# Emergency Preparedness and Energy Crisis Leadership

**GExperts Learning Academy | PC-X07 | PC | 12-18 weeks**

## Course overview

12-18 weeks PC programme focused on Emergency Preparedness and Energy Crisis Leadership, using energy-sector cases and applied decisions.

Designed for: Experienced professionals

## Learning outcomes

- Explain core principles and terminology for Emergency Preparedness and Energy Crisis Leadership.
- Interpret an applied case using evidence and stated assumptions.
- Identify risks, safeguards, role boundaries and escalation points.
- Prepare a clear recommendation for a multidisciplinary audience.

## Course guide

Work through each module objective, lesson and teaching note, complete the applied activity and assessment, then use the separate Academy practice page for practice questions and answer feedback.

Separate practice questions:
https://www.globalexpertsconsultoria.com/training/academy/courses/questions/?course=PC-X07

## Academic and certification status

Draft learning resource for study and review. It does not confer accreditation, external certification, a regulated qualification, professional licence, safety-critical competence or site authorisation. Confirm approvals, current laws, standards, approved procedures and awarding-body requirements before delivery.

# Module 1: Emergency preparedness and command

## Learning objectives

- Explain emergency preparedness and command, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Emergency preparedness and command
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Emergency Preparedness and Energy Crisis Leadership

## Detailed teaching notes

Teaching notes

Core explanation. Emergency planning identifies credible scenarios, warning, command, communications, muster, evacuation, medical support and external interfaces. Responsibilities and fallback communications should be understood before an event. Awareness differs from emergency-team qualification.

Decision logic. Use tabletop exercises with timed injects, observer records and debrief actions. Test loss of communications or unavailable resources. Never simulate an actual distress call or activate real emergency equipment without authorised arrangements.

Worked example. A fictional offshore incident interrupts the primary communication link during a weather restriction.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Run a tabletop with incident controller, operations, logistics and communications roles.

Model answer guide. Prioritise people, establish command, verify information, use planned backup channels and document decisions.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

## Applied activity

Run a tabletop with incident controller, operations, logistics and communications roles.

## Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

## Practice

Use the separate Academy practice questions and answer key page for this module.

# Module 2: Incident investigation and learning

## Learning objectives

- Explain incident investigation and learning, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Incident investigation and learning
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Emergency Preparedness and Energy Crisis Leadership

## Detailed teaching notes

Teaching notes

Core explanation. An investigation establishes what happened, why controls failed and how recurrence can be prevented. Preserve evidence, protect people and separate verified facts from assumptions. Near misses can reveal major weaknesses without actual harm.

Decision logic. Use a timeline and causal analysis to explore technical, human and organisational contributors. Avoid premature blame and unsupported conclusions. Actions should address causes, have accountable owners and be checked for effectiveness. Reporting follows applicable site and legal requirements.

Worked example. A dropped tool caused no injury, but exclusion-zone and securing controls were ineffective.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Analyse a fictional near miss and propose three causal actions.

Model answer guide. Include physical prevention, work-system improvements and verification, rather than retraining alone.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

## Applied activity

Analyse a fictional near miss and propose three causal actions.

## Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

## Practice

Use the separate Academy practice questions and answer key page for this module.

# Module 3: Emergency Preparedness and Energy Crisis Leadership: Systems

## Learning objectives

- Explain emergency preparedness and energy crisis leadership: systems and interfaces, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Emergency Preparedness and Energy Crisis Leadership: Systems and Interfaces
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Emergency Preparedness and Energy Crisis Leadership

## Detailed teaching notes

Teaching notes

Core explanation. Emergency Preparedness and Energy Crisis Leadership: Systems and Interfaces describes a practical part of Emergency Preparedness and Energy Crisis Leadership. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for emergency preparedness and energy crisis leadership: systems and interfaces. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans emergency preparedness and energy crisis leadership: systems and interfaces while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for emergency preparedness and energy crisis leadership: systems and interfaces: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

## Applied activity

Prepare a decision brief for emergency preparedness and energy crisis leadership: systems and interfaces: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

## Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

## Practice

Use the separate Academy practice questions and answer key page for this module.

# Module 4: Emergency Preparedness and Energy Crisis Leadership: Evidence

## Learning objectives

- Explain emergency preparedness and energy crisis leadership: evidence and decision gates, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Emergency Preparedness and Energy Crisis Leadership: Evidence and Decision Gates
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Emergency Preparedness and Energy Crisis Leadership

## Detailed teaching notes

Teaching notes

Core explanation. Emergency Preparedness and Energy Crisis Leadership: Evidence and Decision Gates describes a practical part of Emergency Preparedness and Energy Crisis Leadership. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for emergency preparedness and energy crisis leadership: evidence and decision gates. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans emergency preparedness and energy crisis leadership: evidence and decision gates while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for emergency preparedness and energy crisis leadership: evidence and decision gates: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

## Applied activity

Prepare a decision brief for emergency preparedness and energy crisis leadership: evidence and decision gates: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

## Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

## Practice

Use the separate Academy practice questions and answer key page for this module.

# Module 5: Oil spill prevention and response awareness

## Learning objectives

- Explain oil spill prevention and response awareness, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Oil spill prevention and response awareness
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Emergency Preparedness and Energy Crisis Leadership

## Detailed teaching notes

Teaching notes

Core explanation. Spill prevention addresses containment, transfer interfaces, equipment integrity and human actions. Response aims to protect people, prioritise receptors and use suitable tactics under authorised command. Response options depend on oil, weather and access.

Decision logic. Teach notification and planning through tabletop cases. Equipment presence alone does not establish readiness. Actual deployment, dispersant use and marine operations require competent teams and applicable approvals. This course does not confer an external response qualification.

Worked example. A hose leak occurs during a fictional transfer; wind and current threaten a sensitive receptor.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a first-response decision log without activating real equipment.

Model answer guide. Prioritise safety, source control within authority, notification, verified information and coordinated response.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

## Applied activity

Prepare a first-response decision log without activating real equipment.

## Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

## Practice

Use the separate Academy practice questions and answer key page for this module.

# Module 6: Emergency Preparedness and Energy Crisis Leadership: Data and

## Learning objectives

- Explain emergency preparedness and energy crisis leadership: data and performance, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Emergency Preparedness and Energy Crisis Leadership: Data and Performance
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Emergency Preparedness and Energy Crisis Leadership

## Detailed teaching notes

Teaching notes

Core explanation. Emergency Preparedness and Energy Crisis Leadership: Data and Performance describes a practical part of Emergency Preparedness and Energy Crisis Leadership. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for emergency preparedness and energy crisis leadership: data and performance. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans emergency preparedness and energy crisis leadership: data and performance while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for emergency preparedness and energy crisis leadership: data and performance: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

## Applied activity

Prepare a decision brief for emergency preparedness and energy crisis leadership: data and performance: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

## Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

## Practice

Use the separate Academy practice questions and answer key page for this module.

# Module 7: Production readiness and marine assurance

## Learning objectives

- Explain production readiness and marine assurance, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Production readiness and marine assurance
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Emergency Preparedness and Energy Crisis Leadership

## Detailed teaching notes

Teaching notes

Core explanation. Operational readiness brings people, procedures, equipment, spares, assurance and emergency arrangements together before service. Marine assurance addresses vessel capability, condition and interfaces for the intended task. Treat readiness as evidence-based acceptance.

Decision logic. Use independent challenge and clear ownership of exceptions. Operational teams must accept the asset with known limitations and an approved response. A dashboard with all green cells is unreliable if supporting records are missing or outdated.

Worked example. A readiness review shows trained staff but no tested spare-parts supply route for a critical pump.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Create a readiness dossier and a conditions-to-close register.

Model answer guide. Include maintenance, spares, competence, emergency drills and marine interfaces with accountable owners.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

## Applied activity

Create a readiness dossier and a conditions-to-close register.

## Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

## Practice

Use the separate Academy practice questions and answer key page for this module.

# Module 8: Safety and project leadership

## Learning objectives

- Explain safety and project leadership, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Safety and project leadership
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Emergency Preparedness and Energy Crisis Leadership

## Detailed teaching notes

Teaching notes

Core explanation. Leadership sets priorities through decisions, resources and response to bad news. Explain the difference between stated values and incentives that reward unsafe shortcuts. Leaders need clear delegation, listening and evidence-based challenge.

Decision logic. Use leading indicators tied to important barriers and delivery outcomes. Review overdue actions and organisational capacity, not just aggregate counts. Encourage escalation and resolve conflicting objectives openly. Authority remains accountable even when tasks are delegated.

Worked example. A manager requests schedule recovery while critical tests are incomplete. The team must resolve priorities explicitly.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Write a leadership response and a 30-day improvement plan.

Model answer guide. Require safe sequencing, resources, action owners and follow-up; do not reward concealment of incomplete work.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

## Applied activity

Write a leadership response and a 30-day improvement plan.

## Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

## Practice

Use the separate Academy practice questions and answer key page for this module.

# Module 9: Risk assessment and uncertainty management

## Learning objectives

- Explain risk assessment and uncertainty management, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Risk assessment and uncertainty management
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Emergency Preparedness and Energy Crisis Leadership

## Detailed teaching notes

Teaching notes

Core explanation. Define the activity and potential harm, identify hazards, evaluate existing controls, then decide further controls and ownership. A risk matrix supports prioritisation but does not prove a risk is tolerable. Include affected people and changing conditions.

Decision logic. Test whether controls are present and effective. Residual risk should be reassessed after control implementation, not merely after a promise. Escalate high-consequence uncertainty for competent review. Project risk also includes schedule, cost and opportunity effects.

Worked example. A permit lists a barrier that has not yet been installed. The claimed residual risk is premature.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Complete a risk register with cause, event, consequence, control, owner and verification.

Model answer guide. Keep hazard and consequence distinct and require evidence before taking control credit.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

## Applied activity

Complete a risk register with cause, event, consequence, control, owner and verification.

## Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

## Practice

Use the separate Academy practice questions and answer key page for this module.

# Module 10: Emergency Preparedness and Energy Crisis Leadership: Compet

## Learning objectives

- Explain emergency preparedness and energy crisis leadership: competence review, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Emergency Preparedness and Energy Crisis Leadership: Competence Review
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Emergency Preparedness and Energy Crisis Leadership

## Detailed teaching notes

Teaching notes

Core explanation. Emergency Preparedness and Energy Crisis Leadership: Competence Review describes a practical part of Emergency Preparedness and Energy Crisis Leadership. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for emergency preparedness and energy crisis leadership: competence review. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans emergency preparedness and energy crisis leadership: competence review while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for emergency preparedness and energy crisis leadership: competence review: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

## Applied activity

Prepare a decision brief for emergency preparedness and energy crisis leadership: competence review: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

## Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

## Practice

Use the separate Academy practice questions and answer key page for this module.

# Facilitator close-out and resources

## Facilitator close-out

Record attendance, assessment evidence, learner support needs, incidents and improvement actions according to approved provider processes. Do not sign learners off for regulated or safety-critical work without the authorised assessment and certification route.

## Resources and references

- Supplied GExperts/IUM reference materials; verify reuse rights and currentness.
- Current applicable Namibian legislation, standards and approved site procedures supplied by the provider.
- Case worksheet and instructor slides must be produced and reviewed before course release.