**Safety Barriers**

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| Objectives:  At the end of the sequence, participants:   * Will have identified the main safety barriers of the site/subsidiary at which they will work. * Will understand that they have a role to play in safeguarding these barriers. |

**This sequence is to be built locally. To this end, 2 options are available to you:**

* **either a local (or branch) training exists and meets these objectives. In this case, it can be used instead of this module.**
* **If this is not the case, we recommend you build your own training session by following the suggestions below.**

**This document contains content suggestions and educational activities to achieve the goals of this module.**

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| Key elements | Support/activities |
| The different types of barriers |  |
| Barriers specific to their site/subsidiary. The person in charge of the module should have prepared this already and know what barriers they will show, taking care to show:   * a prevention barrier, * an inspection barrier, * a mitigation barrier, * an evacuation barrier. | Site/subsidiary visit |
| The various roles and responsibilities in maintaining the integrity of these barriers |  |

**Estimated duration:**

1 hour to 1 hour 30 minutes in the classroom (including the debriefing of the visit + visit (30 minutes to 2 hours depending on the site/subsidiary)).

**Teaching method recommendations:**

After a short theoretical part, the module consists of organizing a visit to the places where the site's main safety barriers are located.

1. Pre-requisite modules for the sequence

* TCG
* TCAS
* TCT 4

1. Preparing the sequence

In order for the on-site part to be as efficient as possible, this module should be prepared in advance by selecting the safety barriers (taking care to select 4 types of barriers: prevention, inspection, mitigation and evacuation) that the participants will observe.

It is not only a question of going to see the barriers but also of interviewing the users of nearby plants to see if they know of the existence of the barrier(s), their function(s) and what to do in case of failure.

1. Suggestion for sequence roll-out

Instructions legend for the trainer:

* Comments for the trainer
* Key content elements
* **Type of activity**
* *“Question to ask”/statement of instructions*

| **Phase/Timing** | **Trainer** | **Module content suggestion** |
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| 1. Welcome  5 minutes 5 minutes | **Welcome and objectives**  Present the objectives of the module:  *Before we begin, who can remind us what we are talking about when we talk about barriers?*  Thank the volunteer and establish the link with the barrier overview slides. | Know the barriers at the site/subsidiary and your role in these. |
| 2.  The different types of barriers  15 minutes 20 minutes | Present the slides on the various types of barriers  Their aim:  Their usefulness:  Examples:  The different types: | Included in the PDF: "RC - support formation FELUY\_Barrières.pdf" |
| 2.  Site barriers for major risk prevention  15 minutes 35 minutes | **The barriers at our site/subsidiary**  *During site visits that you have already had the opportunity to carry out, have you identified areas that you think are affected by the major risk we are talking about?*  *If so, have you identified the barriers that we have just discussed?*  Let participants discuss what they noticed during their various site visits. |  |
| 3.  Roles and responsibilities  15 minutes 50 minutes | **Your role in maintaining the integrity of barriers**  On-site, everyone is responsible for these barriers in some way:  **What about you?**  Talk to the participants on their role in these 3 functions and how they imagine it will become a reality.  **In conclusion:** Everyone has a role, and it is essential to ensure the integrity of the safety barriers at all levels  **Workshop**  You can lead a workshop by taking a typical safety barrier from your site/subsidiary and exploring what everyone's roles are: one says what a supervisor should do, the other an operator, the third a maintainer. For the same barrier, take a normal situation then a failure.  **Example**: The roles relating to gas detectors near the pigging station of a pipeline, in a normal situation, then in the event of a failure.  Leave participants a few minutes (5) to prepare then organize a round table discussion. | **Normal situation:**  Supervision: "MANAGE"  •Installation of indicators  •Inspect and ensure that the barriers are maintained  •Provide the means for personnel skills, so they can safely operate and maintain barriers  Operator: "USE"  •Observe the operating conditions (at all phases)  •Identify barrier failures (importance of operator rounds)  •Verification of the barriers (provisions, tests…)  Maintenance: "PREVENT"  •Identify the breakdown risks  •Implementation of the regulatory/preventive maintenance plan  •Storage of critical spare parts  **In the event of failure:**  Supervision: "DECIDE"  •Management of the emergency situation (if necessary)  •Determine the compensatory measures  Operator: "USE"  •Manage the emergency situation (if necessary)  •Use the support services to put the barriers back into service  •Introduce compensatory measures  Maintenance: "INTERVENE"  •Identify the breakdown risks  •Implementation of the regulatory/preventive maintenance plan  •Storage of critical spare parts |
| 4.  Barriers specific to the site/subsidiary  Between 30 minutes and 2 hours (depending on the site/subsidiary) | **Observation on-site + interview**  Organize a site visit to introduce the most sensitive equipment and associated barriers, to allow them to establish the link with their future activities.  Check that they understand their role correctly once in front of the equipment.  During the visit, organize meetings with those working in the area (if possible, a supervisor, an operator and a maintainer) so that they can explain their role as regards the barrier(s). |  |
| 5. Summary of the visit.  30 minutes | Once of back in the classroom, organize a quick summary and ask participants to feed back what they understood about the barriers they observed:  - *their function*  *- what type of risk(s) it protects against*  *- what to do in the event of failure (and everyone's roles).*  **Conclude** **on**: the importance of the barriers to protect against major risks and thank the participants. |  |