

Topic	REQUIREMENTS FOR PRIOR KNOWLEDGE (Norwegian Oil and Gas Association (Norwegian Oil and Gas) e-learning package)				
Purpose/Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
Have received information on taking a theoretical test.	Complete a theoretical test.	Information on theoretical test at start of course. The test will contain relevant questions under the theory part. Minimum requirements >80% (no topics with nil response).	Multiple-choice.		Norwegian Oil and Gas e-learning package.
	HSE REGULATIONS:				
List the acts and regulations governing the oil industry.	Briefing on the structure (scope) of the petroleum regulations.		Norwegian Oil and Gas e-learning package.		The Petroleum Act. The Working Environment Act. The Pollution Control Act.
Describe the Norwegian Petroleum Directorate's and the Petroleum Safety Authority Norway's coordination and supervisory functions.	The Norwegian Petroleum Directorate's role (coordination). The Petroleum Safety Authority's role (supervision policy).				Royal Decree on Supervision.
Describe what responsibilities and duties the company has in relation to the Internal Control Regulations.	The purpose of the internal control system is explained, including the company's responsibilities and duties.	Only the main, fundamental aspects of the system are highlighted. What does this mean for the individual employee?			The Internal Control Regulations Management System Regulations
	PREPAREDNESS :				
Describe how the preparedness organisation is structured on board the installations to ensure preparedness in the event of accidents/catastrophes.	The operator's responsibility for facilitating an <u>effective</u> total preparedness is explained. The operator's preparedness, organisation and system.		Norwegian Oil and Gas e-learning package.		Relevant regulations. The petroleum regulations
Demonstrate understanding of the alarm instructions, with emphasis on the general joint part.	The alarm instructions' common procedure for the Norwegian Shelf.	Must be able to explain the difference between the various alarms and know the emergency number (112).			The alarm instructions (SfS).

Topic		REQUIREMENTS FOR PRIOR KNOWLEDGE (Norwegian Oil and Gas e-learning package) continued			
Purpose/Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
Have knowledge of typical preparedness resources available in the event of accidents/catastrophes.	Function of the preparedness resources. Area preparedness, interaction/cooperation.	List at least two preparedness resources.	Norwegian Oil and Gas e-learning package.		Relevant regulations. The petroleum regulations The alarm instructions (SfS).
	DUTIES AND RESPONSIBILITIES :				
Explain which responsibilities and duties the employer/employee has in relation to the Working Environment Act (WEA) and the petroleum regulations.	Responsibilities and duties/rights. Preamble of the Working Environment Act.		Norwegian Oil and Gas e-learning package.		WEA chap. I and chap. III. Petroleum regulations.
Explain the job of the Safety Delegate in an enterprise.	Briefing on the Safety Delegate system.				WEA chap. VII Petroleum regulations.
	HSE CULTURE				
Have knowledge of the “zero injuries mindset”.	Vision and values.		Norwegian Oil and Gas		
Explain why and how incident reporting systems are used.	Brief review of purpose, objective, the accident pyramid, schematics		e-learning package.		
Explain ways that employees can promote HSE issues	Brief information regarding what an HSE meeting can entail				

Topic		REQUIREMENTS FOR PRIOR KNOWLEDGE (Norwegian Oil and Gas e-learning package) continued			
Purpose/Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
	SAFETY EQUIPMENT				
Have knowledge of the most common chemical health hazards on an installation, and select the correct personal protective gear.	Chemical health hazards Personal protective gear Product labelling	Must understand the need for using correct personal protective gear.	Norwegian Oil and Gas e-learning package.		
	HELIPORT/SAFETY				
Know the rules for travel offshore.	Reporting for departure Departure Baggage and freight Prohibited objects Carry-on permit				Common procedure.

Topic	1. RISK/BEHAVIOUR TRAINING
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Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
1.1 Have knowledge of how individuals can contribute to increased safety through behaviour and attitudes	<ul style="list-style-type: none"> • Behaviour training • Reporting undesirable incidents • Observation techniques • Experience transfer • Order and cleanliness • Safety programme 	<p>Must be able to understand the background for companies utilising instruments to prevent undesirable incidents</p> <p>Use some of these instruments through the course</p>	<p>Theory Lecture</p>	<p>Class room/during practical exercises</p>	
1.2 Demonstrate that individuals can contribute to increased safety through behaviour and attitudes	<p>Animations from the Working Together for Safety (SfS) website</p>	<p>Participate actively in discussions and reflections regarding the films</p>	<p>Show at least two films that involve a breach of barriers: Falling objects: Crane and lifting Reflection Table-top Case studies</p>	<p>Class room Group</p>	<p>Films developed by SfS</p>
1.3 Must be able to explain the background for use of a reporting system, and be able to use it	<p>Why is it important to report Use of tools: Reporting and registration Various forms used offshore</p>	<p>Must uncover at least one undesirable incident or condition during the course and fill out form</p>	<p>Filling out form</p>	<p>During practical exercises within all disciplines</p>	

Topic		2. Barriers/risk understanding			
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
2.1 Observe and propose corrective measures for undesirable incidents based on barrier faults	Observation technique <ul style="list-style-type: none"> • Ability to shift focus • See details • Think «what if» • Confirm/disprove barriers What do I do if I see something! “If you see something say something or do something” What do I do if I observe conditions/near-misses/damage/injury?	Uncover at least two conditions during the course	Fill out form	During practical exercises within all disciplines	E.g. form used by the different operating companies
2.2 Identify barriers	Organisational, technical and human	Be able to observe at least two barriers	Fill out form	During practical exercises within all disciplines	
2.2.a Describe definition of risk	Likelihood x consequence	Be able to provide at least two examples of risk.			
2.2.b Understand the term consequence.	Consequence philosophy	Be able to provide at least two examples of consequences			
2.3 Be aware of possible consequences of breaches to barriers	Breach to barriers	Contribute actively in discussions, reflections	Films, pictures and discussions		
2.4 Describe what tools you use offshore to uncover and clarify that you have control of risk elements before starting work	Take two Pre-job conversation ”Toolbox talks”	Use methods as a tool to create reflection regarding risk, and how to prevent undesirable incidents	Use pre-job conversation before exercises in the course		

Topic		2. Barriers/risk understanding continued			
Learning objectives	Content	Performance requirements	Example of method	Example of training environment	References
After completing the training the participants must be able to:					
2.5 Indicate the hazards present offshore and what typical conditions, near-misses and damage can occur offshore	What type of risk do we have offshore. Typical conditions/near-misses and accidents that occur offshore.	Use methods as a tool to create reflection regarding risk, and how to prevent undesirable incidents	Use pre-job conversation incl. safety questions prior to exercises in the course	During practical exercises within all disciplines	
2.6 Use open safety questions in the daily work to uncover hazards and prevent this from happening	Five questions asked <ol style="list-style-type: none"> 1. How can you and others get injured? 2. What type of accident can occur? 3. How can you and others avoid injury? 4. What if something unexpected happens? 5. What have you done to prevent yourself and your colleagues from getting injured? 				
2.7 Work at heights Describe what is meant by work at heights, and what are the offshore requirements for work at heights and what risks this entails Describe what type of equipment is required when working at heights	<ul style="list-style-type: none"> • What requirements apply • Use of scaffolding and ladders • Hazards of working at heights • Fall arrest harnesses • Securing tools 	Demonstration of harness/fall arrest equipment and other securing equipment for tools			

Topic	3. Responsibilities
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Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
3.1 Be responsible for themselves and others	<ul style="list-style-type: none"> • Role model/power of example • Buddy check • Report hazardous conditions • Order and cleanliness 	Actively carry out: Ask open questions Buddy check Reporting Cleaning up after yourself	Fill out form	During practical exercises within all disciplines	

Topic	4. Conclusion/summary
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Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
4.1 Understand the importance of safe behaviour and use of instruments to support this	Summary and brief refresher Gather all experiences from the course: <ul style="list-style-type: none"> • How did the questions work? • How did the discussions work? • What did you learn Conclusions: observe, think what could happen, how can I prevent it from happening and report through nonconformity system. Ask if in doubt.	Actively contribute to discussions, reflections	Reflections Discussions	Class room	

All of the practical exercises must be included in the exercises through the courses. The student must fill in observations according to items on the form made by the centre.

Topic		5. FIRST AID – Theory and practical exercises			
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
5.1 Explain what lifesaving first aid involves.	<p>Life-saving first aid:</p> <p>The chain that saves lives</p> <ul style="list-style-type: none"> • Early understanding of the situation • Early CPR • Early defibrillation • Post-resuscitation care <p>Explain first aid provider's role relative to professional care.</p> <ul style="list-style-type: none"> • Importance of supplying oxygen to brain and heart to avoid serious damage • CPR buys more time 	<p>TEST:</p> <p>Carry out all measures in the CPR cycle and continue with two minutes under the supervision and assessment of the instructor</p> <p>While the individual test takes place, the other participants can continue practicing</p>	<p>Follow the guidelines for instructors for Norwegian First Aid Council basic first aid course</p> <p>Lecture</p> <p>Demonstration</p> <p>Practical exercises</p>	Class room	<p>Norwegian First Aid Council</p> <p>Norwegian Basic First Aid Course</p>
5.2 Know medical emergency number	<p>Medical emergency number 1-1-3 (onshore)</p> <p>1-1-2 (offshore)</p>	Explain how the emergency number works			

Topic		5. First aid continued			
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
<p>5.3 Explain what happened? Illness, or injury</p> <ul style="list-style-type: none"> Assess consciousness Assess whether the person is breathing normally <p>5.4 Person is not breathing normally Call 1-1-3/1-1-2 (offshore) and start CPR.</p> <ul style="list-style-type: none"> Determine that the patient does not respond to verbal calls or careful shaking Open airways and determine that the patient is not breathing normally Perform satisfactory CPR 	<p>What happened?</p> <ul style="list-style-type: none"> What are you looking for What are you asking for What can you feel by touching the skin Assess whether the condition is serious Is the person reacting Is the person breathing normally or not <ul style="list-style-type: none"> Demonstrate how to check for consciousness and how to open the airways and determine that the person is not breathing normally Demonstrate chest compressions Demonstrate rescue breathing 	<p>Be able to assess the consciousness of the patient</p> <ul style="list-style-type: none"> Explain/demonstrate easy way to secure free airways Assess whether the person is breathing normally Put patients that are breathing normally in a stable lateral position within one minute <p>Exercise: Unconscious, but breathing normally</p> <ol style="list-style-type: none"> Examination Lateral position <ul style="list-style-type: none"> Demonstrate how to check for consciousness and open airways and determine that the person is not breathing normally Demonstrate chest compressions Demonstrate rescue breathing <p>Exercise:</p> <ol style="list-style-type: none"> Carry out 30 compressions on a training manikin, count out loud Focus on compression point, depth, release and pace Carry out rescue breathing Give rescue breaths that, individually and an visibly elevate the chest, several times Use sufficient time for each rescue breath Demonstrates all measures in correct order on the training manikin during a CPR cycle. <p>Practice with all the course participants for two minutes. One of the participants responds as a nurse on 1-1-3 call. Speak loudly – switch roles</p>		Class room	Norwegian First Aid Council: Basic First Aid Course

Topic		5. First aid continued			
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
5.5 Foreign object in the airways <ul style="list-style-type: none"> Demonstrate various methods of clearing the airways 	<ul style="list-style-type: none"> Various methods of clearing the airways Placement of hands for back blows pose and hand placement for abdominal thrusts CPR in the event of a foreign object in the airways, chest compressions 	<ul style="list-style-type: none"> Be able to demonstrate various methods of clearing the airways Hand placement for back blows Pose and hand placement for abdominal thrusts Perform CPR in the event of a foreign object in airways 30 compressions Look in mouth for the foreign object <p>Exercise 1. Demonstration of back blow and abdominal thrust</p>	Follow the Norwegian basic first aid course's instructor guidelines when carrying out the course. Lecture Demonstration Practical exercises		Norwegian First Aid Council
5.6 Describe the most important first aid treatment measures in the event of suspicion of acute heart disease	<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 that improves with rest Sudden feeling of exhaustion, feeling of fatigue 	<ul style="list-style-type: none"> Explain/demonstrate first aid measures in the event of chest pain <p>Exercise Recognise symptoms of acute heart disease</p>	Lecture Demonstration	Class room	Follow the Norwegian basic first aid course's instructor guidelines when carrying out the course.
5.7 Stop bleeding Stop external bleeding	External bleeding <ul style="list-style-type: none"> Be able to compress the wound Be able to elevate the wound Be able to make a pressure dressing 	Be able to stop bleeding using pressure bandages	Practical exercise using markers	Class room/exercise area	

Topic		6. Helicopter evacuation Theory/practice			
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
6.1 Demonstrate actions in the event of prepared/controlled emergency landing at sea.	Procedure: <ul style="list-style-type: none"> • Emergency report/warning • Loose objects • Suit • Seat belt • Re-orientation • Crash position 	Through practical exercises the course participants must show that they are able to remember the five preparation items <ul style="list-style-type: none"> • Secure loose objects • Suit (correct attire) • Check seat belt • Re-orientation • Crash position 	Theory/ demonstration/ practical training	Class room/simulator	
6.2 Demonstrate correct action in the event of unprepared emergency landing at sea	Procedure: <ul style="list-style-type: none"> • Emergency report/warning • Crash position 	Course participant must, through practical exercise, show they are able to react correctly to an emergency report; assume crash position.	Theory/ demonstration/ practical training	Class room/simulator	
6.3 Correct use of breathing lung	Procedure: <ul style="list-style-type: none"> • Preparation • Breathing techniques • Limitations 	Course participant must be able to demonstrate and explain main elements for use of the breathing lung	Theoretical review with demonstration	Pool/Sea Class room	

Topic	6. Helicopter evacuation Theory				
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
6.4 Correct action following emergency landing at sea when helicopter floats upright.	Procedure: <ul style="list-style-type: none"> • Find nearest escape route • Establish breathing lung • Establish reference point (window and valve) • Remain buckled in until you receive other orders from the crew • In the event of evacuation, focus on reference points 	Course participant must be able to carry out the recommended actions following an emergency landing at sea (window seat).	Practical exercises/training	Class room/simulator	
6.5 Describe actions in the event of evacuation from a submerged helicopter	Procedure/recommendation: <ul style="list-style-type: none"> • Activate breathing lung • Reference points • Evacuation 	Course participant must be able to explain the significance of: <ul style="list-style-type: none"> • When should you activate the breathing lung • Why do you have reference points • Best way to evacuate 	Theory	Pool/Sea Class room	
6.6 Correct use of breathing lung	Procedure: <ul style="list-style-type: none"> • Preparation • Breathing technique • Limitations 	Course participant must be able to demonstrate and explain main elements for use of the breathing lung	Practical training with testing assigned vests/lungs	Pool/sea Class room	

Topic	6. Helicopter evacuation Theory				
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
6.7 Describe the helicopter's rescue equipment, location and use	<ul style="list-style-type: none"> • Helicopter's ballonet • Fleets and trigger mechanisms • Escape routes, emergency exits, emergency beacon, first aid kit, fire extinguisher, flash light, flotation device 	<p>Course participant must be able to list what equipment the helicopter is equipped with in order to handle the following conditions in the best possible manner:</p> <ul style="list-style-type: none"> • Extinguish fire • Prevent helicopter from toppling/spinning after landing at sea • Evacuate helicopter • Survive at sea • Establish warning 	Theory/show helicopter video (same film as shown to passengers before departure)	Class room	
6.8 Talk about flight safety	Create a feeling of security regarding helicopter transport by reviewing the helicopter's inherent safety (Autorotation, Construction principles, 1 engine vs. 2 engines, etc.), and relevant accident statistics.	Course participant must be able to talk about what options the pilot has in the event of technical errors during the flight.	Theory	Class room	
6.9 Describe risks and issues of an emergency landing at sea.	<ul style="list-style-type: none"> • Risks before an emergency landing • Risks during an emergency landing • Risks following an emergency landing/evacuation 	Course participant must be able to list at least three challenges in relation to an emergency landing at sea with a helicopter.	Theoretical review	Class room	

Topic		6. Helicopter evacuation Practical exercises			
Learning objectives	Content	Performance requirements	Example of method	Example of training environment	References
After completing the training the participants will/will be able to:					
6.10 Use breathing lung under water.	<ul style="list-style-type: none"> Exercise 1. Hold breath for 10 sec. Exercise 2. Breathe in the breathing lung with face submerged in water, minimum 20 sec., max. 30 sec. Exercise 3. Breathe in breathing lung with face submerged in water, while pulling yourself by a rope, at least ten metres. Exercise 4. Breathe in breathing lung while hanging upside down in water, minimum 20 sec., max. 30 sec. 	<p>Course participants must show they are able to:</p> <p>That they are able to function in the water, wherein exercises 1-4 are carried out and must be passed in order to carry out evacuation from simulator</p>	Practical exercises/training	Pool/Sea	<p>Dr. C.J. Brooks</p> <p>Cunningham, W.F. (1978) Helicopter Underwater Escape Trainees</p>
6.11 Evacuate from helicopter/simulator under water	<ul style="list-style-type: none"> Exercise 1. Emergency landing at "sea". Helicopter stops on the surface, window is removed, breathing lung established, helicopter sinks straight down. (with stop) Exercise 2. Emergency landing at "sea". Helicopter stops on the surface, window is removed, breathing lung established, helicopter is rotated 180 degrees. (with stop) Exercises 3- 4. Implemented as exercise 2 (with stop). Exercise 5. Emergency landing at "sea". Helicopter stops on the surface, breathing lung is established, window is removed under water, helicopter is rotated 180 degrees (with stop). Exercise 6. Emergency landing at "sea". Helicopter drives slowly when it hits the sea. Window is removed, breathing lung is not used. Helicopter is rotated 180 degrees (with stop). 	<p>Course participants must show they are able to:</p> <p>Evacuation exercises where exercises 1-6, as described, are absolute requirements.</p>	<p>Practical exercises/training</p> <p>Practical exercises in connection with the helicopter toppling: 1 instructor per student in the helicopter simulator.</p>	Pool/Sea	<p>Mills, A.M. and H. Muir (1999), Development of training standard for underwater survival. Technical report prepared for Shell Oil.</p>

Topic	6. Helicopter evacuation Practical exercises continued				
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
6.12 Evacuate from helicopter/simulator to raft when helicopter floats upright.	Exercises 1-2. Organised evacuation for emergency landing	Course participant must show that they are able to carry out exercises 1-2 as described, both exercises include evacuation to raft.	Practical exercises/training	Pool/Sea/Land	
6.13 Be able to prepare helicopter raft for use, and explain what equipment can be found on such a raft.	<ul style="list-style-type: none"> • Demonstration of raising the raft cover • Review demonstration of raft's equipment. 	Prepare a Helicopter raft for use and talk about the equipment in the raft.	Demonstrative collective exercise	Helicopter raft/raft equipment	

Topic	7. Fire protection – Theory				
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
7.1 List the conditions that must be present for a fire to start. Describe the different fire classes. Describe the different extinguishing principles	The Fire Square HC (Hydrocarbons). LEL/UEL (Lower and Upper Explosion Limit). Flashpoint. Ignition temperature Pyrolysis Fire class, A, B, C, D, F Fire in electrical systems/equipment. Hazard elements		Theory/group work	Classroom/ fire drill field.	
7.2 Explain the different ways in which a fire can spread.	Radiation Conduction Convection		Theory/group work		
7.3 Explain what poisoning hazards/risk can occur from an indoor fire. Explain what poisoning hazards can occur from inhaling gaseous hydrocarbons	Poisoning risk Fire gases Incomplete combustion Hazards Narcotic effect Protective measures				

Topic	7. Fire protection – Theory				
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
7.4 Explain the difference between partial and full respiratory protection and their application.	Breathing protection: <ul style="list-style-type: none"> • Compressed air apparatus • Closed circuit breathing apparatus • Supplied-air respirator • Escape masks 		Theory/group work		
7.5 Explain the prioritising of actions upon discovering a fire.	<ul style="list-style-type: none"> • Notify/Alarm • Secure • Rescue • Extinguish 			Classroom/ fire drill field	
7.6 Explain the meaning of active and passive fire protection and fire fighting.	<ul style="list-style-type: none"> • Passive fire protection • Detection systems, fire – gas • Process safety • Extinguishing systems (fixed) 				
7.7 Provide examples of how the individual's behaviour affects fire safety on board.	<ul style="list-style-type: none"> • Order and cleanliness • Storage • Control of ignition sources • Leaks 	<ul style="list-style-type: none"> • Explain the importance of alertness • Be responsible • Act • Report flammable conditions • Follow rules and instructions 		Classroom/ fire drill field	

Topic	7. Fire protection – Practical exercises				
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
<p>7.8 Extinguish small fires in a safe and controlled manner using the correct extinguishing technique.</p> <p>Understand the extinguishers' usage areas and extinguishing effects</p> <p>Understand that different fires require different types of extinguishers, extinguishing methods and application techniques.</p>	<ul style="list-style-type: none"> • Correct use of portable fire extinguishers. • Extinguish the beginnings of a fire in a safe and controlled manner. • Correct techniques for use. • The apparatus' capacity, capabilities and limitations. 	<p>Must be able to extinguish the beginnings of fires in flammable liquid with the use of: Powder CO2</p> <p>Minimum one exercise per type of powder extinguisher per student.</p> <p>Minimum 2 exercises per type of CO2 extinguisher per student.</p> <p>Demonstration</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>Repeated practical exercises.</p> <p>Demonstration</p>	<p>Fire field, container, drill area.</p>	
<p>7.9 Perform a controlled evacuation from surroundings with poor visibility.</p> <p>Explain why one should note the position of the emergency exits and escape routes in advance.</p>	<p>Must be able to evacuate safely and in a controlled manner.</p>	<p>Carry out controlled evacuation in surroundings with poor visibility over a distance of a least 20 metres with various obstacles, doors, etc.</p>	<p>Practical exercises with escape hood, with darkened glass or darkened surroundings.</p>		

Topic	8. Sea rescue – Alarm, mustering and evacuation				
Learning objectives After completing the training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
<p>8.1</p> <p>Explain the responsibilities and duties of each individual in the event of an evacuation alarm.</p>	<p>Alarm instructions:</p> <p>Included in the current e-learning package:</p> <ul style="list-style-type: none"> • Introduction in general evacuation practice • Responsibilities and duties <p>Items that should be included in the package:</p> <ul style="list-style-type: none"> • Command chains • Behaviour • Mustering • Emergency exits • Escape routes <p>Only brief repetition from the e-learning.</p>	<p>Account for:</p> <p>The instructions pursuant to the different alarms (general alarm and evacuation preparation alarm)</p>	<p>Command chains:</p> <ul style="list-style-type: none"> - Behaviour - Mustering - Emergency exits - Escape routes 	<p>Class room/PC</p>	<p>SfS (“Cooperation for safety” council); Recommendation 013N/2004 – Joint Alarm instructions</p>
<p>8.2 Possibilities and limitations of collective evacuation means.</p>	<p>Evacuation means:</p> <p>Gangway Helicopter Lifeboat</p> <ul style="list-style-type: none"> • Types of lifeboat systems <p>Rafts and dispatch methods:</p> <ul style="list-style-type: none"> • Rescue chute • Davit • Throw over board <p>Emergency communication; VHF, SART, Epirb</p> <p>Factors that impact the order of priorities</p> <p>Including:</p> <p>Gas leak, drifting ship, fire, weather conditions, etc.</p>	<p>Explain the possibilities for evacuation of installation in prioritised order.</p> <p>List the factors that can impact the order of priorities.</p>	<p>Only brief repetition from e-learning.</p>	<p>Class room/PC</p>	

Topic		9. Mustering in lifeboat			
Learning objectives After the end of training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
9.1 Muster according to alarm instructions and as a passenger during evacuation with lifeboat.	<p>Alarm – general and evacuation alarm</p> <ul style="list-style-type: none"> • Mustering • Command chains • Boarding • Buckling; conventional and skid lifeboat • Behaviour in a lifeboat 	<p>After a minimum of two mustering exercises on lifeboat wearing survival suit.</p> <ul style="list-style-type: none"> • Show correct behaviour at mustering location pursuant to instruction, i.e. wearing suit, mustering at the correct location, etc. • Able to board LB correctly, buckle up and obey orders. • Display correct behaviour during and following “launching” with lifeboat 	<p>Practice</p> <p>Carry out at least one consecutive boarding and launch. Launch can be real or simulated.</p>	<p>Lifeboat hung up in evacuation position, Requirement to carry out mustering in lifeboat.</p> <p>Alarm instructions for STP</p> <p>At least one exercise must be carried out with alarm (acoustic and e.g. visual) and PA pursuant to chosen Defined Safety and Accident Scenario (DFU). Number of participants should exceed six.</p>	

Topic		10. Deployment and evacuation with rescue chute			
Learning objectives After the end of training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
10.1 Have knowledge regarding deployment of rescue chute	Principles and method for deployment of rescue chute: <ul style="list-style-type: none"> • Lowering • Inflating and fastening evacuation rafts 	Explain method for deploying the rescue chute and use of evacuation rafts	Theory / DVD	Class room/Exercise area	Manufacturer's user manual /DVD
10.2 Evacuate safely in rescue chute	Evacuate using rescue chute.	Following two exercises with rescue chute, the participants must; Enter, evacuate down, and exit the rescue chute safely. On the 2 nd round the participant must walk down the final cell on the outside.	Practice Instructor demonstrates method for quick and safe evacuation through rescue chute	Rescue chute must have at least five cells	

Topic	11. Deployment and evacuation with davit float				
Learning objectives After the end of training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
11.1 Describe how to evacuate with davit float	Principles and method for deploying davit float <ul style="list-style-type: none"> • Inflating • Preparation • Boarding • Weight distribution • Lowering 	Explain how to behave as a passenger when deploying davit boat	Theory/ demonstration		

Topic		12. Boarding, use of and turning rafts			
Learning objectives	Content	Performance requirements	Example of method	Example of training environment	References
After the end of training the participants will/will be able to:					
12.1 Board a raft from sea.	Use of boarding platform and/or boarding ladder. Correct technique for getting on board the raft.	The participants must show that they are able to board the rescue raft from sea. Individually or with assistance from other participants.	Practical exercises	In sea or pool	
12.2 Prepare raft for use and further survival	Review "Instructions for immediate measures". Items 1-5 must be implemented. 1. Clarify measures for stability in raft; sea anchor and placement of personnel on the side towards the sea anchor. 2. Review "Instructions for survival" 3. Review raft equipment 4. Prevent hypothermia – clarify: close hatches, drain water, (inflate) air in double bottom 5. Correct method for recovering incapacitated subjects from sea.	Show that the group can: <ul style="list-style-type: none"> Practice Items 1-5 Organise and pick up incapacitated persons using a quoit Pick up people and get them on board the raft 	Collective exercise Clarification of actions in the raft.	In sea or pool. Parts of the raft's emergency package SART/VHF	Instructions for immediate measures; reference IMO Resolution A.657(16). Raft stability; recommendations from Viking Liferaft Equip.
12.3 Turn over a capsized raft.	Review method for turning over a capsized raft.	Participants must explain the method for how to turn over a capsized raft. Collectively turn over a capsized raft.	Group of maximum six people.	In sea or pool Use of a minimum of 12 people per raft.	

Topic		13. Survival in rough seas			
Learning objectives	Content	Performance requirements	Example of method	Example of training environment	References
After the end of training the participants will/will be able to:					
13.1 Put on survival suit	<p>Emphasise the importance of putting on the suit correctly</p> <p>Instructions on the functions of the suit</p> <p>Instructions on putting on the suit</p> <p>Undergarment</p> <p>Checking suit: zipper, visor, gloves, buddy line. (Check when receiving suit at heliport and when putting on).</p> <p>Buddy check</p>	<p>Individually show they are able to:</p> <p>Put on survival suit and do a self check that it fits correctly and that they can use the equipment on the suit.</p> <p>At least one exercise where the participants must put on the suit in two minutes.</p> <p>(Putting it on and using equipment in the dark can be an alternative to, or in combination with training in the “dark” at sea.</p>	Theory and practical exercises.	In connection with the sea rescue exercises.	<p>Manufacturer’s manual/ recommendations</p> <p>2 min.: LSA Code’s requirements for the survival suit</p>
13.2 Explain what hazards are present at rough seas	<p>The important choice:</p> <ol style="list-style-type: none"> 1. Get out of the water; swim to raft or similar which you can realistically reach 2. Stay calm, save energy <ul style="list-style-type: none"> • Waves/sea spray • 4 stages of being in cold seas <ol style="list-style-type: none"> 1. Cold shock 2. Reduced ability to swim 3. Hypothermia 4. Rescue death 	Know and explain the 4 hazards.	<p>Theory</p> <p>Clarify the content to survive in cold/rough seas.</p> <p>Focus on measures if you fall over board as regards cold shock</p>	Class room	<p>HSE-UK, OTO report 95038,1996</p> <p>Golden&Tipton; Essentials of Sea Survival.</p> <p>OilComp report ”Survival in rough seas”, restricted release, Norwegian Oil and Gas.</p>
13.3 Explain properties of personal rescue means	<ul style="list-style-type: none"> • Life vest • Life buoy with equipment • Extra life vests 	Explain possibilities and limitations of the various personal rescue means.	Theory	Class room/ exercise area Pers. Life saving equipment. available	

Topic		13. Survival in rough seas continued			
Learning objectives	Content	Performance requirements	Example of method	Example of training environment	References
After the end of training the participants will/will be able to:					
13.4 Drop into sea from a height	Review different possibilities for getting down to the sea surface. Correct technique for jumping from greater heights.	Individually show that they can use the correct technique when jumping in the sea from at least one metre.	Practical exercises.	Sea/pool Maximum jumping height is 2 metres	
13.5 Master different techniques for increasing the possibility of survival in sea/water wearing a survival suit	Body control in sea using the survival suit. Functions of the survival suit Review of the methods/technique for increasing the possibility of survival in rough seas.	Show that they can stand in water, and get from lying on the stomach and back to a standing position. Show that they can move individually at least 10 metres, as well as change directions. Show that they can use the functions of the survival suit: - take on and off buddy line - inflate flotation collar - take on and off gloves - with and without splash guard Survival positions/formations in rough seas. Recommended formations: 1) chain (lie in a row against the wind and using the buddy line and 2) "Snake" formation: Embracing the colleague with both legs allowing the arms to be used for rowing.	Practical exercises. (the scenario is cold and rough seas) Individual and collective. Demonstration	Sea/pool Wind & water spray	(HH works with collars/valves so we can train with this and clean the equipment) Oil Comp; experiences from Esbjerg and Vestfjorden OilComp, 04-03, pg.36 on splash guards, pg.41 on training need

Topic		13. Survival in rough seas continued			
Learning objectives After the end of training the participants will/will be able to:	Content	Performance requirements	Example of method	Example of training environment	References
13.6 Prepare for helicopter rescue, (pick-up)	Guide line <ul style="list-style-type: none"> • Rescue harnesses, single and double. • Vertical and horizontal lifting position. • Securing rescue harness. • Rescue from sea and raft 	Show that they can put on the rescue harness correctly.	Theory and practical exercises		
13.7 Rescue methods	Mob-boat; Use of rescue grid, sea-lift Standby vessel Rescue grid Scoop stretcher, basket	Explain rescue methods used by external rescue units.	Theory/ DVD	Class room	

Definition of realistic conditions

Waves: There is a requirement for approx. 0.5 m wave height in pool.

Wind: 10 m/s<

Water temperature: No requirement

Water spray: Irrigation or hose with spray nozzle or similar.