**FEL 1 and 2 Information**

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| Project/Course Title | Target Audience | Course Length | Target Completion Date |
| L48 – Lockout/Tag-out & Try |  | ½ Day |  |
| Performance Consultant | Business Owner | SME | Learning Specialist |
|  |  |  | Jill Davidian |
| Vendor (if any) | Vendor Contact: | Deliverable(s), including Format | |
| **n/a** | **n/a** | ILT course with video supplement | |
| Business Objective(s) | | Competencies | |
| Familiarize personnel with the minimum safety requirements to protect against hazardous energy sources.  Promote consistent practice of lockout/tagout procedures in all Lower 48 business units.  Provide Understanding of:   1. Hazardous Energy Sources 2. Control Devices and Methods 3. Lockout/Tagout Procedures | | Identify and utilize appropriate methods and devices to mitigate hazardous energy sources.  Perform LOTO isolation procedure and complete applicable forms. | |
| Learning Objectives | | Topics | |
| At the conclusion of this course learner should be able to:   1. Identify Hazardous Energy Sources 2. Determine Isolation and LOTO Methods 3. Perform LOTO Procedures correctly  * Individual LOTO & Try * Group LOTO & Try * Shift Change * Testing Equipment * Non-Owner Lock Removal | | 1. Hazardous Energy Sources 2. Isolation Devices & Methods 3. Locking & Tagging 4. Authorized Personnel 5. LOTO Procedures | |

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| Course Description: | Familiarize personnel with the minimum safety requirements to protect against hazardous energy sources.  Promote consistent practice of lockout/tagout procedures in all Lower 48 business units.  Provide Understanding of:  A. Hazardous Energy Sources  B. Control Devices and Methods  C. Lockout/Tagout Procedures |
| Pre-requisites: | No |
| Compliance Course (Yes/No) | Yes |
| Pre-Assessment (Yes/No) | Yes |
| Final Assessment (Yes/No) | Yes |
| % correct required (if any) |  |
| Source Content | 8 Live Saving Rules…. |

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| Stakeholders who will provide feedback and approve this course | . HSE supervisors in each L48 BU. |

**FEL 3: Content Analysis**

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| Pre-work Requirement | Learners will be asked to contact their supervisors in advance to share learning objectives and discuss specific learning outcomes tied to their work responsibilities/how they will apply the learning on the job. |

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| Course Introduction Notes | (Learner introductions, name tents, pre-work review, etc.) |
| Safety Moment | (Graphic, message) |

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| Pre-Assessment (if any) | Do the same multiple choice questions as on the post-assessment. |

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| All materials needed for this course | Facilitator’s Guide, Learner Packets  Training Toolkit (including laminated answer cards)  Clickers and receiver |

**Topic 1**

(Additional details/script/graphics for eLearning courses will be recorded in a storyboard.)

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| Topic Title | **Hazardous Energy Sources** | |
| Topic-level Learning Objectives | At the end of this topic, you should be able to:   * Recognize and diagnose Hazardous Energy Sources | |
| Estimated time | 20 minutes (est) | |
|  | Focus | Photo of fire; “What energy source is this?” |
| Instructional Strategies | Mini-lecture, questioning, use of pictures, active participation, discussion. |
| Learner Engagement | Focus Moment, “Name the Energy Source Type.” Prepare options for clickers and for no clickers. |
| Knowledge Check | The Learner Engagement will serve as the knowledge check for this topic. |
| Materials/Media Needed | Correct images of hazardous energy sources |
| Topic  Summary | Summarize key points (1 slide, usually) | |
| Topic  Reflection/Conclusion | 1. Restate topic-level learning objectives. (“Do you feel you can do this now?”) 2. Questions (Invite questions for clarification of material in this topic.) 3. What are your key take-aways (“aha’s”)? | |
| Topic  Metadata | Hazardous Energy Sources, Lock Out/Tag Out, | |

**Topic 2**

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| Topic Title | **Isolation Devices & Methods** | |
| Topic-level Learning Objectives | At the end of this topic, you should be able to:   * Recognize and determine appropriate Isolation Devices & Methods | |
| Estimated time | 20 minutes (est) | |
|  | Instructional Strategies | Cognitive and Recognition, device engagement, active participation, discussion |
| Learner Engagement | Instructor to pass around examples of approved isolation devices. |
| Knowledge Check | Learners to use clickers/cards identify proper isolation devices to control hazardous energy sources. |
| Materials/Media Needed | Approved Isolation Devices. |
| Topic  Summary | Summarize key points (1 slide, usually) | |
| Topic  Reflection/Conclusion | 1. Restate topic-level learning objectives. (“Do you feel you can do this now?”) 2. Questions (Invite questions for clarification of material in this topic.) 3. What are your key take-aways (“aha’s”)? | |
| Topic  Metadata | Lock Out/Tag Out, Isolation, Isolation Devices, Isolation Methods | |

**Topic 3**

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| Topic Title | **Locking & Tagging** | |
| Topic-level Learning Objectives | At the end of this topic, you should be able to:   * Recognize and Identify Lockout devices * Recognize tagging characteristics and determine proper/improper tagging procedures. | |
| Estimated time | 45 minutes (est) | |
| * Locking | Title | Locking |
| Instructional Strategies | Cognitive and Recognition, lock engagement, active participation, discussion |
| Learner Engagement | Instructor to pass around examples if approved Locking devices. |
| Knowledge Check | What kind of device would you use? |
| Materials/Media Needed | Approved Locks. Portion of video. |
| * Tagging | Title | Tagging |
| Instructional Strategies | Cognitive and Recognition, tag engagement, active participation, discussion |
| Learner Engagement | Instructor to pass around approved Tag. Activity to identify if source is properly/improperly tagged. |
| Knowledge Check | Are these items properly tagged? |
| Materials/Media Needed | Approved Tag. Images of both properly and improperly tagged energy sources. Portion of video. |
| Topic  Summary | Summarize key points (1 slide, usually) | |
| Topic  Reflection/Conclusion | 1. Restate topic-level learning objectives. (“Do you feel you can do this now?”) 2. Questions (Invite questions for clarification of material in this topic.) 3. What are your key take-aways (“aha’s”)? | |
| Topic  Metadata | LOTO, Lockout Device, Tagging | |

**Topic 4**

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| Topic Title | **Authorized Personnel** |
| Topic-level Learning Objectives | At the end of this topic, you should be able to:   * Recognize the criteria of authorized personnel |
| Estimated time | 10 minutes (est) |
| Topic  Summary | Summarize key points (1 slide, usually) |
| Topic  Reflection/Conclusion | 1. Restate topic-level learning objectives. (“Do you feel you can do this now?”) 2. Questions (Invite questions for clarification of material in this topic.) 3. What are your key take-aways (“aha’s”)? |
| Topic  Metadata | Authorized Person, |

**Topic 5**

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| Topic Title | **LOTO Procedures** | |
| Topic-level Learning Objectives | At the end of this topic, you should be able to:   * Recognize and perform LOTO Procedures correctly and complete applicable forms. | |
| Estimated time | 60 minutes (est) | |
| * Individual LOTO & Try | Instructional Strategies | Cognitive and Recognition, active participation, discussion |
| Learner Engagement | Completion of Energy Isolation Procedure Form together in class. |
| Knowledge Check |  |
| Materials/Media Needed | Portion of video. Forms in Learner Packet. |
| * Group LOTO & Try | Instructional Strategies | Cognitive and Recognition, active participation, discussion |
| Learner Engagement | Completion of Group LOTO Permit, Video documenting the process. Learner question/answer. |
| Knowledge Check | Learners will have to identify what should happen, in each part of the process. |
| Materials/Media Needed | Portion of video. Forms in Learner Packet. |
| * Shift Change | Instructional Strategies | Cognitive and Recognition, active participation, discussion |
| Learner Engagement | Video documenting the process. Learner question/answer. |
| Knowledge Check | **TBD** |
| Materials/Media Needed | Portion of video. |
| * Emergency Non-Owner Lock Removal | Instructional Strategies | Discussion |
| Learner Engagement | Completion of Attachment Emergency Non-Owner Lock Removal Form in class together. |
| Knowledge Check | **TBD** |
| Materials/Media Needed | Forms in Learner Packet. |
| Topic  Summary | Summarize key points (1 slide, usually) | |
| Topic  Reflection/Conclusion | 1. Restate topic-level learning objectives. (“Do you feel you can do this now?”) 2. Questions (Invite questions for clarification of material in this topic.) 3. What are your key take-aways (“aha’s”)? | |
| Topic  Metadata | Lock Out, Tag Out, LOTO Procedures | |

**Course Conclusion**

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| Course Summary/Reflection |  |
| Action Plan Discussion |  |
| Final Assessment (if any) |  |
| Closing |  |

**Estimated Agenda for ILT Courses** (Adjust as Needed)

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| --- | --- |
| Course Introduction | Start Time |
| Topic 1 | Hazardous Energy Sources |
| Topic 2 | Isolation Devices & Methods |
| Break |  |
| Topic 3 | Lockout & Tagging |
| Topic 4 | Authorized Personnel |
| Break |  |
| Topic 5 | LOTO Procedures |
| Assessment |  |
| Course Conclusion | End Time |

**For eLearning Courses Only**

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| Navigation requirements | (Forward/back buttons, menus, page numbers, non-linear options, course map, etc.) |
| Other Elements required | (Glossary, credits, resources, help, etc.) |
| Evaluation Survey Link | (Request this from LearningOps MTM administrator and paste here.) |
| Legal Notice | (standard copyright statement) |
| Audio (narration) |  |
| Animations |  |
| Other features required |  |