**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 SourcesB. Control Devices and MethodsC. 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 PacketsTraining 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”)?
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| 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 |  |