**Focus on joint activity**

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| Objectives:  At the end of the module, participants:   * Will know what joint activity represents. * Will understand the potential interactions and associated dangers between operating maneuvers and other types of work (maintenance, works, drilling, etc.). * Will be able to identify those activities that generate joint activity risks. * Will know their role. |

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

* **either a local (or division) training exists and meets these objectives. In this case, it can be used instead of this module.**
* **if this is not the case, you must 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.**

**Resources are available in the PowerPoint related to this module to help you build the module.**

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| Key elements | Support/activities |
| The definition of joint activity. |  |
| The work environment can create additional hazards. |  |
| Works must be planned consistently with new risks created by joint activity. |  |
| Two roles for joint activity: Operator and supervisor |  |

**Estimated duration:**

2 hours 30 minutes.

**Teaching method recommendations:**

Classroom.

1. Pre-requisite modules for the sequence

* TCT 3.1
* The 12 Golden Rules

1. Preparing the sequence

Before beginning this module, we recommend you ensure:

* That there are enough copies of the site/subsidiary regulations on joint activity (including the EP matrix or ARLI for RC) for each participant.

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. Introduction and objectives  5 minutes | **Welcome participants and present the module objectives.**  The aim is for you to understand joint activity: what it is and the provisions to be respected on-site. | Example of an objectives overview slide:  At the end of the sequence:   * You will know what joint activity represents. * You will understand the potential interactions and associated dangers between operating maneuvers and other types of work (maintenance, works, drilling, etc.). * You will be able to identify those activities that generate joint activity risks. * You will know their role. |
| 2. What is joint activity?  10 minutes -> 15 minutes | The aim of this sequence is to understand that joint activity represents two high-risk activities that take place close to each other and that their proximity involves an even greater level of risk.  To do this:  - **Start with the following exercise:**  **Show** the slide and ask the question: *“What are the risks in the first situation?”*  **Let** participants answer and **note** the answers on the board.  Then **show** the slide and ask the question: *“What are the risks in this situation?” (it is gasoline that is leaking)*  **Let** participants answer and **note** the answers on the board.  **Show** the slide and ask the question: *"What are the risks in this situation?" "Are the risks in situation 3 identical? Greater?”*  **Let** participants answer and **note** the answers on the board.  Ensure that participants are aware that the risks are much more significant than in the 2 previous situations.  In summary, **ask** participants what they think about this situation.  Steer them towards an answer such as "increased risks".  **Show** the summary slide with messages such as, “the operations may present risks (intrinsically).  The conditions, the environment in which these operations are carried out and the interactions of one operation on another add additional risks (e.g. lifting over installations, working at height above other operations, etc.)." | Slide 1  Slide 2  Slide 3  Summary slide with messages such as, “the operations may present risks (intrinsically).  The conditions, the environment in which these operations are carried out and the interactions of one operation on another add additional risks (e.g. lifting over installations, working at height above other operations, etc.)." |
| 2. The regulations  40 minutes -> 55 minutes | The aim of this sequence is to know the different regulations governing joint activity from the Group to the site/subsidiary level where the participant is "assigned".  To do this:  - **Go back** over the e-learning about the golden rules regarding joint activity.  To do this, **ask** participants to remind us why joint activity is a golden rule.  Answer: The challenges (accidentology to be illustrated using site/subsidiary examples. As well as the link to the work authorization, which states: "When conditions change, risks must be re-evaluated")  Then **ask** participants what they remember about this golden rule, distinguishing between the two roles: Operator and supervisor.  To do this, ask participants to write on a post-it note and then stick it on one of the two columns on the board.  **Summarize** the principles, particularly the two roles.  - **Present** the regulations on joint activity: Group, Branch then site/subsidiary.  Even go so far as to present the regulation on SIMOPS by saying that it involves a specific activity. Ensure participants understood what a SIMOPS was.  - **Simulation workshop on** the site/subsidiary regulation on joint activity, as well as the joint activity matrix (for EP) or ARLI (for RC).  **Distribute** the 2 documents.  Then **provide** the exercise instructions:  - All of the participants read the regulation (except the person who will play the part of the contractor). Choose this person and **ask** them to leave the room for 10 minutes.  - Then, once read and once the main points have been clarified, **bring back** the person.  - **Play** **out** the simulation: choose one or two participants who will play the role of Total operators.  The goal is to simulate a discussion between Total operators and a contractor (the person who has not read the regulation). The contractor comes to the site/subsidiary to carry out a simple painting operation. But they are not aware of the activities that are already taking place (besides a welding operation nearby). The Total operators should explain to them that this work is a joint activity and that there are special precautions to be taken.  Finally, the contractor must have understood the risks of the operation, what a joint activity is and what they must do.  The Total operators must focus on the regulations they have read and the matrix to prepare for this discussion.  Once the simulation is finished: **ask** the contractor what they have understood.  Then **ask** all the participants if all the points were mentioned and what should be to be added as additional information.  Summarize the key points of the site/subsidiary regulation. | Slide with examples of incidents related to joint activity (e.g. falling objects).  "Joint activity" golden rule slide  ../../../../../../Desktop/RoR12/5-Fiche_poche_intervenant/FR/BD/Fiches_Operateur_FR_Regle_12.p../../../../../../Desktop/RoR12/4-Fiche_poche_superviseur/FR/BD/Fiches_Superviseur_FR_Regle_12.p  Slide (with the title and objectives of the 3 documents)  Slide summary: key points of the site/subsidiary regulation and the joint activity matrix. |
| 3. Exercise  1 hour 15 minutes -> 2 hours 10 minutes | The aim of this sequence is to analyze the risks associated with a joint activity and to use the joint activity matrix.  To do this:  - **Propose** the following exercise, where everyone will come to the board.  *You have about twenty typical activities to complete on-site, each one written on a piece of paper.*  *On the board, the first participant takes a random activity and assesses the risk.*  *Then, another comes up to take a second and also provides the risks for this activity.*  Finally, group the two participants together and ask them to analyze the risks, each from their point of view, if their own activity was close to that of their colleague's.  Each of them will then present their risk analysis.  Finally, as trainer, identify the common points in the risks related to the joint activity.  Once complete, organize a discussion (short because this is not the objective) on the type of precautions that could be put in place and on which document everything should be formalized.  - In summary, **look at** the measures that have been defined in the selected feedback in order to correct the exercise. | Overview slide with the precautions put in place related to the site/subsidiary feedback. |
| 4. Establish the link with participants' daily life  20 minutes - > 2 hours 30 minutes | The aim of this sequence is to establish the link between the messages seen during the day and the day-to-day work of participants.  **Ask** participants to answer the following questions individually:   * *“What have you retained and what are the points of vigilance for your day-to-day work?”* * *“What role do you play in joint activity?”*   **Organize a quick round table discussion on the answers.**  **Thank everyone.** |  |