# Firewatching, Gas Testing and Confined-Space Awareness

**GExperts Learning Academy | SC-008 | SC | 2 days**

## Course overview

2 days SC programme focused on Firewatching, Gas Testing and Confined-Space Awareness, using energy-sector cases and applied decisions.

Designed for: Learners appropriate to the stated programme level

## Learning outcomes

- Explain core principles and terminology for Firewatching, Gas Testing and Confined-Space Awareness.
- 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=SC-008

## 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: Fire prevention detection and firewatch

## Learning objectives

- Explain fire prevention detection and firewatch, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Fire prevention detection and firewatch
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Firewatching, Gas Testing and Confined-Space Awareness

## Detailed teaching notes

Teaching notes

Core explanation. Fire needs fuel, oxidant and ignition conditions. Prevention separates these; detection and response reduce consequences. A firewatch role monitors defined work and escalation requirements but does not replace isolation or gas-control measures.

Decision logic. Teach equipment recognition and alarm reporting with site-specific authority limits. Extinguisher selection and use require appropriate practical training and safe conditions. No learner should enter smoke or fight a fire beyond training and authority. Emergency arrangements take priority.

Worked example. A fictional firewatch observes a changed condition outside the permit boundary. Work is stopped and the supervisor informed.

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. Identify fire hazards in a mock hot-work briefing and state escalation triggers.

Model answer guide. Include combustible exposure, ignition sources, access, communications and changed conditions; no improvised firefighting.

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

## Applied activity

Identify fire hazards in a mock hot-work briefing and state escalation triggers.

## 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: Atmospheric testing principles

## Learning objectives

- Explain atmospheric testing principles, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Atmospheric testing principles
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Firewatching, Gas Testing and Confined-Space Awareness

## Detailed teaching notes

Teaching notes

Core explanation. Atmospheric testing considers oxygen, flammable and toxic hazards with instruments suitable for the task. Calibration, functional checks, sampling location, response time and sensor limitations affect validity. A reading is evidence at a place and time, not a permanent guarantee.

Decision logic. Use manufacturer-approved training and site procedures for actual instrument operation and acceptance limits. Teach why an unsuitable or failed sensor makes a reading unreliable. Do not prescribe entry thresholds or authorise testing competence through online questions alone.

Worked example. A detector displays zero but its required functional check failed. Zero cannot be trusted as proof of safe atmosphere.

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. Evaluate fictional detector records and decide whether evidence is fit for use.

Model answer guide. Reject unreliable evidence, withdraw the instrument according to procedure and escalate for approved replacement or review.

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

## Applied activity

Evaluate fictional detector records and decide whether evidence is fit for use.

## 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: Confined space awareness

## Learning objectives

- Explain confined space awareness, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Confined space awareness
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Firewatching, Gas Testing and Confined-Space Awareness

## Detailed teaching notes

Teaching notes

Core explanation. Confined spaces may contain hazardous atmospheres, engulfment or difficult escape conditions. Recognition must include the task and changing environment, not just physical size. Avoid entry where possible and plan authorised work and rescue when entry is necessary.

Decision logic. A permit, testing and ventilation are parts of a broader system including isolation, competence, communication and rescue capability. Unplanned rescue attempts can create additional casualties. This awareness course does not qualify entrants, attendants or rescuers.

Worked example. A worker collapses inside a tank. An untrained colleague must raise the alarm rather than enter impulsively.

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. Identify missing controls in a fictional confined-space plan without entering any space.

Model answer guide. Require authorised assessment, isolation, atmospheric assurance, communications and competent rescue arrangements.

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

## Applied activity

Identify missing controls in a fictional confined-space plan without entering any space.

## 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 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: Firewatching, Gas Testing and Confined-Space Awareness

## 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 5: Firewatching, Gas Testing and Confined-Space Awareness: Work P

## Learning objectives

- Explain firewatching, gas testing and confined-space awareness: work planning, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Firewatching, Gas Testing and Confined-Space Awareness: Work Planning
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Firewatching, Gas Testing and Confined-Space Awareness

## Detailed teaching notes

Teaching notes

Core explanation. Firewatching, Gas Testing and Confined-Space Awareness: Work Planning describes a practical part of Firewatching, Gas Testing and Confined-Space Awareness. 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 firewatching, gas testing and confined-space awareness: work planning. 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 firewatching, gas testing and confined-space awareness: work planning 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 firewatching, gas testing and confined-space awareness: work planning: 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 firewatching, gas testing and confined-space awareness: work planning: 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 6: Firewatching, Gas Testing and Confined-Space Awareness: Data a

## Learning objectives

- Explain firewatching, gas testing and confined-space awareness: data and performance, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Firewatching, Gas Testing and Confined-Space Awareness: Data and Performance
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Firewatching, Gas Testing and Confined-Space Awareness

## Detailed teaching notes

Teaching notes

Core explanation. Firewatching, Gas Testing and Confined-Space Awareness: Data and Performance describes a practical part of Firewatching, Gas Testing and Confined-Space Awareness. 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 firewatching, gas testing and confined-space awareness: 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 firewatching, gas testing and confined-space awareness: 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 firewatching, gas testing and confined-space awareness: 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 firewatching, gas testing and confined-space awareness: 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: Firewatching, Gas Testing and Confined-Space Awareness: Applie

## Learning objectives

- Explain firewatching, gas testing and confined-space awareness: applied case, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Firewatching, Gas Testing and Confined-Space Awareness: Applied Case
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Firewatching, Gas Testing and Confined-Space Awareness

## Detailed teaching notes

Teaching notes

Core explanation. Firewatching, Gas Testing and Confined-Space Awareness: Applied Case describes a practical part of Firewatching, Gas Testing and Confined-Space Awareness. 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 firewatching, gas testing and confined-space awareness: applied case. 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 firewatching, gas testing and confined-space awareness: applied case 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 firewatching, gas testing and confined-space awareness: applied case: 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 firewatching, gas testing and confined-space awareness: applied case: 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 8: Firewatching, Gas Testing and Confined-Space Awareness: Comm

## Learning objectives

- Explain firewatching, gas testing and confined-space awareness: communication and escalation, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Firewatching, Gas Testing and Confined-Space Awareness: Communication and Escalation
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Firewatching, Gas Testing and Confined-Space Awareness

## Detailed teaching notes

Teaching notes

Core explanation. Firewatching, Gas Testing and Confined-Space Awareness: Communication and Escalation describes a practical part of Firewatching, Gas Testing and Confined-Space Awareness. 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 firewatching, gas testing and confined-space awareness: communication and escalation. 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 firewatching, gas testing and confined-space awareness: communication and escalation 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 firewatching, gas testing and confined-space awareness: communication and escalation: 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 firewatching, gas testing and confined-space awareness: communication and escalation: 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 9: Firewatching, Gas Testing and Confined-Space Awareness: Knowl

## Learning objectives

- Explain firewatching, gas testing and confined-space awareness: knowledge check, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Firewatching, Gas Testing and Confined-Space Awareness: Knowledge Check
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Firewatching, Gas Testing and Confined-Space Awareness

## Detailed teaching notes

Teaching notes

Core explanation. Firewatching, Gas Testing and Confined-Space Awareness: Knowledge Check describes a practical part of Firewatching, Gas Testing and Confined-Space Awareness. 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 firewatching, gas testing and confined-space awareness: knowledge check. 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 firewatching, gas testing and confined-space awareness: knowledge check 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 firewatching, gas testing and confined-space awareness: knowledge check: 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 firewatching, gas testing and confined-space awareness: knowledge check: 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 10: Firewatching, Gas Testing and Confined-Space Awareness: Comp

## Learning objectives

- Explain firewatching, gas testing and confined-space awareness: competence review, interpret a case, select appropriate controls and justify a documented decision.

## Lessons

1. Purpose and key terms of Firewatching, Gas Testing and Confined-Space Awareness: Competence Review
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Firewatching, Gas Testing and Confined-Space Awareness

## Detailed teaching notes

Teaching notes

Core explanation. Firewatching, Gas Testing and Confined-Space Awareness: Competence Review describes a practical part of Firewatching, Gas Testing and Confined-Space Awareness. 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 firewatching, gas testing and confined-space awareness: 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 firewatching, gas testing and confined-space awareness: 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 firewatching, gas testing and confined-space awareness: 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 firewatching, gas testing and confined-space awareness: 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.