



OFFSHORE NORGE

Offshore Norge training curriculum

Basic lifeboat coxswain course

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FOREWORD

This training curriculum has been compiled for course providers approved by Offshore Norge to provide the basic lifeboat coxswain course.

The training is intended to provide competence on evacuating by lifeboat and serving as a lifeboat coxswain.

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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1 INTRODUCTION

1.1 Purpose

This training curriculum describes requirements for the content and execution of the basic lifeboat coxswain course.

The training is designed to provide competence on:

- organisation of emergency response, the chain of command and crisis reactions
- basic introduction to the lifeboat
- mustering, making ready and evacuating
- alternative means of evacuation

1.2 Learning outcomes

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

- describe how emergency response is organised on the offshore facility and the purpose of such an organisation
- ready the lifeboat for evacuation
- organise and lead mustering to and boarding of the lifeboat
- communicate via radio, in the lifeboat and with the emergency response leadership
- launch the lifeboat from the facility and steer it to a safe zone
- manoeuvre/steer the lifeboat and make provision for spending time on board
- handle emergency systems and equipment tailored for different conditions in the lifeboat
- described mobilisation of and secure evacuation using alternative means of evacuation: liferaft and escape chute

1.3 Target group

The target group for the training is personnel exercising the lifeboat coxswain function.

2 CONTENT

2.1 Parameters for conducting the course

Teaching at the course centres must reflect a good safety culture.

Theory in the classroom: one instructor per 24 course participants.

Practical exercises: one instructor per six course participants per boat.

Duration of the course is at least four days.

- One course day is eight hours with at least six hours of effective training
- One hour is 60 minutes

A minimum of 18 hours of practical exercises.

During practical exercises, the challenges and degree of difficulty must be increased in line with the rising level of mastery. When conducting practical exercises in an actual lifeboat, a course participant must train at least once, and preferably twice or more, in one of the two operator seats – coxswain and pump man.

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

Basic safety and emergency preparedness course.

VHF/SRC certificate.

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.

Simulators can be a useful and important tool as a supplement in lifeboat training. They or similar equipment can be used for parts of the training, providing equal attainment of the learning outcomes can be documented.

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"> the organisation of an emergency response organisation, and explain the role and responsibility of the lifeboat coxswain in it the purpose of the chain of command in an emergency response organisation other emergency response teams on the facility and their role and responsibility coxswain's duties after launching 		Classroom E-learning	
1.2 Outline the behavioural patterns most commonly observed in emergencies, as well as the factors which influence them.	The participant must be able to outline: <ul style="list-style-type: none"> the behavioural patterns most commonly observed in emergencies examples of stress factors which can affect one's own level of performance and that of others measures for mastering one's own stress measures for mastering the stress of others 		Classroom E-learning	
1.3 Outline words and expressions related to emergency response	The participant must be able to outline: <ul style="list-style-type: none"> defined situations of hazards and accidents (DSHA) performance requirements 		Training platform	
1.4 Apply leadership principles in an emergency	The participant must be able to apply principles for leadership in an emergency: <ul style="list-style-type: none"> authoritative and visible lead from the front (proactive leadership) use of voice information influence the mood delegate duties collaborate 		Lifeboat Lifeboat simulator	

Topic	2.0 INTRODUCTION TO THE LIFEBOAT			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
2.1 Outline the lifeboat's most important components and structure	The participant must be able to outline: <ul style="list-style-type: none"> • design and buoyance aids • stability – self-righting • electrical facilities • engine • spray deluge system (emergency air) • hook suspension and launch arrangement • navigation equipment 	Theory lesson(s)	Classroom E-learning Lifeboat	

Topic 3.0 MUSTERING, MAKING READY AND EVACUATING				
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
3.1 Use elementary maritime terms	The participant must be able to use relevant maritime terms.	Oral use of maritime terms during the course		
3.2 Organise and lead mustering	The participant must be able to: <ul style="list-style-type: none"> • allocate duties when mustering to and boarding the boat • take command • check boat and equipment • ready the boat for evacuation • lead mustering under varying conditions • check relevant equipment • register and distribute passengers • check passenger clothing • check that passengers are secured • organise reception of injured personnel 	Practical exercises	Training platform Lifeboat Lifeboat simulator	
3.3 Evacuate from the facility	The participant must be able to: <ul style="list-style-type: none"> • communicate in accordance with communication procedures/exercise radio discipline • start the engine • launch the lifeboat, manoeuvre/steer to a safe zone The participant must be able to use direction-finding instruments: <ul style="list-style-type: none"> • compass • rudder indicator 			

3.4 Operate emergency systems and equipment	<p>The participant must be able to use the following emergency systems and equipment:</p> <ul style="list-style-type: none"> • sprinkler/emergency air • emergency start • bailing • emergency steering • VHF/Sart • emergency lifeboat launch • sea anchor/heaving line • pyrotechnical equipment 	Practical exercises	Training platform Lifeboat Lifeboat simulator	In accordance with lifeboat manufacturer's specifications
3.5 Manoeuvre the lifeboat	<p>The participant must be able to:</p> <ul style="list-style-type: none"> • carry out general manoeuvring • manoeuvre up to a buoy/floating object • position for retrieving/marking people in the sea • carry out emergency steering • deal with varying speeds and stop lengths • handle the boat without engine power • tow a raft with the aid of a towline • outline how to operate the lifeboat in varying weather conditions 	Practical exercises	Lifeboat on the sea Lifeboat simulator	
3.6 Outline how to organise the time on the sea	<p>The participant must be able to:</p> <ul style="list-style-type: none"> • outline how to prevent seasickness and dehydration • describe factors which can make the time on board as comfortable as possible • help take care of the passengers while being a link between them and the lifeboat coxswain • outline available equipment such as first-aid kit, food, drink, sick bags and pyrotechnical equipment 	Theory lesson(s)	Classroom E-learning Lifeboat	

3.7 Prepare transfer of personnel to rescue helicopter	The participant must be able to demonstrate: <ul style="list-style-type: none">• how personnel are transferred to a helicopter• organisation of the lifeboat/raft• receiving a guide line• cooperation with the rescue person	Practical exercises		
3.8 Describe options for transferring personnel to standby ship	The participant must be able to describe advantages and drawbacks of the various transfer options: <ul style="list-style-type: none">• stern ramp on standby ship• climbing net• MOB boat• towing with the aid of a towline	Theory lesson(s)	Classroom E-learning	

Topic 4.0 ALTERNATIVE MEANS OF EVACUATION				
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
4.1 Outline the technical description and equipment of the liferaft	The participant must be able to describe: <ul style="list-style-type: none"> different types of liferafts used, and the positioning and use of their equipment the technical description and equipment specification for a raft loose equipment and its use 	Theory lesson(s)	Classroom Raft station Training platform	Solas Life-saving appliances (LSA) code
4.2 Describe methods for launching liferafts	The participant must be able to describe the various methods for launching rafts: <ul style="list-style-type: none"> throwing overboard hydrostatic release davits 	Theory lesson(s) Demonstration		
4.3 Describe how the time spent on the liferaft can be organised	The participant must be able to: <ul style="list-style-type: none"> describe how the raft is <ul style="list-style-type: none"> turned, entered, stabilised describe which measures can provide the most comfortable occupancy of the raft 	Theory lesson(s)		
4.4 Describe the procedure for mobilising an escape chute	The participant must be able to describe: <ul style="list-style-type: none"> evacuation by escape chute correct mobilisation of chute with rafts how personnel are to be guided to the evacuation point 	Theory lesson(s) Video	Training platform	In accordance with manufacturer's specifications

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.

The course certificate must specify which lifeboat has been utilised.

Valid course titles are:

OSE108 Basic lifeboat coxswain freefall lifeboat course

OSE129 Basic lifeboat coxswain skid-launched lifeboat course

OSE135 Basic lifeboat coxswain conventional lifeboat course

4 REVISIONS

The following revisions have been made to this document:

Revision:	Date:
Version no 2	18 November 2020
Section 2.1 Parameters for conducting the course, added sentence:	When conducting practical exercises in an actual lifeboat, a course participant must train at least once, and preferably twice or more, in one of the two operator seats – coxswain and pump man.
Section 2.3 Prior knowledge, added:	VHF/SRC certificate.
Section 2.4 Facilities and equipment, amended sentences:	Simulators can be a useful and important tool as a supplement in lifeboat training. They or similar equipment can be used for parts of the training, providing equal attainment of the learning outcomes can be documented.
Competence objective 1.1, added under specification:	coxswain's duties after launching
Competence objective 1.2, added under specification:	measures for mastering the stress of others
Competence objective 3.5, added under specification:	handle the boat without engine power tow a raft with the aid of a towline outline how to operate the lifeboat in varying weather conditions
Competence objective 3.8, added under specification:	towing with the aid of a towline