



Offshore Norge

Training curriculum

Emergency response leadership refresher
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 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 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.

Contents

| | |
|--|----|
| FOREWORD | 2 |
| 1 INTRODUCTION | 4 |
| 1.1 Purpose | 4 |
| 1.2 Learning outcomes | 4 |
| 1.3 Target group | 4 |
| 1.4 Refresher frequency | 4 |
| 2 CONTENT | 5 |
| 2.1 Parameters for conducting the course | 5 |
| 2.2 Teaching materials | 5 |
| 2.3 Prior knowledge | 5 |
| 2.4 Facilities and equipment | 6 |
| 2.5 Training curriculum | 6 |
| 3 ASSESSMENT AND DOCUMENTATION OF TRAINING | 12 |
| 3.1 Assessment | 12 |
| 3.2 Documentation | 12 |
| 4 REVISIONS | 13 |

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
- 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

1.3 Target group

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

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 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.

2.3 Prior knowledge

Basic emergency response leadership course.

A person who has not been in an emergency response role and has not completed an emergency response course or other equivalent training during the last 5 years, must complete a new basic 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 | 1.0 EFFECTIVE EMERGENCY RESPONSE LEADERSHIP | | | |
|--|---|----------------------------------|----------------------|------------|
| Competence objectives After completing the training, the participant will be able to: | Specification of competence objectives | Method | Learning environment | References |
| 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"> • 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 | Practical exercises | Role-play room | |
| 1.2 Take the emergency response leadership role and chair a 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 | Role-play room | |

| Topic | 1.0 EFFECTIVE EMERGENCY RESPONSE LEADERSHIP | | | |
|--|--|--------------------------------------|----------------------|------------|
| Competence objectives After completing the training, the participant will be able to: | Specification of competence objectives | Method | Learning environment | References |
| 1.3 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 | Role-play room | |
| 1.4 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 | Role-play room | |

| Topic | 1.0 EFFECTIVE EMERGENCY RESPONSE LEADERSHIP | | | |
|---|---|--------|----------------------|------------|
| Competence objectives After completing the training, the participant will be able to: | Specification of competence objectives | Method | Learning environment | References |
| <p>1.5 Outline important elements, understanding of the incident and decision support</p> | <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 | | | |

| Topic | 2.0 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 |
| 2.1 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 | Practical exercises Role-play | Classroom Role-play room | |
| 2.2 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 | Practical exercises Role-play | Classroom Role-play room | |

| Topic | 2.0 BEHAVIOUR IN THE EMERGENCY RESPONSE ROOM | | | |
|--|--|--------------------------------------|-----------------------------|------------|
| Competence objectives After completing the training, the participant will be able to: | Specification of competence objectives | Method | Learning environment | References |
| 2.3 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 | |
| 2.4 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.

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.

4 REVISIONS

The following revisions have been made to this document:

| Revision: | Date: |
|--|------------------------|
| <p>Version no 3</p> <p><u>Section 2.3</u></p> <p>Added "A person who has not been in an emergency response role and has not completed an emergency response course or other equivalent training during the last 5 years, must complete a new basic course."</p> <p><u>Section 2.5</u></p> <p><u>Topic 1.0 Effective emergency response leadership</u></p> <p>Competence objective 1.5, under specification added "The participant must be able to use utilise the level settings."</p> <p><u>Topic 2.0 Behaviour in the emergency response room (ERR)</u></p> <p>Competence objective 2.1, 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 "Emergency response leadership refresher course" to "Emergency response leadership refresher course - first line".</p> <p><u>Section 1.2</u></p> <p>Added bullet point "behaviour in the emergency response room (ERR)".</p> <p><u>Section 1.3</u></p> | <p>19 October 2022</p> |

Target group changed from "... an emergency response leadership function offshore".

Section 2.1

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 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 Effective emergency response leadership

Competence objective 1.5 added as new objective.

Topic 2.0 Behaviour in the emergency response room (ERR)

New topic 2.0 Behaviour In the emergency response room (ERR) added.