**Anomaly reporting**

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| **Reminders of this module's objectives:**  At the end of the module, participants:  - should understand what an anomaly is and the importance of dealing with them  - should know the anomaly reporting tools for their Branches.  - can identify anomalies linked to the golden rules. |

This document is the trainer guide. You can follow it because it contains all of the elements that will enable you to lead such a module, namely the instructions for exercises, accompanying Powerpoint references and/or various resources such as films, e-learning, etc., the questions to ask participants, the exercises to be completed if necessary.

**Estimated duration:** 3:20 (finding anomalies takes one hour)

**Teaching methods:** In-class presentation.

**Prerequisites:** TCG 5.1 module

**Important points for preparing the sequence:**

Before beginning to teach this module, we recommend you ensure that:

* the slide presenting the reporting tools for your Branches is ready.
* you have access to the reporting software.
* the film on the anomalies, “Les\_Anomalies\_VF\_Blanc\_4” ("The Anomalies"), is available.
* you have a sufficient number of Anomaly Cards to identify the anomalies (5 per participant).

**Welcome the participants:**

Welcome to this module, during which we will talk about anomaly reporting.

Before beginning, let's look together at the objectives of this module and how it is rolled out.

**Show slide 2.**

The objective is for you to know how to identify and highlight anomalies by the end of this module.

In order to achieve this objective, we will first define together precisely what is meant by "anomaly" and why it is important to highlight them. We will then look at the reporting tool to highlight and track them.

**Ensure that the contents are clear to everyone.**

**Answer any potential questions.**

**5 minutes** **00:05**

**Sequence 1:**

***The aim of the sequence:*** *participants should understand what an anomaly is, and which anomalies are triggers/potential causes of near-accidents and accidents.*

I would like to start with a video that explains what an anomaly is. You will also see the serious consequences that could be caused by a series of anomalies.

**Show slide 3 (3-minute video).**

**Once the video is finished, ask participants to write down their answer to the following question:**

* **What do you think about the relationship between the number of anomalies and the Bird pyramid?**

**Start a round table discussion so that each participant can give their answer to both questions.**

**At the end of the round table discussion, summarize: the higher the number of anomalies, the more likely a serious incident is to occur. Thus, by detecting and dealing with anomalies as they appear, there is a chance they will not lead to a serious incident.**

**15 minutes** **00:20**

Let's try to refine this concept of anomaly. Who would like to give me a definition? And the difference with a near-accident?

**Thank the volunteer, and clarify the definition with the other participants if they wish or if necessary.**

**Then show slide 4 and ask a volunteer to read the definitions.**

**Ask the participants to give examples of anomalies they have encountered either in the professional field or outside of it.**

**If needed, give a few examples.**

**Let each participant talk and, once they have given their anomaly, ask whether it is indeed an anomaly.**

**(as trainer, be aware of the fact that if there are actual consequences, it is not an anomaly).**

**Thank participants, then show slide 5 (pyramid) and ask a volunteer to provide a summary on the anomalies:**

You will notice that the anomalies are all at the bottom of the pyramid. To sum up, what can you say about this idea of anomaly?

**Help participants arrive at the conclusion that the more anomalies that are detected, the less likely they are to accumulate and cause an accident.**

**10 minutes** **00:30**

Now that we know what an anomaly is, I want you to complete an exercise. We will try to determine what the anomalies, near-accidents and accidents are in these examples.

**Show slide 6.**

**Have a volunteer read the situation and ask the others what the anomaly, the near-accident, and the accident/incident are (example 1: near-accident, anomaly, incident; example 2: near-accident, incident, anomaly).**

**Then show slide 7 and ask participants to determine what the anomaly is in each photograph (the poorly covered manhole, the slick on the ground (where did it come from?), the poorly affixed electrical housing)**

I would like you to complete another exercise; this one is a game. We will try to link each anomaly from a situation to the corresponding golden rule.

**Show slide 8. Ask participants to describe the 10 anomalies in the picture and to determine which golden rule is linked to it (click to see the solution and its number)**

1. **Reading SMS - > Golden rule no. 2**
2. **Bad position - > Golden rule no. 3**
3. **Heaped too close to the pit - > Golden rule no. 9**
4. **Entering the tank prohibited - > Golden rule no. 8**
5. **No seat belt - > Golden rule no. 2**
6. **No-one should stand under the load - > Golden rule no. 6 and no. 1**
7. **No rope to guide the load - > Golden rule no. 6**
8. **Inappropriate slings on the load - > Golden rule no. 6**
9. **Inadequate signage - > Golden rule no. 6**
10. **Missing stabilizer - > Golden rule no. 6**

**10 minutes** **00:40**

To conclude, let's discuss specifically how it will or can manifest in your particular situation.

I will give you 5 minutes to write down your answers to the 3 questions. We will then go round the table so that everyone can give us their answers and explain what has motivated them to give these answers. Here are the 3 questions:

1. In your daily life, what do you do when you discover an anomaly (at home etc.)?
2. Can you recall an accident or near-accident that you lived through and learned from?
3. What lessons have you learned from these discussions and how do you think you could apply them to your future post?

**Write the 3 questions on the board.**

**Leave time for reflection.**

**Ask a volunteer to start the round table discussion.**

**Encourage exchanges between participants**

**Thank each participant for their answers.**

**20 minutes** **01:00**

**Sequence 2:**

***The aim of the sequence:*** *participants should understand:*  
*- that a major incident is always due to a sequence or a combination of anomalies.*

*- that there is a tool to flag up anomalies so that they are recorded and dealt with****.***

We now will look at how a sequence of anomalies can create a serious catastrophe.

**Show the video on slide 9.**

**Stop after 10 minutes, then ask participants to write down their answers to the following questions:**

* **What anomalies did you identify?**
* **In relation to these anomalies, what could have been done to prevent this accident?**

**Leave 5 minutes then ask everyone to give their answers. Thank the volunteers**

**25 minutes** **01:25**

We have seen before that anomalies can be the source of both minor incidents and very serious accidents. It is therefore essential to manage these anomalies. "Managing anomalies" means identifying them, understanding them, correcting them, taking them into account... but for this to be effective, they must be systematically reported.

**Show slide 10 and ask a volunteer to read it aloud.**

**Once they have finished, thank the reader and ask the other participants to summarize.**

**Clarify that the Directive is implemented by Branch.**

The Directive implies that this practice is applicable to the whole Group regardless of the activity, Branch, etc. It also requires that a reporting tool be in place in every Branch. For our Branch, it is called:

**Show slide 11.**

**Demonstrate and explain the key points of your Branch's reporting tool. The intention is for participants become familiar with the reporting tools in their branch.**

**Do some experimenting, such as a search for the latest anomalies, the number of anomalies in the last year, and the monitoring of certain anomalies.**

**Finally, specify the correct contact, the person to turn to when you have spotted an anomaly.**

**10 minutes** **01:35**

To reinforce the aspects looked at so far, I would like you to search for some anomalies.

The aim is to identify the maximum number of anomalies. To do this, divide into pairs. You will walk around the corridors and the site/subsidiary (remember PPE and the safety regulations). And we will meet back here in 1 hour to discuss.

**Distribute the Anomaly Cards.**

**Present your Branch's card with slide 12.**

**Give some instructions on how to fill it in and/or answer any potential questions about its use.**

**After 1 hour, organize a debriefing, asking each group to briefly present 2 or 3 anomalies (the circumstances and what they have identified as anomalies).**

**As trainer, ensure that the description is as accurate as possible.**

**Thank each group.**

**Once the discussion has finished, ask everyone how the anomalies they identified should be dealt with.**

**The answers are to be given by the trainer depending on the site/subsidiary.**

**01:15** **02:50**

To finish this module, I would like you to transpose everything we have seen to your own situation.

Here are 2 questions:

* When you are at your post, what are you going to do to ensure that there are as few anomalies as possible around you?
* Does the content of this module raise new questions? If yes, what are they?

**Write the questions on the board.**

**For a group of more than 3 participants, organize the work in pairs.**

**For a group of less than 3 participants, organize a round table discussion.**

**Leave 10 minutes for them to respond.**

**Start a round table discussion with the groups.**

**Thank them, then ask everyone what they have taken away from this module.**

**Thank the volunteer(s), rephrase what has been said to sum up and conclude the module.**

**15 minutes** **03:20**