



Offshore Norge

Training curriculum

Basic safety and emergency preparedness
course

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FOREWORD

This training curriculum has been compiled for course providers approved by Offshore Norge to provide the basic safety and emergency response course.

The training is intended to provide competence on basis safety and emergency response offshore.

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 safety and emergency response course.

The training is designed to provide competence on:

- risk understanding and barriers
- first aid
- helicopter evacuation
- fire-fighting
- means of evacuation
- using a survival suit in the sea

1.2 Learning outcomes

After completing the training, the participant must be able to:

- describe risk factors and identify barriers
- contribute to increased safety on offshore facilities
- perform life-saving first aid
- evacuate from a helicopter
- prevent fires from starting and extinguish minor fires
- evacuate from offshore facilities by lifeboat, escape chute and liferaft
- use a survival suit in the sea

1.3 Target group

The target group for the training is everyone due to stay on facilities on the Norwegian continental shelf (NCS). See chapter 3.2, [Offshore Norge 002 Recommended guidelines for safety and emergency preparedness training](#)

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

One instructor per course participant during helicopter evacuation

Duration of the course is four days.

A minimum of 18 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 instructor will observe the participants and give immediate feedback, and time must be allotted for feedback and guidance after the exercise is over.

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

Compliance with requirements for prior knowledge in table 1 Curriculum below and passing the test with a minimum grade of >80 per cent.

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 (such as virtual/augmented reality (VR/AR) and other digital solutions).

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	REQUIREMENTS FOR PRIOR KNOWLEDGE			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
Describe the legislation and statutory regulations which govern petroleum operations	The participant must be able to describe: <ul style="list-style-type: none"> • which key parts of the HSE regulations govern petroleum operations • the Petroleum Safety Authority Norway's supervisory function • the purpose of the internal control system, including the company's responsibilities and duties. 	E-learning		Petroleum Act Working Environment Act (WEA) Pollution Control Act Internal control regulations
Describe the responsibilities and duties of the employer and employee	The participant must be able to describe responsibilities and duties/rights pursuant to the Norwegian WEA.	E-learning		WEA Petroleum regulations
Describe the duties of a safety delegate in an enterprise	The participant must be able to describe the safety delegate system.	E-learning		Chap VII, WEA Petroleum regulations
Describe how the emergency preparedness organisation is structured	The participant must be able to describe: <ul style="list-style-type: none"> • the operator's responsibility for providing <u>effective</u> overall emergency preparedness • the operator's emergency preparedness, organisation and system 	E-learning		Relevant regulations Petroleum regulations Alarm instructions (SfS)
Outline the alarm instructions, with the emphasis on the general sections which have common application	The participant must be able to outline: <ul style="list-style-type: none"> • the difference between the various alarms • the emergency number (112) • common alarm instructions for the NCS 	E-learning		Relevant regulations Petroleum regulations Alarm instructions (SfS) SfS recommendation – 013

Topic		REQUIREMENTS FOR PRIOR KNOWLEDGE		
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
Describe external emergency response resources	The participant must be able to describe such external resources as: <ul style="list-style-type: none"> • helicopters • standby vessels • the joint rescue coordination centre (JRCC) 	E-learning		
Describe the petroleum industry's zero injuries mindset	The participant must be able to describe the zero injuries mindset and its vision and values.	E-learning		
Outline the reporting system and be able to use report forms	The participant must be able to outline: <ul style="list-style-type: none"> • why reporting is important • use of reporting tools • different types of forms used offshore Participants must be able to report and register.	E-learning		
Describe an HSE meeting	The participant must be able to describe: <ul style="list-style-type: none"> • the content of an HSE meeting • how issues can be raised by an employee 	E-learning		
Describe personal protective equipment (PPE)	The participant must be able to: <ul style="list-style-type: none"> • describe standard PPE • describe chemical health hazards and the use of PPE <ul style="list-style-type: none"> ○ be familiar with the requirements for PPE as described in HSE data sheets 	E-learning		
Outline safe working and safe behaviour on the NCS	The participant must be able to outline the use of procedures and guidelines as described in the film <i>Introduction for new personnel onboard</i> .	E-learning where the Offshore Norge film is shown: Infofilm		

Topic	REQUIREMENTS FOR PRIOR KNOWLEDGE			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
Outline the rules for travel offshore	The participant must be able to outline: <ul style="list-style-type: none">• reporting for departure• departure• baggage/freight• prohibited items• carry-on permit• proof of identity	E-learning		Offshore Norge guideline 003

Topic	1.0 RISK UNDERSTANDING AND BARRIERS			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
1.1 Describe which types of risk can arise offshore	The participant must be able to: <ul style="list-style-type: none"> describe the risk provide examples of offshore risks describe typical conditions/near misses/injuries/damage and accidents which can occur offshore 	Theory lesson(s) E-learning Practical exercises	Classroom	
1.2 Identify barriers	The participant must be able to identify barriers: <ul style="list-style-type: none"> organisational operational technical 	Theory lesson(s) E-learning Practical exercises	Classroom	
1.3 Describe the consequences of breaching barriers	The participant must be able to describe various barrier breaches and their potential consequences.	Theory lesson(s) E-learning Group discussion	Classroom	Maersk Interceptor accident
1.4 Describe examples of tools used before starting work assignments offshore	The participant must be able to describe examples of tools: <ul style="list-style-type: none"> work permit (WP) safe job analysis (SJA) toolbox talk to identify risk The participant must be able to use open safety questions in their day-to-day work <p>Five questions asked</p> <ol style="list-style-type: none"> How could you and others be injured? What types of accidents could occur? How can you and others avoid injury? What if something unexpected happens? What is done to protect your and your colleagues from injury? 	Theory lesson(s) E-learning Use the methods as a tool to encourage reflection on risk, and how undesirable incidents can be prevented. A toolbox talk must be conducted before practical exercises on the course.	Classroom	Toolbox talks, the A standard, personal safety involvement (PSI)

Topic	1.0 RISK UNDERSTANDING AND BARRIERS			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
1.5 Outline risks of working at a height	The participant must be able to outline: <ul style="list-style-type: none"> • requirements for using scaffolding and ladders • hazards of working at a height • safety harness • securing tools • risk of dropped objects 	Theory lesson(s) E-learning	Classroom	Films developed by Sfs: Dropped object, dropped object from scaffolding, dropped object from lifting deck Securing dropped objects Anti-fall equipment Livreddenderegler.no o Alwaysssafe.no
1.6 Outline how an individual can contribute to improving safety	The participant must be able to outline: <ul style="list-style-type: none"> • proactive safety work <ul style="list-style-type: none"> ○ observation techniques/ risk recognition ○ experience transfer ○ tidiness and cleanliness • reporting of undesirable incidents <ul style="list-style-type: none"> ○ experience transfer The participant must be able to describe tools/ instruments used to prevent undesirable incidents. The participant must be able to report.	Theory lesson(s) E-learning Discussion and reflection assignments based on films. Practical exercises	Classroom	Films developed by Sfs here

Topic	1.0 RISK UNDERSTANDING AND BARRIERS			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
1.7 Describe security incidents and the prevention of these	Participants must be able to describe: <ul style="list-style-type: none"> • the difference between safety and security incidents • definitions of safety and security • possible security threats <ul style="list-style-type: none"> ○ terrorism ○ sabotage ○ espionage ○ information theft ○ computer crime/IT ○ activism • notifying and reporting of security incidents The participant must be able to describe how security incidents are prevented: <ul style="list-style-type: none"> • barriers <ul style="list-style-type: none"> ○ heliport <ul style="list-style-type: none"> ▪ alcohol and banned substances ▪ mental instability ○ supply chain 	Theory lesson(s) Group discussion with at least two assignments	Classroom	Teaching materials developed by Offshore Norge

Topic		2.0 FIRST AID		
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
2.1 Describe the emergency phone offshore	The participant must be able to describe the use of the emergency phone offshore	Theory lesson(s)	Classroom	
2.2 Describe life-saving first aid	The participant must be able to describe: <ul style="list-style-type: none"> • their own safety • life-saving first aid • the life-saving chain: <ul style="list-style-type: none"> ○ early understanding of the position ○ early use of cardiopulmonary resuscitation (CPR) ○ early defibrillation ○ post resuscitation treatment 	Theory lesson(s) E-learning Demonstration	Classroom	Norwegian First Aid Council Norwegian basic first aid course
2.3 Assess level of consciousness	The participant must be able to determine and report the level of consciousness: <ul style="list-style-type: none"> • awake • responding to questions • reacting to pain • no reaction to pain 	Practical exercise	Classroom	Norwegian electronic medical handbook Norwegian handbook of emergency medicine
2.4 Perform basic CPR (BCPR)	The participant must know: <ul style="list-style-type: none"> • criteria for initiating BCPR <ul style="list-style-type: none"> ○ unconscious person with abnormal breathing • how to perform BCPR <ul style="list-style-type: none"> ○ check consciousness ○ check breathing with open airway ○ call help/notify ○ train on resuscitation (mouth-to-mouth and use of pocket mask) ○ train with compressions ○ place in the recovery position 	Theory lesson(s) Practical exercises in accordance with national guidelines for BCPR (Norwegian Resuscitation Council) Group sessions	Classroom	Norwegian Resuscitation Council guidelines – BCPR adults

Topic		2.0 FIRST AID		
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
2.5 Be able to apply the technique for removing foreign objects	<p>The participant must be able to apply the technique for removing foreign bodies:</p> <ul style="list-style-type: none"> • placement of hands for striking the back • position and placement of hands for abdominal thrusts <p>The participant must be able to perform CPR when foreign bodies are present in the airways.</p>	<p>Follow the Norwegian basic first aid course's instructor guidelines when conducting the course.</p> <p>Demonstration Practical exercise</p>	Classroom/ course premises	Norwegian First Aid Council
2.6 Describe the most important first-aid treatments if acute heart disease is suspected	<p>The participant must be able to describe first-aid measures in the event of chest pains and to recognise symptoms of acute heart disease:</p> <ul style="list-style-type: none"> • radiating chest pain • breathing difficulties and severe pain in stomach region • crushing feeling in the chest and pain in the upper back area • chest pain which improves with rest • Sudden feeling of exhaustion, feeling of fatigue 	<p>Theory lesson(s) E-learning</p>	Classroom	Follow the Norwegian basic first aid course's instructor guidelines when conducting the course.
2.7 Halt external bleeding	<p>The participant must be able to halt external bleeding by:</p> <ul style="list-style-type: none"> • compressing the wound • elevating the wound • making a pressure dressing 	Practical exercise with the aid of pointer	Classroom/ course premises	

Topics		3.0 HELICOPTER EVACUATION		
Competence objectives	Specification of competence objectives	Method	Learning environment	References
After completing the training, the participant will be able to:				
3.1 Describe conditions which contribute to air safety	The participant must be able to describe a helicopter's intrinsic safety: <ul style="list-style-type: none"> • autorotation • design principles • engine • what the pilot can do 	Theory lesson(s) E-learning	Classroom	
3.2 Describe the helicopter's rescue equipment	The participant must be able to describe a helicopter's rescue equipment: <ul style="list-style-type: none"> • ballonets • rafts and release mechanisms • escape routes and emergency exits <ul style="list-style-type: none"> ○ helicopter seat placement (shoulder width measurement) • rescue equipment (emergency beacon, first-aid kit, fire extinguishers, lifejackets and flashlight) 	Theory lesson(s) E-learning	Classroom	
3.3 Demonstrate behaviour in the event of prepared/controlled and unexpected emergency landing in the sea	The participant must be able to do the five-point preparation: <ul style="list-style-type: none"> • secure loose objects • suit (correct dress) • check seat belt • reorientation • adopt brace position 	Theory lesson(s) E-learning Practical exercise Demonstration	Pool/sea Classroom	

Topics		3.0 HELICOPTER EVACUATION		
Competence objectives	Specification of competence objectives	Method	Learning environment	References
After completing the training, the participant will be able to:				
3.4 Describe behaviour after an emergency landing on the sea when the helicopter is floating the right way up	The participant must be able to describe the procedure: <ul style="list-style-type: none"> • release the nearest escape route • establish emergency breathing system (EBS) • establish reference point (window and valve) • remain seated with seat belt fastened and await crew orders • when evacuating, concentrate on reference points 	Theory lesson(s) E-learning Practical exercise Demonstration	Pool/sea Classroom	
3.5 Describe behaviour when evacuating a helicopter under water	The participant must be able to describe the significance of: <ul style="list-style-type: none"> • activating the EBS • use of reference points • correct evacuation The participant must be able to describe the procedure for/recommended approach to: <ul style="list-style-type: none"> • activation of EBS • reference points • evacuation 	Theory lesson(s) E-learning Practical exercise Demonstration	Pool/sea Classroom	

Topics		3.0 HELICOPTER EVACUATION		
Competence objectives	Specification of competence objectives	Method	Learning environment	References
After completing the training, the participant will be able to:				
3.6 Describe risks posed by an emergency landing on the sea	Participants must be able to describe: <ul style="list-style-type: none"> • risks before an emergency landing <ul style="list-style-type: none"> ○ lack of information from pilots ○ vibration ○ lack of time to prepare • risks during an emergency landing <ul style="list-style-type: none"> ○ injuries to personnel from hard landing on the sea/land ○ water intrusion with emergency landing on the sea ○ helicopter overturns • risks after emergency landing/evacuation <ul style="list-style-type: none"> ○ water intrusion in helicopter ○ cold gasp effect from failure to close suit zip ○ hypothermia ○ helicopter fuel on the sea surface ○ fire 	Theory lesson(s) E-learning	Classroom	

Topics		3.0 HELICOPTER EVACUATION		
Competence objectives	Specification of competence objectives	Method	Learning environment	References
After completing the training, the participant will be able to:				
3.7 Using the EBS	<p>The participant must be able to demonstrate and describe the main points in using the EBS:</p> <ul style="list-style-type: none"> • readying • breathing technique • limitations <p>The participant must undertake water familiarisation by doing exercises 1-4 before evacuation from the simulator:</p> <ul style="list-style-type: none"> • exercise 1: Hold breath for 10 seconds. • exercise 2: Use the EBS with face in the water, 20 secs minimum, 30 secs maximum. • exercise 3: Use the EBS with face in water while pulling along on a rope. • exercise 4: Use the EBS in an overturned helicopter, 10 secs minimum, 20 secs maximum. 	Theory lesson(s) Practical exercise Demonstration	Pool/sea Classroom	Brooks, Dr C J and Cunningham, W F (1978), <i>Helicopter Underwater Escape Trainees</i>

Topics		3.0 HELICOPTER EVACUATION		
Competence objectives	Specification of competence objectives	Method	Learning environment	References
After completing the training, the participant will be able to:				
3.8 Evacuation from helicopter/simulator	<p>The participant must evacuate from a helicopter/simulator as a practical exercise:</p> <ul style="list-style-type: none"> • exercise 1: Emergency landing on the “sea”, helicopter stops on the surface, window removes, EBS establishes, helicopter sinks straight down (with stop). • exercise 2: Emergency landing on the “sea”, helicopter stops on the surface, window removes, ESB establishes, helicopter rotates 180 degrees (with stop). • exercise 3: Emergency landing on the “sea”, helicopter stops on the surface, ESB establishes, window removes under water, helicopter rotates 180 degrees (with stop). • exercise 4: Emergency landing on the “sea”, helicopter moves forward slowly when it hits the water. Window removes, ESB not used. Helicopter rotates 180 degrees (with stop). <p>Exercise 2 must be conducted three times, giving a total of six exercises.</p>	<p>Practical exercise</p> <p>Practical exercise in connection with helicopter capsizes: one instructor per student inside the helicopter simulator</p>	Pool/sea	<p>Mills, A M and Muir, H (1999), <i>Development of training standard for underwater survival</i>. Technical report prepared for Shell Oil.</p>
3.9 Prepare the helicopter raft for use on the sea	<p>The participant must be able to prepare the helicopter raft for use on the sea:</p> <ul style="list-style-type: none"> • demonstration of raising the raft cover • review and demonstration of the raft’s equipment 	<p>Practical exercise</p> <p>Demonstration</p> <p>Group sessions</p>		

Topic		4.0 FIRE PROTECTION		
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
4.1 Outline the conditions required for a fire to break out	The participant must be able to outline: <ul style="list-style-type: none"> • fire triangle (including pyrolysis) • flashpoint • ignition temperature • explosion area • types of fire spread • classification of flammable liquids • function of a gas meter 	Theory lesson(s) E-learning Demonstration	Classroom/ fire drill field	Film developed by Sfs: SfS film – fire in a power unit
4.2 Describe factors which are important for fire safety	The participant must be able to describe factors which are important for fire safety: <ul style="list-style-type: none"> • tidiness and cleanliness • storage • ignition source control • leaks • alertness • response to and notification of fire hazards • compliance with regulations and instructions 	Theory lesson(s) E-learning Demonstration	Classroom/ fire drill field	SfS film – fire in a power unit
4.3 Describe the risks of poisoning posed by gas inhalation	The participant must be able to describe: <ul style="list-style-type: none"> • poisoning hazards • conflagration gases • incomplete combustion • narcotic effect • use of protective equipment 	Theory lesson(s) E-learning	Classroom/ fire drill field	

Topic		4.0 FIRE PROTECTION		
Competence objectives	Specification of competence objectives	Method	Learning environment	References
After completing the training, the participant will be able to:				
4.4 Describe the use of respirators and demonstrate evacuation in conditions with poor visibility	<p>The participant must be able to describe:</p> <ul style="list-style-type: none"> • why one should familiarise oneself with emergency exits and escape routes • where respirators and escape masks are used <p>The participant must be able to evacuate in conditions of poor visibility over a distance of at least 20 metres with various obstacles</p>	<p>Theory lesson(s)</p> <p>E-learning</p> <p>Practical exercise</p>	Classroom/ fire drill field	
4.5 Describe active and passive fire protection/fighting	<p>The participant must be able to describe:</p> <ul style="list-style-type: none"> • passive fire protection • detection systems, fire and gas • securing the process • fixed extinguishing systems 	<p>Theory lesson(s)</p> <p>E-learning</p>	Classroom/ fire drill field	

Topic	4.0 FIRE PROTECTION			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
<p>4.6 Extinguish small fires with the aid of various extinguishing techniques</p>	<p>The participant must be able to describe:</p> <ul style="list-style-type: none"> • areas of application and extinguishing effect of the various extinguishing appliances • how different types of fires call for different extinguishing appliances, methods and application techniques • the capacity, capabilities and limits of the appliances <p>The participant must be able to outline the order of priority:</p> <ul style="list-style-type: none"> • own safety • notify/sound the alarm • secure • rescue • extinguish <p>The participant must be able to extinguish an early fire in flammable fluid with the use of:</p> <ul style="list-style-type: none"> • powder • CO₂ • foam 	<p>Minimum of one exercise per participant using powder extinguishers.</p> <p>Minimum of one exercise per participant with CO₂ extinguisher.</p> <p>Minimum of one exercise per participant with foam extinguisher.</p> <p>Demonstrations:</p> <ul style="list-style-type: none"> - use of fire blanket - fire in grease pot - electrical fire - powder apparatus against fibre fire - fire hose against fibre fire - foam apparatus against liquid fire 	<p>Fire drill field</p>	

Topic		5.0 MEANS OF EVACUATION		
Competence objectives	Specification of competence objectives	Method	Learning environment	References
After completing the training, the participant will be able to:				
5.1 Outline the capabilities and limitations of means of evacuation	<p>The participant must be able to outline the capabilities and limitations of:</p> <ul style="list-style-type: none"> • gangways • helicopters • lifeboats • rafts <ul style="list-style-type: none"> ○ escape chutes ○ davits ○ throwing overboard 	<p>Theory lesson(s) E-learning</p>	Classroom	
5.2 Muster to and evacuate by lifeboat	<p>The participant must be able to execute:</p> <ul style="list-style-type: none"> • mustering • boarding • buckling-up – conventional and freefall/skid-launched <p>The participant must be able to be in a lifeboat and know how to behave there</p> <p>The participant must be able to describe:</p> <ul style="list-style-type: none"> • alarms – general and evacuation • lines of command 	<p>Practical exercise</p> <p>Execute at least one continuous boarding and launch. Launch can be real or simulated.</p> <p>At least one exercise must be carried out with an alarm (acoustic and possibly visual) and announcement over the public address (PA) system in accordance with the selected defined situation of hazard and accident (DSHA).</p>	Lifeboat suspended in evacuation position	

Topic		5.0 MEANS OF EVACUATION		
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
5.3 Evacuate via escape chute	<p>The participant must be able to describe deployment of the escape chute</p> <p>The participant must be able to evacuate via the escape chute</p> <ul style="list-style-type: none"> • evacuate at least twice <ul style="list-style-type: none"> ○ second time walk down the final cell on the outside <p>The participant must be able to describe preparing an evacuation raft for taking people aboard from the base of an escape chute</p>	Demonstration Practical exercise	The escape chute must have at least five cells	
5.4 Describe evacuation with davit-launched raft	<p>The participant must be able to describe:</p> <ul style="list-style-type: none"> • principles and method for deploying the davit-launched raft • inflation • preparing • entering • weight distribution • lowering • how to behave during lowering of davit-launched raft 	Theory lesson(s) E-learning Demonstration	Pool/sea Classroom	
5.5 Board a raft from the sea	<p>The participant must be able to board from the sea with:</p> <ul style="list-style-type: none"> • a boarding platform and/or ladder • the correct technique for boarding individually or with help from other participants 	Practical exercise	Pool/sea	

Topic		5.0 MEANS OF EVACUATION		
Competence objectives	Specification of competence objectives	Method	Learning environment	References
After completing the training, the participant will be able to:				
5.6 Prepare the raft for use in the sea	<p>The participant must be able to prepare the raft by:</p> <ul style="list-style-type: none"> • stabilising it, deploying the sea anchor and positioning personnel on the side towards the sea anchor • preventing hypothermia – clarify: close hatches, drain out water, inflate air in double bottom • using the right method to recover people from the • identifying its emergency equipment: distress flares, first-aid kit 	<p>Collective exercise</p> <p>Clarification of behaviour in the raft</p> <p>Practical exercise</p> <p>Group sessions</p>	Pool/sea	
5.7 Turn a capsized raft right-side-up	<p>The participant must be able to right a capsized raft:</p> <ul style="list-style-type: none"> • describe the method for turning a capsized raft right-side-up • collectively turn a capsized raft right-side-up 	<p>Group of no more than six people</p> <p>Use a raft accommodating at least 12 people</p>	Pool/sea	

Topic		6.0 USING A SURVIVAL SUIT IN THE SEA		
Competence objectives	Specification of competence objectives	Method	Learning environment	References
<p>After completing the training, the participant will be able to:</p>				
<p>6.1 Use their survival suit as an item of rescue equipment</p>	<p>The participant must be able to use the survival suit:</p> <ul style="list-style-type: none"> • put on the suit • self-check that it is put on correctly • use the suit's equipment and functions • check the camera • check the suit: zipper, visor, gloves, buddy line <p>The participant must be familiar with the techniques for wearing a survival suit in the sea:</p> <ul style="list-style-type: none"> • tread in water, turn from back or stomach to upright position and move nine metres, as well as change direction • various techniques while wearing a survival suit <ul style="list-style-type: none"> ○ chain (lie in a row against the wind) ○ buddy line in snake 	<p>Demonstration Practical exercise At least one exercise where the participant must put on the suit in two minutes.</p>	<p>Pool requirements: Waves: the required height is about 0.5 metres. Pool/sea requirements: Wind: minimum 10 m/s<. Sea spray: Deluge, hose with spray nozzle or similar.</p>	
<p>6.2 Describe hazards present when floating in the sea</p>	<p>The participant must be able to describe four stages when being in cold seas:</p> <ul style="list-style-type: none"> • cold shock • reduced ability to swim • hypothermia • rescue death <p>The participant must be able to describe how to behave when in the sea:</p> <ul style="list-style-type: none"> • swim to raft or similar within realistic reach • stay quiet, conserve energy <ul style="list-style-type: none"> ○ waves/sea spray/foam 	<p>Theory lesson(s) E-learning</p>	<p>Classroom</p>	<p>Golden & Tipton: <i>Essentials of Sea Survival</i> OilComp report <i>Overlevelse i grov sjø</i></p>

Topic		6.0 USING A SURVIVAL SUIT IN THE SEA		
Competence objectives	Specification of competence objectives	Method	Learning environment	References
After completing the training, the participant will be able to:				
6.3 Drop into the sea from a height	The participant must be able to drop into the sea from a height: <ul style="list-style-type: none"> describe various opportunities available for getting to the sea surface be able to use the correct technique for leaping from a considerable height by jumping into the sea with a minimum drop of one metre 	Theory lesson(s) E-learning Practical exercise	Sea/pool Maximum jump height is two metres.	
6.4 Describe retrieval by helicopter from the sea/raft	The participant must be able to describe: <ul style="list-style-type: none"> how to act on orders handling a guideline preparing for retrieval 	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.

Competence objective 3.8 Evacuation from helicopter/simulator

Evacuation exercises where exercises 1-4, as described, are an absolute requirement.

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 6:</p> <p><u>Chapter 2.5:</u></p> <p><u>Topic 1.0 Risk understanding and barriers:</u></p> <p>Competence objective 1.6 added proactive safety work under specification.</p> <p><u>Topic 3.0 Helicopter evacuation:</u></p> <p>Competence objective 3.2 added "helicopter seat placement (shoulder width measurement)" under escape routes and emergency exits.</p>	22 March 2024
<p>Version no 5:</p> <p><u>Chapter 2.5:</u></p> <p><u>Topic Requirements and prior knowledge:</u></p> <p>Competence objective "describe the reporting system for undesirable incidents" has been added to the competence objective "outline the reporting system and be able to use report forms".</p> <p><u>Topic 1 Risk understanding and barriers:</u></p> <p>Previous competence objective 1.7 "outline the reporting system and be able to use report forms" and 1.8 "outline safe working and safe behaviour on the NCS" have been moved to topic requirements and prior knowledge.</p> <p>Previous competence objective 1.9 has been changed to competence objective 1.7.</p>	4 November 2021
<p>Version no 4:</p> <p><u>Chapter 2.4:</u></p> <p>Added more specific information on equipment to the end of the sentence.</p>	9 April 2021

Chapter 2.5:Topic Requirements for prior knowledge:

Added e-learning as method for all competence objectives.

Topic 1.0 Risk understanding and barriers:

Competence objective 1.2, changed bullet points under specification. Added to learning environment.

Competence objective 1.3, added to learning environment and changed reference.

Competence objective 1.4, added to learning environment.

Competence objective 1.5, added to learning environment and references.

Competence objective 1.6, added “The participant must be able to report” under specification. Under method, “show at least two films which contain barrier breaches” has been removed and “reflection exercises” added to the final part. Added two new references.

Competence objective 1.9, fifth bullet point changed and sixth bullet point added under specification. Added two bullet points to barriers, heliport under specification. Added “minimum two assignments” under method. Added to learning environment.

Topic 2.0 First aid:

Competence objective 2.1, changed from “outline” to “describe”. Removed e-learning from method. Added to learning environment.

Competence objective 2.4, removed e-learning from method. Added new reference.

Competence objective 2.5, added to learning environment.

Topic 3.0 Helicopter evacuation:

Competence objective 3.1, added to learning environment.

Competence objective 3.2, added to learning environment.

Competence objective 3.7, removed e-learning from method.

Topic 4.0 Fire protection:

<p>Competence objective 4.1, added to reference.</p> <p>Competence objective 4.2, added to reference.</p> <p>Competence objective 4.6, added new bullet point under “participant must be able to outline the order of priority” and new bullet point under “participant must be able to extinguish an early fire in flammable fluid with the use of” under specification. Method changed from “minimum of two exercises per student” to “minimum of one exercise per participant”. Foam added as extinguishing agent.</p> <p><u>Topic 5.0 Means of evacuation:</u></p> <p>Competence objective 5.1, the word “collective” removed from the competence objective. The final paragraph under specification is removed.</p> <p>Competence objective 5.2, improved language under specification of the competence objective. Changed fourth bullet point under specification to a separate paragraph.</p> <p>Competence objective 5.3, changed final paragraph under specification from “participant must be able to describe inflating and attaching the evacuation raft on the sea” to “participant must be able to describe preparing an evacuation raft for taking people aboard from the base of an escape chute”.</p> <p><u>Topic 6 Using a survival suit in the sea:</u></p> <p>Competence objective 6.1, changed first method from theory lesson(s) to demonstration. Removed requirement for wave heights in the sea. Removed water temperature from learning environment.</p>	
<p>Version no 3:</p> <p><u>Chapters 1.1 Purpose and 1.2 Learning outcomes:</u></p> <p>Changed final bullet point in both chapters.</p> <p><u>Chapter 2.5:</u></p> <p><u>Topic requirements for prior knowledge:</u></p>	7 September 2017

<p>Improved language for the eighth, ninth and 10th competence objectives. Added final bullet point to the 11th competence objective, under specification.</p> <p><u>Topic 1.0 Risk understanding and barriers:</u></p> <p>Competence objective 1.4, added third bullet point under specification.</p> <p>Competence objective 1.5, added final bullet point under specification.</p> <p>Competence objective 1.6, removed final bullet point under specification.</p> <p>Competence objective 1.9 about security is a new competence objective.</p> <p><u>Topic 2.0 First aid:</u></p> <p>Competence objective 2.1, improved language.</p> <p>Competence objective 2.2, added first bullet under specification.</p> <p><u>Topic 3.0 Helicopter evacuation:</u></p> <p>Competence objectives 3.1 and 3.2 added as new competence objectives.</p> <p>Competence objective 3.5, improved language.</p> <p>Competence objective 3.6, amended competence objective and specification, expanded specification of the competence objective by adding further descriptions of the three existing bullet points.</p> <p>Competence objective 3.7, amended final bullet point under specification.</p> <p><u>Topic 5.0 Means of evacuation:</u></p> <p>Competence objective 5.1, added second from last bullet point under specification.</p> <p>Competence objective 5.3, amended the competence objective and specification of competence objective.</p>	
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<p>Competence objective 5.6, improved language for the competence objective and specification of competence objective.</p> <p><u>Topic 6.0 Using a survival suit in the sea</u>, changed from “survival techniques in rough seas”, amended description.</p> <p>Competence objective 6.1, improved language for final bullet point under specification of competence objective.</p>	
<p>Version no 2:</p> <p><u>Chapter 2.5:</u></p> <p><u>Topic 1.0 Risk understanding and barriers:</u></p> <p>Competence objective 1.8. added as new competence objective.</p>	7 October 2016