to outline: <ul style="list-style-type: none"> defined situations of hazards and accidents (DSHA) performance requirements 	Theory lesson(s)	Classroom E-learning		
1.4 Describe key concepts and principles in the discipline	The participant must be able to describe the terms: <ul style="list-style-type: none"> risk barriers emergency response emergency response phases <ul style="list-style-type: none"> detection and notification, limiting hazards, rescue, evacuation and normalisation the Pear principle <ul style="list-style-type: none"> people, environment, actions, reputation 	Theory lesson(s)	Classroom E-learning	PSA film – Barriers in three minutes PSA barrier memorandum 2017	

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
1.5 Outline the three response lines and the most important functions in an emergency response organisation	<p>The participant must be able to outline:</p> <ul style="list-style-type: none"> • first-line response Secure handling of an undesirable incident in order to limit harm to people, the environment, materials and asset values • second-line response Support the first line with relevant resources, handling personnel and next of kin, 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 levels of the response organisation</p>	Theory lesson(s)	Classroom E-learning	
1.6 Describe the emergency response principles and their significance	<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	
1.7 Outline the concepts of unit resources, area resources and external resources	<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	

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
2.2 Outline important elements, understanding of the incident and decision support	<p>The participant must be able to make assessments and initiate action in an emergency:</p> <ul style="list-style-type: none"> • understanding the incident • identifying early measures • establishing evaluation criteria • assessing risk ahead of a manual intervention <p>The participant must be able to use utilise the level settings</p> <ul style="list-style-type: none"> • <u>level 1</u> (rescue assignment: a normal accident or rescue) • <u>level 2</u> (serious incident: rescue assignment which may involve a large number of injured, a complex evacuation, or an incident which will call for support beyond own resources) • <u>level 3</u> (disaster: an incident so large that it will require external resources and commitment in a national perspective) • escalation potential 			
2.3 Describe how a structured kick-off meeting is conducted	<p>The participant must 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 • what defines priority areas and action points 	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
2.4 Describe the content in a situation diagram	The participant must describe: <ul style="list-style-type: none"> • the purpose of using a situation diagram • time line • secure incident scene • type of incident • resources and personnel • weather data/information • quantity of information in the diagram 	Theory lesson(s)	Classroom E-learning	
2.5 Describe how a status meeting is conducted	The participant must be able to describe: <ul style="list-style-type: none"> • the difference between kick-off and status meetings • the purpose and conduct of the status meeting <ul style="list-style-type: none"> ○ shared picture of the position, milestones, calibration, updating, substantial changes in the position ○ update focus and define actions ○ calling, start, position, potential, focus, actions, finish ○ duration, short 	Theory lesson(s)	Classroom E-learning	

Topic	3.0 TEAMWORK – 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 Describe the operator's responsibilities towards the government in a DSHA	<p>The participant must be able to describe that the operator is responsible for notifying the Petroleum Safety Authority Norway (PSA), the Norwegian Coastal Administration, the police and the joint rescue coordination centre (JRCC), and for keeping them continuously informed about DSHAs:</p> <ul style="list-style-type: none"> • the extent of harm to people, the environment and material assets • resource overview – measures – important decisions • division of roles between first- and second-line response 	Theory lesson(s)	Classroom E-learning	
3.2 Describe the government's role in a DSHA on the Norwegian continental shelf (NCS)	<p>The participant must be able to describe:</p> <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 	Theory lesson(s)	Classroom E-learning	
3.3 Describe the JRCC	<p>The participant must be able to describe:</p> <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

Topic	3.0 TEAMWORK – RESPONSIBILITIES AND ROLES			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
3.4 Describe the Norwegian Clean Seas Association for Operating Companies (Nofo)	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	Nofo in five minutes

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 how to master it	The participant must be able to describe: <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 	Theory lesson(s) Group tasks Practical exercises	Classroom E-learning	
4.2 Outline the commonest errors when making decisions under stress	The participant must be able to outline: <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 made under stress differ from decision-making in normal operating conditions 			

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
<p>4.3</p> <p>Outline requirements for emergency response leadership to function in an effective manner</p>	<p>The participant must be able to outline:</p> <ul style="list-style-type: none"> • the difference between crisis and everyday leadership • the response leadership's role • relationships and division of duties between members of the emergency response organisation • relationships and division of duties between the response 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 emergency response organisation.</p> <p>The participant must be able to list the factors which promote good communication in an emergency.</p>	<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 Chair a kick-off meeting	<p>The participant must chair a kick-off meeting on the basis of the specified scenario:</p> <ul style="list-style-type: none"> • establish a shared understanding of the position/DSHA in the response leadership • utilise the level settings • 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 • notification 	<p>Practical exercises Role-play</p>	<p>Classroom Role-play room</p>	
5.2 Chair status meeting	<p>The participant must chair a status meeting on the basis of the specified scenario:</p> <ul style="list-style-type: none"> • notify start/finish of the status meeting • verify common understanding of the position/DSHA in the response leadership • reassess the incident potential (worst-case thinking) • update situation diagram • check actions from kick-off/previous meeting • determine new focus and actions • update resource requirements • information • initiate actions • update second line as and when required 	<p>Practical exercises Role-play</p>	<p>Classroom Role-play room</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
5.3 Perform 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 	Practical exercises Demonstration	Classroom Role-play room	
5.4 Reflect on the transition to normalisation	The participant must be able to discuss: <ul style="list-style-type: none"> • transition from an acute incident to normalised conditions • what resources are available in this phase and which measures should be implemented • the need for debriefing and follow-up of personnel in the wake of the incident 	Group assignment	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:
<p>Version no 3</p> <p><u>Section 2.5</u></p> <p><u>Topic 2.0 Effective emergency response leadership</u></p> <p>Competence objective 2.2, under specification added “The participant must be able to use utilise the level settings”.</p> <p><u>Topic 5.0 Behaviour in the emergency response room</u></p> <p>Competence objective 5.1, under specification added “utilise the level settings”.</p>	<p>31 May 2023</p>
<p>Version no 2</p> <p>Changed name of the course from “Basic emergency response leadership course” to “Basic emergency response leadership course – first line”.</p> <p><u>Section 1.3</u></p> <p>Target group changed from “... in an emergency response leadership function offshore”.</p> <p><u>Section 2.1</u></p> <p>The minimum hours of practical exercises have been increased from nine to 12.</p> <p>Paragraph eight, first sentence, added “which challenge the action mode of the emergency response leadership (such as personal injury, hydrocarbon (HC) leak/fire, criminal activities or mental</p>	<p>19 October 2022</p>

instability)”. Added sentence “At least one of the role-plays must contain reflection on the normalisation phase.” Changed from “Each participant must have played the key role ...” to “Each participant must have played at least one of these key roles.” “Incident commander” added as key role. Improved language.

Section 2.5

Topic 1.0 Organisation of emergency response

Competence objective 1.4, “principles” added. Replaced the terms “safety, security, risk and normalisation” with “risk, barriers, emergency response, emergency response phases (detection and notification, limiting hazards, rescue, evacuation and normalisation)”. Added “Pear principle”. Added reference.

Former competence objective 1.5 “Describe the goals for emergency response in order of priority” deleted.

Former competence objective 1.6 “Outline the way emergency response arrangements are established and maintained” deleted.

Former competence objective 1.7 changed to 1.5. First bullet point under specification changed from “the operational level, response leadership, response team, incident command and alarm instructions”. Second bullet point changed from “tactical and technical support, actions related to”.

Former competence objective 1.8 changed to 1.6.

Former competence objective 1.9 changed

to 1.7.

Topic 2.0 Effective emergency response leadership

Former competence objective 2.2 “Outline the content in a typical ERR” deleted.

New competence objective 2.2 added.

Competence objective 2.3, changed fourth bullet point under specification from “who is responsible for focusing attention in their own emergency response leadership”. Deleted fifth bullet point “what characterises a response and its build-up”.

Competence objective 2.4, under specification, deleted “position-based and appropriate diagram” and “the need at all times for an updated picture of the incident – overviews of personnel and resources”. Added time line, secure incident scene, type of incident, resources and personnel.

Competence objective 2.5 deleted “a structured” from the objective. Second bullet point under specification amended, third bullet point deleted.

Topic 3.0 Teamwork – responsibilities and roles

Topic title changed from “Cooperation – responsibilities and roles”.

Competence objective 3.1 changed from “outline” to “describe”. Under specification, changed “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 DSHAs”. Deleted bullet points “notifying a DSHA” and “keeping the government continuously informed about”.

Competence objective 3.2 changed from “outline” to “describe”.

Competence objective 3.4 added as new objective.

Topic 4.0 Mental reactions and mastering stress

Former competence objective 4.2 changed to 4.3. Language used in specifying the objective improved.

Former competence objective 4.3 changed to 4.2.

Competence objective 4.4 “Describe why knowledge and training are important for mastering stress in real-life conditions” deleted.

Topic 5.0 Behaviour in the emergency response room

Competence objective 5.1 changed from “Take the emergency response leadership role and chair a kick-off meeting”. First bullet point under specification changed from “emergency response team” to “emergency response leadership”.

Competence objective 5.2, improved language in second and third bullet points under specification. Sixth bullet point changed from “draw up a plan (focus and actions)”. New 10th bullet point, “update second line as and when required”, added.

Former competence objective 5.3 “Take the board/log writer role in the response team” changed to “Perform the board/log

<p>writer role in the response team”. Bullet points under specification on “give information on important changes” and “convey information to personnel affected (PA/web)” deleted.</p> <p>Competence objective 5.4 added as a new objective.</p>	
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