



Reflective learning – facilitator guidance

Video *Removing the hazards*

Introduction

This leaflet describes the specifics on the reflective learning engagement session called *Removing the hazards*.

For general guidance and tips on running a reflective learning session please read and use the generic guidance available from the Hearts and Minds website

(<https://heartsandminds.energyinst.org/toolkit/reflective-lfi>).



Thinking you have full control is an illusion

Thinking you have full control is an illusion. It is better to remove the hazard! Make sure you are not normalised to every-day risks, discuss dilemmas and take care of yourself, colleagues, friends and family.

The hierarchy of control is a well known concept in our industry, but in many cases it is not very well applied. In this reflective learning session, participants will reflect on their work situation and the risks they might have normalised.



Content video

In part 1 the 'hierarchy of control' is introduced, showing some examples of how it can be applied. The hierarchy of control is an approach - a preferred sequence - to control risks during design, during preparation of work, and day-to-day activities.

Part 2 of the video explains the fact that people may accept hazards. It includes examples of how people may have become blind to risks they take every day.

In part 3 the 'hierarchy of control' is further explained, showing more examples of how it can be applied. The importance of taking care of yourself, your colleagues, family and friends is emphasised.

Key lessons

- Participants understand the importance of applying the hierarchy of control.
- Participants can identify what risks they have normalised.
- Participants discuss their dilemmas within their team, and with their line-manager.

The hierarchy of control

The hierarchy of control is the preferred sequence of dealing with hazards, with removing the hazard (most effective) at the top and wearing personal protective equipment (least effective) at the bottom.

1. **Elimination** (removing the hazard)
2. **Substitution** (replace the hazard)
3. **Engineering controls** (isolate people from the hazard)
4. **Administrative controls** (train people and explain procedures)
5. **Personal protective equipment** (protect the worker)

Definitions

A **hazard** is something that can cause harm to people or the environment.

A **risk** is the chance that any hazard will actually cause harm to somebody, or to the environment.

ALARP stands for 'as low as reasonably practicable', meaning that a risk shall be reduced as far as reasonably practicable

Tips for using the hierarchy of control

1. Apply the hierarchy of control in design and when preparing work
2. Organise a 'fresh pair of eyes' learning exercise
 - a) Select an activity (in design, work being prepared or in execution)
 - b) Discuss how the hierarchy of control has been applied
 - c) What risks can you identify that have been accepted?
 - d) What could go wrong and what can you do about it?
3. Use the hierarchy of control when identifying incident follow-up (e.g. remove the hazard instead of updating the procedure)



Questions in video

Questions after part 1 of the video

- Which hazards do you encounter in your work - or in your private life?

Questions after part 2 of the video

Please discuss in small groups:

- How could you remove hazards in your work or private life?

Questions after part 3 of the video

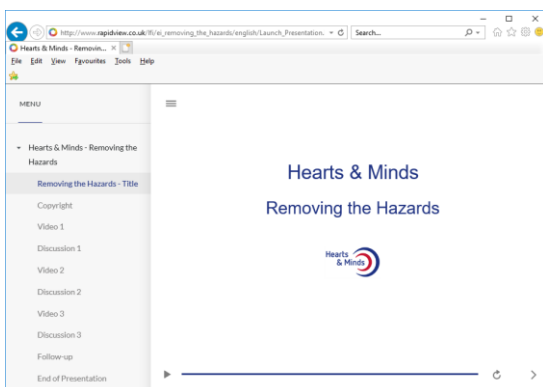
Please discuss in small groups:

- If you can't remove the hazard, what else could you do?



Video tool

Use the menu in the video tool at the start of the meeting to explain the structure of the session. No slides are needed.



Other questions to consider

When relevant for your audience!

On hierarchy of control

- How has the hierarchy of control been applied in your job?
- How can you limit the risks to yourself and others?
- How empowered do you feel to come up with new ways to design out a hazard?

On risk normalisation

- What risks have you normalised?
- What weak signals are we seeing that we need to pay attention to?
- Would you allow someone you love to take the same risk?
- What could you do to avoid normalisation of risks?
- What could you do to minimise risks to yourself and/or others?
- What risks do you accept?

On dilemmas

- What kind of dilemmas are you faced with?
- How can we encourage more people to speak up and share their dilemmas?
- How might you cause a dilemma for someone else?
- How can you share your dilemmas and get help?

On care

- How will you take care of yourself and others?
- What help would you need?
- When did you not feel cared for? When did you feel cared for?
- How can we create and sustain a 'chain of care'?

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