



# Offshore Norge training curriculum

On-scene commander

Version no: 2

Date: 21 February 2023

## FOREWORD

This training curriculum has been compiled for course providers approved by Offshore Norge 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 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 emergency response training.

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## Contents

FOREWORD .....	2
1 INTRODUCTION .....	4
1.1 Purpose.....	4
1.2 Learning outcomes .....	4
1.3 Target group .....	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 .....	5
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 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
- lead the response in the field

### 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.<sup>1</sup>

Duration of the course is three days.

A minimum of 15 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.

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

### 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.

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<sup>1</sup> Sufficient role-playing staff must also be available.

## 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	The participant must be able to outline: <ul style="list-style-type: none"> <li>the organisation of an emergency response organisation, and explain the role and responsibility of the on-scene commander in it</li> <li>the purpose of the chain of command in an emergency response organisation</li> <li>other emergency response teams on the facility and their role and responsibility</li> </ul>	Theory lesson(s)	Classroom E-learning		
1.2 Outline the behavioural patterns most commonly observed in emergencies	The participant must be able to outline: <ul style="list-style-type: none"> <li>the behavioural patterns most commonly observed in emergencies</li> </ul>	Theory lesson(s) Practical exercises	Classroom E-learning		
1.3 Outline words and expressions related to emergency response offshore	The participant must be able to outline: <ul style="list-style-type: none"> <li>defined situations of hazards and accidents (DSHA)</li> <li>relevant performance requirements</li> </ul>	Theory lesson(s)	Classroom E-learning		

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"> <li>• various extinguishing systems (deluge, water mist), pressure in the plant and energised electrical equipment which could affect the response</li> <li>• opportunities and limitations of various extinguishing systems</li> </ul>	Theory lesson(s)	Classroom E-learning	
2.2 Lead and take decisions in an emergency	The participant must be able to: <ul style="list-style-type: none"> <li>• lead the response/response teams</li> <li>• assess the position</li> <li>• report to and coordinate with the response leadership</li> <li>• take care of their own and others' safety</li> </ul>	Theory lesson(s) Practical exercises	Classroom	

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
2.3 Carry out position assessments	<p>The participant must be able to:</p> <ul style="list-style-type: none"> <li>• how to acquire an understanding of the position and the incident scene</li> <li>• assess personal safety and risk before personnel are sent into action</li> <li>• apply proactive methods</li> <li>• utilise the level settings               <ul style="list-style-type: none"> <li>○ <u>level 1</u> (rescue assignment: a normal accident or rescue)</li> <li><u>level 3</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)</li> <li><u>level 3</u> (disaster: an incident so large that it will require external resources and commitment in a national perspective)</li> <li>○ escalation potential</li> </ul> </li> <li>• prioritising and deployment of response personnel</li> <li>• outlining available internal and external resources</li> <li>• assessing limiting factors in a response</li> <li>• being aware of crew limitations in a response               <ul style="list-style-type: none"> <li>○ physical</li> <li>○ burden</li> </ul> </li> </ul>	Theory lesson(s) Practical exercises	Classroom E-learning	

Topic	<b>2.0 SERVING AS ON-SCENE COMMANDER</b>			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
2.4 Allocate, coordinate and lead emergency response resources	<p>The participant must be able to allocate, coordinate and lead:</p> <ul style="list-style-type: none"> <li>• response teams (search and rescue team, first-aiders, MOB boat personnel, lifeboat coxswains and helideck personnel)</li> </ul> <p>The participant must be able to describe available response resources</p> <ul style="list-style-type: none"> <li>• standby vessel (fire-fighter (FI-FI) vessel).</li> </ul>	Theory lesson(s) Practical exercises	Classroom E-learning	
2.5 Establish an incident scene command centre	<p>The participant must be able to assess the position and establish an incident scene command centre:</p> <ul style="list-style-type: none"> <li>• information to the response organisation</li> <li>• secure and safe distance from the incident site</li> <li>• accessibility</li> <li>• need for resources</li> </ul>	Practical exercises	Classroom E-learning	
2.6 Give orders	<p>The participant must be able to give a single order verbally:</p> <ul style="list-style-type: none"> <li>• briefing on the position</li> <li>• plan and execution of response</li> </ul>	Practical exercises	Classroom E-learning	
2.7 Report to the response leadership	<p>The participant must be able to describe what is important for reporting from the incident site:</p> <ul style="list-style-type: none"> <li>• own understanding of the position</li> <li>• possible escalation</li> <li>• mobilised emergency response resources</li> <li>• priorities, what are the most important</li> </ul>	Theory lesson(s) Practical exercises	Classroom E-learning	

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
2.8 Handle communication	The participant must be able to: <ul style="list-style-type: none"> <li>• establish correct communication with the relevant resources</li> <li>• use correct radio procedure and discipline</li> <li>• describe what supports and hampers good communication</li> <li>• use confirmatory/repeating communication</li> </ul>	Practical exercises	Classroom E-learning	
2.9 Outline stress and mastering it	The participant must be able to outline: <ul style="list-style-type: none"> <li>• what characterises stress</li> <li>• conditions/factors which affect stress</li> <li>• (normal) reactions the individual can expect as a result of a stressful incident</li> <li>• action the individual can take to reduce the level of stress (outcome of a stressful incident)</li> </ul>	Theory lesson(s) <b>Group discussion</b>	Classroom	
2.10 Contribute to normalisation	The participant must be able to discuss: <ul style="list-style-type: none"> <li>• the transition from an acute incident to a normalised position</li> <li>• what resources are available in this phase and what measures should be adopted</li> </ul> The participant must implement defusing/debriefing after a response	Group discussion Practical exercises	Classroom	

### 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:
<p>Version no 2</p> <p><u>Section 1.2</u></p> <p>Added bullet point “lead the response in the field”.</p> <p><u>Section 2.1</u></p> <p>Added footnote related to practical exercises. Duration changed from 2.5 to three days. Minimum practical exercises changed from 12 to 15 hours.</p> <p><u>Section 2.5</u></p> <p><u>Topic 1.0 Organisation of emergency response</u></p> <p>Competence objective 1.2, deleted “as well as the factors which influence them”. Under specification, deleted bullet points “examples of stress factors which can affect one’s own level of performance and that of others” and “measures for mastering one’s own stress”. Added to learning environment.</p> <p>Competence objective 1.3, added “offshore”. Under specification, added “relevant” to second bullet point. Added to method and learning environment.</p> <p><u>Topic 2.0 Serving as on-scene commander</u></p> <p>Competence objective 2.1, added to learning environment.</p> <p>Competence objective 2.2, added to learning environment.</p> <p>Competence objective 2.3, under</p>	<p>21 February 2023</p>

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<p>specification, changed from “The participant must be able to analyse”. Added new bullet points “assess personal safety and risk before personnel are sent into action”, “apply proactive methods” and “utilise the level settings”. Improved language in first, fourth, fifth, sixth and seventh bullet points under specification. Added to learning environment.</p> <p>Competence objective 2.4, added “and lead”. Added to method and learning environment.</p> <p>Former competence objective 2.6 “establish an incident scene command centre” changed to 2.5. Added to method and learning environment.</p> <p>Former competence objective 2.5 “give orders” changed to 2.6. Under specification, changed from “The participant must be able to use five-point orders and give a single order verbally”. Deleted bullet points “assignment”, “administration and supply” and “leadership and communication”. Added “of response” to the bullet point “plan and execution”. Added to method and learning environment.</p> <p>Competence objective 2.7, under specification, changed first bullet point from “correct description of the position”. Deleted bullet points “wind and weather” and “available emergency response equipment”. Added bullet point “mobilised emergency response resources”. Added to method and learning environment.</p> <p>Competence objective 2.8, under specification, added “with relevant resources”. Added new bullet point “use confirmatory/repeating communication”. Added to method and learning environment.</p>	
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<p>Former competence objective 2.10 changed to 2.9. Under specification, removed bullet point “what can be done to reduce the level of stress (reduction factors)” and “(normal) reactions which can result from stress”. Replaced e-learning with group discussion as method. Added to learning environment.</p> <p>Competence objective 2.10 added as new objective.</p>	
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