



INTRODUCTION TO OIL & GAS TRAINING PROGRAM

Course Verification Form

Form GTW-02V
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1.0 Intro to Oil & Gas Training Program Overview

The Introduction to Oil and Gas training program seeks to accomplish the following objectives:

- Recruit the best candidates to the industry by actively reaching out to the public, by communicating the benefits of a career in oil and gas, and by carefully screening candidates for admission to the program.
- Define the body of knowledge and set of job skills needed to prepare personnel for technical, skilled, entry-level positions in the oil and gas industry.
- Implement accreditation criteria—instructor requirements, content delivery, assessment, and other criteria—to ensure the training is delivered consistently and meets quality expectations.
- Provide an authentic hands-on approach to training and development to cultivate knowledge and skills of future and current oil and gas industry employees.

2.0 Course Verification Form Overview

2.1 Purpose of this Form

This Course Verification Form is intended to serve as a vehicle for training providers to document how they satisfy accreditation and curriculum requirements. Information provided on this form will be used to determine accreditation status and to facilitate audits.

2.2 General Instructions

Training providers are expected to use this form to record specifically how their program meets all accreditation criteria. Incomplete or unclear information may lead to an extended delay in the determination of accreditation status. If there is insufficient space to fully record information or answer a question, please use the page provided for Additional Information and provide a cross-reference for the information to tie it back to the appropriate section.

3.0 Prescreening & Remediation

3.1 Interview Questions

a. Are all IADC-required questions included in the candidate interview?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Who interviews the candidates? (Check all that apply.)		
<input type="checkbox"/> Instructor	<input type="checkbox"/> Program Administrator	
<input type="checkbox"/> Industry representative	<input type="checkbox"/> Other, explain below:	
c. Explain how the interview is conducted (e.g., by phone, in person, one-on-one, immediately after applications are processed, as the last stage of prescreening, recorded on video/audio):		
d. How are the candidate's answers "scored," or evaluated (e.g., point system, video reviewed by committee)?		
e. Are records of the interviews maintained?	<input type="checkbox"/> Yes	<input type="checkbox"/> No If yes , describe how below:

3.2 Background and Drug Screening

a. Are the IADC-required background checks conducted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. If yes, provide the name of the 3rd-party company who performs the background check, and explain the process and scope:		

c. What are the criteria for elimination based on background check results?
<p>d. Is the IADC-required drug screening conducted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>e. If yes, provide the name of the 3rd-party company who performs the drug screening, and explain the process and scope:</p>
f. What are the criteria for elimination based on drug-screening results?
<p>g. Who reviews the results? (Check all that apply.)</p> <p><input type="checkbox"/> Instructor <input type="checkbox"/> Program Administrator</p> <p><input type="checkbox"/> Industry representative <input type="checkbox"/> Other, explain below:</p>
h. How are the results evaluated (e.g., point system, automatic elimination for certain results)?
<p>i. Are records of the results maintained? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how below:</p>
<p>j. Are candidates allowed to reapply if they have been rejected based on these results? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain how below:</p>

3.3 Personality Traits, Aptitudes, and Foundational Knowledge and Skills (i.e., WorkKeys)

<p>a. Are personality traits assessed and used for candidate evaluation? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain below:</p>
<p>b. Are aptitudes assessed and used for candidate evaluation? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain below:</p>
<p>c. Are foundation knowledge and skills assessed and used for candidate evaluation? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain below:</p>
<p>d. Who reviews results from these assessments? (Check all that apply.)</p> <p><input type="checkbox"/> Instructor <input type="checkbox"/> Program Administrator</p> <p><input type="checkbox"/> Industry representative <input type="checkbox"/> Other, explain below:</p>
<p>e. How are the candidate's results "scored," or evaluated (e.g., point system, video reviewed by committee)?</p>
<p>f. Do certain results lead to automatic elimination of the candidate? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain below:</p>
<p>g. Are candidates allowed to reapply if they have been rejected based on these results? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what is the policy?</p>

h. Are records of the results maintained? ☐ Yes ☐ No If **yes**, describe how below?

3.4 Fitness (Fit-to-Train) Requirements

a. Is the fitness of the candidate assessed? ☐ Yes ☐ No

If **yes**, list all fitness requirements imposed by the institution:

b. Who assesses the candidates' fitness? (Check all that apply.)

☐ Physician

☐ Licensed Medical Provider

Name:

Contact Information:

d. How are the candidate's results "scored," or evaluated (e.g., point system, video reviewed by committee)?

e. Do certain results lead to automatic elimination of the candidate? ☐ Yes ☐ No If **yes**, explain:

f. Are candidates allowed to reapply if they have been rejected based on these results? ☐ Yes ☐ No If **yes**, what is the policy?

g. Are records of the interviews maintained? ☐ Yes ☐ No If **yes**, describe how?

3.5 Additional Requirements

a. Does the institution have additional prescreening requirements that are not listed above? ☐ Yes ☐ No

If yes, list them here:

b. Provide the process for administering each:

c. Provide the process for assessing the results:

d. Provide any relevant policies regarding candidate elimination and/or re-assessment:

3.6 Remediation

a. Does the institution offer remediation for candidates who fail to meet prescreening expectations? ☐ Yes ☐ No

If **yes**, list all types of remediation here:

b. Explain how each of these types of remediation is conducted:

c. Describe how candidates are reassessed:

4.0 Content Delivery Criteria

Note: Most of the content delivery requirements are included in Section 7, the Curriculum Worksheet. Therefore, to avoid redundancy, those requirements are not included here.

4.1 Instructors-per-Trainee and Instructor Designation

a. Does your institution have a policy regarding instructor-trainee ratio? ☐ Yes ☐ No If **yes**, provide that policy below:

b. Does your institution have a policy regarding guest lecturers? ☐ Yes ☐ No If **yes**, provide that policy below:

c. Is there a limit to the amount of content that can be delivered by guest lecturers? ☐ Yes ☐ No If **yes**, explain below:

d. Does your institution have a policy regarding part-time faculty? ☐ Yes ☐ No If **yes**, provide that policy below:

e. Is there a limit to the amount of content that can be delivered by part-time faculty? ☐ Yes ☐ No If **yes**, explain below:

4.2 Modes of Delivery

a. Does the institution ensure/require variation in the modes of content delivery? ☐ Yes ☐ No If **yes**, explain the policy:

b. Does the institution require hands-on content delivery? ☐ Yes ☐ No If **yes**, explain the policy:

4.3 eLearning Requirements/Limitations

Does the institution use eLearning to deliver a portion of the content? ☐ Yes ☐ No

If **yes**, list the topics covered through eLearning, the amount of time (minutes) allotted to the eLearning for each topic, and the source (title/developer), if applicable:

Topic:

Time (Minutes):

Source:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Total (maximum) percentage of course time delivered through eLearning: %

5.0 Instructor Qualifications

5.1 Instructor Qualifications Required by IADC

a. Does the institution **directly employ** instructors who are qualified as follows:

IADC-approved WellSharp Awareness-Level Instructor ☐ Yes ☐ No

If yes, list and attach copy of Instructor Certificate:

IADC-approved RigPass Instructor ☐ Yes ☐ No

If yes, list and attach copy of Instructor Certificate:

b. Does the institution hire **contract** instructors who are qualified as follows:

IADC-approved WellSharp Awareness-Level Instructor ☐ Yes ☐ No

If yes, list and attach copy of Instructor Certificate:

IADC-approved RigPass Instructor ☐ Yes ☐ No

If yes, list and attach copy of Instructor Certificate:

c. Explain any policies related to these instructors:

5.2 Part-Time (Non-Faculty) Instructors

a. Does the institution employ part-time instructors to deliver this program/course content? ☐ Yes ☐ No

If **yes**, please explain:

b. What percentage of course content is delivered by part-time instructors: %

5.3 IADC Accredited Course Requirements

Is the institution accredited for :

a. IADC-approved WellSharp Awareness-Level Accreditation ☐ Yes ☐ No

If **yes**, list and attach copy of Accreditation Certificate:

If **no**, do you utilize an Accredited 3rd Party Vendor? ☐ Yes ☐ No

If **yes**, name of Vendor and attach copy of Accreditation Certificate:

b. IADC-approved RigPass Accreditation ☐ Yes ☐ No

If **yes**, list and attach copy of Accreditation Certificate:

If **no**, do you utilize an Accredited 3rd Party Vendor? ☐ Yes ☐ No

If **yes**, name of Vendor and attach copy of Accreditation Certificate:

6.0 Curriculum Worksheet

6.1 Curriculum Worksheet Instructions

To complete this section, the applicant must conduct a detailed self-study of its program curriculum compared to the required curriculum outline of the IADC Introduction to Oil and Gas Training Program. Contents of this outline appear in the TOPICS column on the PROGRAM WORKSHEET on the following pages. For each topic area in Section 2, the applicant must provide the following information:

KNOWLEDGE OR SKILL BASED

This column pertains to the type of objective being taught. Choose from the list below by using the abbreviated responses in parenthesis. List all that apply.

- **KNOWLEDGE (K)** Participant is required to have written knowledge of objective.
- **SKILL (S)** Participant is required to demonstrate hands-on knowledge of objective.

WHERE PROVIDED

This column pertains to the type of location at which each topic is conveyed to the participant. Choose from the list below by using the abbreviated responses provided in parenthesis. List all that apply.

- **CLASSROOM (CLS)**: A dedicated facility (temporary or permanent) removed from the work site and intended for use by a group of persons to receive Instructor-led (IL) content delivery. This may include a company training facility, a room at an education institution, or a room used only on occasion, such as a meeting room at a hotel.
- **LAB (L)**: A laboratory, a facility equipped with various tools, instruments, computers, etc. used for hands-on learning and skills assessment.
- **WORK SITE (WS)** or **SIMULATED WORK SITE (SWS)**: A rigsite (actual or simulated), such as a platform, mobile offshore drilling unit, or simulator, where trainees are taught individually or in a small group.
- **OTHER (OTH)**: Any other location not fully described above. A brief explanation must be provided in Section 3.

HOW INSTRUCTED

This column pertains to the methods, techniques, or teaching aids ordinarily used to convey each topic to the participant during the orientation. Choose from the list below by using the abbreviated responses in parenthesis. List all that apply.

- **LECTURE/DISCUSSION (L/D)**: A form of IL content delivery in which two or more trainees receive curriculum content from an instructor verbally and may explore the topics in guided discussion.
- **HANDS-ON (HO)**: Instruction through demonstration and practical exercises in a lab, work site, or simulated work environment.
- **AUDIO VISUAL (A/V)**: Stand-alone audiovisual instruction, such as a video or DVD.
- **INDIVIDUAL (IND)**: Instructed on a one-on-one basis by a personnel or safety professional or other qualified person.
- **Computer-based training (CBT)**: Training that is provided through a computer application.
- **OTHER (OTH)**: Any other method that is not fully described above, such as a field trip or small group work. A brief explanation must be provided Section 3.

HOW DOCUMENTED OR MEASURED

Use this column to denote how a trainee's involvement in the course/program is documented or measured. Provide one or more of the methods (abbreviated) in the list below. Copies or examples of assessments may be required for review as a part of the application process and/or during audits.

- **CHECKLIST (CHK)**: The trainee's performance is documented by using a checklist that is initialed or signed by the trainee and the instructor or qualified assessor.
- **TEST (T)**: Participants are administered a written test to measure acquisition and retention of the topics presented in the course/program. If own test design is used, a copy/email must be submitted.
- **SIMULATION (S)**: Participants demonstrate knowledge of objective in a simulated environment of a typical job site.
- **HANDS-ON EXERCISES (E)**: Participants demonstrate knowledge of objective using tools and equipment typically found on the job site.
- **OTHER (OTH)**: Any other method that is not fully described above, such as a test administered and recorded by a computer. A brief explanation must be provided in Section 3.

TRAINING IN-HOUSE OR 3RD PARTY

In this column, select if training is performed In-House (instructors employed by the institution, not as contractors) or through the use of a 3rd Party Vendor. **No more than 25% of the cumulative Total Curriculum Delivery can be through the use of a 3rd Party Vendor.**

TRAINING TIME

In this row, indicate how much time per section are In-House Training and/or 3rd Party Training. The approximate amount of time allotted to the discussion or instruction in each section is to be recorded in hours and minutes. Only one entry per section is needed. Reporting the time for each individual topic is not required. Be sure to indicate the cumulative Total Time Allotted for all Sections on page 45.

LIST OF 3RD PARTY VENDORS

In this row, list all 3rd Party Vendors utilized for the module.

COMPLETED WORKSHEET

All items listed above must be completed unless otherwise indicated. Only an item designated as not applicable may be marked as “N/A” when appropriate for your course. A brief explanation must be provided in Section 3.

6.2 Example of Completed Training Module Worksheet

TOPIC		KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
I. INDUSTRIAL PRACTICES						
A. Fire safety						
1. Explain how to use a fire extinguisher.		K	CLS	L/D	T	In-House
2. Identify the various types of fire extinguishers and for which type of fire each is used.		K, S	CLS, L	A/V	E	3rd Party
3. Determine if a fire extinguisher is ready for use.		K, S	L	HO	CHK, E	In-House
4. Demonstrate use of a fire extinguisher.		S	L, WS	A/V, HO	E, S	3rd Party
Total Time of In-House Training	30 mins	Total Time of 3rd Party Vendor Training		60 mins	Combined Total Time Allotted for Section I (minimum)	1.5 hrs
List 3rd Party Vendors Utilized for this Section:		Local Fire Department				

6.3 Module I: Introduction to the Oil and Gas Industry – 4 hour minimum

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
I. INTRODUCTION TO THE OIL AND GAS INDUSTRY					
A. Economic Impact (Societal and Personal)					
1. Explain role of oil and gas in workforce and economic vitality globally and regionally (geographic) U.S.					
2. List examples of oil and gas investments in communities' infrastructure.					
3. List items in and around trainee's home that are products derived from hydrocarbons.					
4. Describe the end-to-end process of hydrocarbons from production to consumption.					
5. Explain the energy production levels in the U.S. as they relate to hydrocarbon and renewables.					
6. Compare and contrast the factors influencing the boom-bust cycles of domestic oil and gas production.					
B. Environmental and Economic Stewardship					
1. List oil and gas industry's innovations in the use of natural resources acquired in production (carbon footprint, water, waste treatment).					
2. Explain role of hydrocarbon in the overall diversification of energy sources in the U.S.					
3. Summarize the economic and environmental benefits of energy conservation as part of the diversification of the energy portfolio in the US. Energy Independence and Security Act of 2007 (EISA).					
4. Explain energy independence as a national security issue.					
5. Explain the geo-political perspectives and influences of the oil and gas industry.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
C. Basic oil and gas regulations, standards, and best practices, as well as key regulatory bodies					
1. Recognize the key regulatory agencies associated with the oil and gas industry.					
2. Explain why oil and gas industry has regulations (safety, environment, etc.).					
D. IADC and awareness of industry self-regulation efforts					
1. Recognize the role that IADC and other associations play in self-regulating the industry.					
E. Industry Sectors: Upstream, mid-stream, downstream					
1. Name the three primary sectors of the oil and gas industry and describe the primary activities that occur within each sector.					
F. Land vs. Offshore operations					
1. Compare and contrast onshore and offshore oil and gas operations (e.g., types of rigs, positions, products, environments, formations).					
G. Types of oil and gas companies and their functions (operators, drilling contractors, service companies, etc.)					
1. Name the major categories of and identify the differences in companies operating in the oil and gas industry.					
H. Geology and Exploration					
1. Identify crude oil and natural gas as "fossil fuels."					
2. List three types of hydrocarbons produced or refined from crude oil and natural gas.					
3. Describe basic geology and the primary rock formations that are applicable to the oil and gas industry.					
4. Identify the primary means of exploration for crude oil and natural gas bearing rock formations.					
5. Describe the primary activity(ies) that take place during exploration for oil and gas.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
6. Identify several companies and job positions that contribute to these activities.					
I. Drilling Process Overview (Drilling)					
1. Describe the basic drilling processes and activities.					
2. Identify several companies that contribute to these activities.					
3. Identify several key job positions that support drilling processes.					
J. Production process overview					
1. Explain the need for separation of crude oil and natural gas at the earth's surface to place crude oil into storage tanks or pipeline and natural gas into pipelines. a. Identify where crude oil goes after placed in storage tanks or pipelines. (refinery) b. Identify how natural gas, once placed in a pipeline, can be used (direct for heating source or for further processing for a heating or fuel source).					
2. Describe the primary activities that take place during production operations, and identify types of companies that contribute to these activities.					
3. Explain the importance of well stimulation.					
4. Describe the process of hydraulic fracturing.					
5. List two primary means of producing crude oil and natural gas.					
K. Well Servicing Overview					
1. Identify the types of well servicing.					
2. Describe the primary activities that take place during well servicing operations.					
3. Identify several companies that contribute to these activities.					

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TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
L. Transportation, Pipeline					
1. Identify four modes for transporting crude oil and natural gas.					
2. Describe the primary activities that take place during transportation of oil and gas.					
3. Identify several companies that contribute to these activities.					
M. Refining					
1. Describe the primary activities that take place during refining operations.					
2. Identify several companies that contribute to these activities.					
N. Career Paths (including transferability among sections)					
1. List entry-level positions in the oil and gas industry and describe their basic roles (see KSA database).					
2. Describe methods that could be used to advance from entry level to advanced employment in the different sectors.					
3. List several career pathways (jobs that tend to be sequential).					
Total Time of In-House Training		Total Time of 3rd Party Vendor Training		Combined Total Time Allotted for Section I (minimum)	
List 3rd Party Vendors Utilized for this Section:					

6.4 Module II: Personal and Behavioral and Non-Technical Skill Development – 16 hours minimum

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
II. PERSONAL AND BEHAVIORAL AND NON-TECHNICAL SKILL DEVELOPMENT					
A. Generational differences					
1. Explain how different generations communicate (give an example and scenarios dealing with safety).					
2. Describe safety implications of generational communications.					
3. Identify different generational working styles and explain possible implications.					
B. Culture and diversity differences					
1. Identify cultural scenarios, sensitive topics, norms, and what may be encountered in the international workplace.					
C. Situational awareness					
1. Identify potential hazards and assess environment before every task.					
2. Explain the importance of assessing the environment before embarking a task.					
3. Demonstrate situational awareness in various scenarios.					
D. Situational ethics					
1. Explain the importance of ethics.					
2. Explain the implications of life choices on employability.					
E. Intellectual property					
1. Describe what intellectual property is and explain the ramifications of violating rights.					
2. Explain methods of protecting intellectual property.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
F. Personality types, assessments, and analysis					
1. Identify your personality style and the various types of personalities.					
2. Explain how your personality type affects the way you communicate with others and how you solve problems.					
3. Identify various personality styles through scenarios.					
G. Personal financial planning					
1. Create a budget plan.					
2. Explain how financial decisions can affect your future (e.g., credit).					
3. Identify different savings and investment options.					
4. Explain the importance of 401k and future financial planning.					
H. Social responsibility and social media					
1. Explain potential impact for using social media in the workplace.					
2. Explain and demonstrate the use of electronic communications both on and off the job.					
3. Explain the legal implications of sharing company-specific information outside of the workplace (including the media).					
I. Interpersonal skills					
1. Explain the importance of listening skills to facilitate safety in the workplace.					
2. Identify verbal and non-verbal means of communication.					
3. Describe appropriate communication/interaction in the workplace.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
J. Speak-up culture					
1. Identify critical times you should speak up.					
2. Discuss implications of not speaking up.					
3. Identify chain of command for reporting potential issues/hazards and time frames for reporting safety.					
K. Communicating under pressure (communicating instructions; affirming understanding of instructions)					
1. Differentiate between appropriate and inappropriate language and speech in difficult situation(s).					
L. Safety leadership					
1. Identify leadership characteristics.					
2. Explain the importance of having a safety mindset both on and off the worksite.					
3. Explain the effects of proper safety leadership on retention in the work environment.					
4. Describe your personal responsibility to drive safety leadership.					
M. Working with teams					
1. Discuss expectations of being new to a workplace/team and how you will fit into the overall work environment.					
2. Explain the importance of working collaboratively toward zero incidents (successful teamwork).					
3. Identify and explain various teamwork dynamics you may encounter as a new person on the rig and how to respond.					
N. Importance of working in pairs (for safety)					
1. Identify the benefits and challenges associated with working in pairs.					
O. Stress management /personal planning					
1. Identify typical sources of stress.					

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TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
2. Identify potential high stress/risky situations in the oil and gas industry.					
3. Explain the importance of balancing work and home stress.					
4. Explain and demonstrate effective techniques to help manage and mitigate stress.					
P. Managing conflicts in the workplace					
1. Identify typical conflicts you may encounter.					
2. Determine effective techniques to resolve conflicts.					
3. Demonstrate how to manage conflict using different techniques					
4. Explain the process for escalating the resolution of conflicts when assistance is needed.					
Total Time of In-House Training		Total Time of 3rd Party Vendor Training		Combined Total Time Allotted for Section II (minimum)	
List 3rd Party Vendors Utilized for this Section:					

6.5 Module III: Rig 101 – 8 hours minimum

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
III. RIG 101					
A. Rig Vocabulary					
1. Identify and explain basic rig terminology					
2. Identify oil and gas acronyms.					
B. Basic Rig Systems					
1. Identify and explain rig components, functionality, and basic rig systems.					
2. Identify zones of the rig (sub structure, mast, circulating, well control equipment, etc.)					
C. Command Structure					
1. Identify chain of command structure and explain its importance (specific to location).					
D. Oil and Gas Life					
1. Explain the risks associated with domestic and international travel to and from the worksite.					
2. Explain procedures and requirements for arrival at the worksite (specific to location).					
3. Identify challenges associated with oil and gas living and lifestyle (crowded, lack of privacy, long hours, isolation, hygiene, etc.)					
4. Identify and discuss possible pressures at home that impact oil and gas employment.					
5. Explain the impact of personal conduct (horseplay, violence, offensive behavior, hygiene, etc.)					
E. Record Maintenance					
1. Explain the importance of maintaining records (disposable, permits to work, training, shipping, etc.)					

TOPIC		KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
F. Intellectual Property						
1. Explain employee responsibilities in regards to intellectual property.						
Total Time of In-House Training		Total Time of 3rd Party Vendor Training		Combined Total Time Allotted for Section III (minimum)		
List 3rd Party Vendors Utilized for this Section:						

6.6 Module IV: Technical Math – 8 hours minimum

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
IV. TECHNICAL MATH					
A. Math Fundamentals					
1. Apply and calculate basic algebraic equations.					
B. Basic Oilfield Calculations					
1. Apply industry's basic units of measurement. (API, metric, SI)					
2. Demonstrate how to convert fractions to decimals.					
3. Apply basic oilfield calculations and fundamental statistics.					
Total Time of In-House Training		Total Time of 3rd Party Vendor Training		Combined Total Time Allotted for Section IV (minimum)	
List 3rd Party Vendors Utilized for this Section:					

6.7 Module V: Safety Orientation (RigPass certification issued) – 8 hours minimum

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
V. SAFETY ORIENTATION (RIGPASS CERTIFICATION ISSUED)					
A. General Safety Principles					
1. Explain and demonstrate Stop Work Authority and responsibility.					
2. Identify and demonstrate risk assessment and worksite safety (hazards, roles/responsibilities, intervention, JSA, pre-job planning, simultaneous operations, signs/placards, safety conflicts).					
3. Explain the significance of workplace housekeeping.					
4. Explain the importance of reporting and investigating incidents, should they occur.					
5. Explain the importance of worksite policies (alcohol, drug, prohibited items, etc.).					
6. Explain the dangers and mitigation of manual material handling.					
B. Personal Protective Equipment (PPE)					
1. Identify the importance of and demonstrate use of PPE including but not limited to: a. Head protection b. Face and eye protection c. Hearing protection d. Foot protection e. Hand protection f. Respiratory protection g. Fall protection h. Proper lifting and back safety i. Practice selecting, inspecting, and donning appropriate PPE					
2. Explain the importance of PPE in defense of perceived and unrecognized risk.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
C. Hazard Communications (Right to Know)					
1. Identify and explain meaning of safety signs utilized in the workplace.					
2. Explain the importance of Safety Data Sheets (SDS) and how to use these to identify types of hazardous chemicals.					
3. Explain the need for procedures regarding the transportation of hazardous materials.					
4. Explain the importance of reporting a release of hazardous materials.					
5. Explain the importance of appropriate materials handling to avoid incident.					
6. Explain how to determine the cleaning techniques of spilled materials.					
D. Specialized work procedures					
1. Explain hazardous energy in the workplace (electrical, hydraulic, and pneumatic).					
2. Explain the importance of Lockout/Tagout procedures.					
3. Identify hazards associated with confined space entry.					
4. Explain the precautions taken when working at heights.					
5. Explain the dangers associated with hoisting and lifting.					
6. Demonstrate how to complete and route Work permits.					
E. Fire safety					
1. Explain how to use a fire extinguisher.					
2. Identify the various types of fire extinguishers and for which type of fire each is used.					
3. Determine if a fire extinguisher is ready for use.					
F. Job safety analysis					
1. Define, identify, and demonstrate JSA.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
2. Explain your role in JSA.					
G. Emergency Response					
1. Explain the importance of planning for emergencies and the potential risks. a. Bloodborne pathogens b. Adverse weather c. Wildlife, insects, and snakes d. Occupational health e. General overview f. Industrial hygiene roles/responsibilities					
2. Explain the various alarms and muster stations (location specific).					
3. Explain how your physical capacity might influence your ability to respond to an emergency (fit for duty).					
H. Wellsite Environmental Protection					
1. Explain your role in wellsite environmental protection. (waste management, SPCC, storm water)					
I. Regulations and compliance					
1. Explain how regulations affect operations. a. Marine debris b. Waste management/disposal of waste materials. c. Leaks, spills, releases d. HAZWOPER					
J. Security					
1. Explain security process prior to worksite entry.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
K. Working Offshore: Transportation					
1. Explain the difference in requirements for offshore versus onshore arrival. <ul style="list-style-type: none"> a. Helicopter transportation (e.g., IADC's HUET course) b. Boat transportation c. Swing ropes d. Personnel baskets 					
L. Working Offshore: Water safety					
1. Explain various water safety requirements. <ul style="list-style-type: none"> a. PFDs b. Survival craft c. Standby rescue vessel d. Man overboard response e. Emergency escape routes 					
M. Excavation					
1. Explain basic trenching and shoring.					
2. Explain safety when working around pits and ponds.					
3. Explain the importance of "One Call" – Call before you dig (establishing underground lines or obstacles).					
N. Situational Awareness					
1. Identify types of incidents (drops, struck by, pinch points, etc.) <ul style="list-style-type: none"> a. Hands and feet placement b. Use of hands-free devices c. Recognizing your blind spots d. Working around heavy equipment 					
Total Time of In-House Training		Total Time of 3rd Party Vendor Training		Combined Total Time Allotted for Section V (minimum)	
List 3rd Party Vendors Utilized for this Section:					

6.8 Module VI: Industrial Practices (“Hands On” Practical Exercises) – 16 hours minimum

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
VI INDUSTRIAL PRACTICES (“HANDS ON” PRACTICAL EXERCISES)					
A. Standard operating procedures					
1. Explain and demonstrate the importance of Standard Operating Procedures (SOPs).					
B. Quality assurance					
1. Identify and explain Quality Assurance and describe its value.					
C. Planning work activities					
1. Discuss, assess, comply with, and participate in Job Safety Analysis (JSA).					
2. Discuss, assess, comply with, and participate in Pre-job planning activities and Planning Work Activities					
3. Recognize a Pre-job Planning Activity and a Planning Work Activity.					
4. Locate, identify and understand company policies.					
5. Locate, identify and understand Oilfield Original Equipment Manufacturers (OEM) procedures and technical data.					
6. Demonstrate knowledge of Industry Standard Practices as it applies to the oil and gas industry culture.					
7. Identify hazardous and non-hazardous work zones.					
8. Identify simultaneous operations on job site and demonstrate ability to safely navigate and work in this environment.					
9. Identify and define safety guards and controls on job site.					
10. Locate, identify and demonstrate knowledge of work permits.					
D. Tools					
1. Identify differentiate, and discuss various industrial tools and their application.					

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TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
2. Demonstrate tool selection, inspection criteria, and proper use of tools for work to be performed.					
3. Demonstrate tool tethering.					
4. Demonstrate tool storage.					
E. Manually moving materials					
1. Identify equipment for manually moving materials (wheel barrows and hand truck/dollies).					
2. Demonstrate safe operating techniques for manual material moving equipment.					
3. Demonstrate safe loading techniques for manual material moving equipment.					
F. Chemical safety					
1. Demonstrate and apply an understanding of working safely with chemicals.					
2. Identify different types of chemicals.					
3. Demonstrate locating, reading and interpretation of the Safety Data Sheet (SDS).					
4. Identify chemical hazards and health concerns.					
5. Demonstrate chemical material storage and proper/accurate labeling.					
6. Demonstrate proper PPE usage and location of first aid for different chemicals.					
7. Describe "Standard Operating Procedures" for mixing chemicals.					
G. Making connections and flanges					
1. Explain and differentiate common connections and flanges used on oil and gas industry job sites.					
2. Demonstrate procedures when making-up and breaking-out flanges and connections.					
3. Identify ratings and paring of materials and equipment.					
4. Understand and apply piping pressure and ratings.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
5. Identify different types of hoses (chiksans, air, suction, co-flex).					
6. Demonstration techniques for connecting hoses.					
7. Demonstrate techniques for securing lines.					
H. Maintenance					
1. Identify, describe, and demonstrate types of preventative maintenance.					
I. Fire extinguisher operation					
1. Explain fire extinguisher operation.					
2. Identify each type of extinguisher for each type of fire.					
3. Demonstrate locating of extinguishers.					
4. Demonstrate knowledge of use of each type of extinguisher.					
5. Demonstrate care and storage of each type of extinguisher.					
Total Time of In-House Training		Total Time of 3rd Party Vendor Training		Combined Total Time Allotted for Section VI (minimum)	
List 3rd Party Vendors Utilized for this Section:					

6.9 Module VII: Rigging/Mechanical Lifting Awareness (IADC certification issued) – 8 hours minimum

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
VII. RIGGING/MECHANICAL LIFTING AWARENESS (IADC CERTIFICATION ISSUED)					
A. Rigging safety and vocabulary					
1. Explain the importance of designating one person to give correct hand signals and responding appropriately to those hand signals.					
2. Identify the appropriate personal protective equipment required for crane/lifting operations.					
3. Explain your Stop Work Authority when you observe an unsafe act during lifting operations.					
4. Explain why personnel should observe and report any fluid leaks from the crane that could be contaminating the work environment and affecting safe operations.					
B. Crane emergency procedures					
1. Explain the importance of closing out hazardous work activities before evacuating the area for an emergency or drill.					
2. Demonstrate the ability to secure the current work area or operation before evacuating during an emergency or drill.					
C. Rigging hardware					
1. Describe the storage requirements for all rigging hardware (rigging/slings/shackles, etc.).					
2. Explain how the sling capacity changes when using different sling configurations.					
3. Locate the manufacturer's guidelines, as applicable, for rigging hardware.					
4. Explain how to interpret manufacturer's guidelines for rigging hardware.					
5. Describe the proper installation and rigging of all permanent and temporary lifting points (anchor points, pad eyes, etc.).					
6. Describe the proper use of tag lines attached to loads, including proper positioning and quantity.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
7. Demonstrate the proper use of tag lines attached to loads including proper positioning.					
8. Describe and explain sling manufacturers' recommendations for safe slinging configurations.					
D. Rigging hardware inspection & maintenance					
1. Identify appropriate tools and materials for the purpose of performing preventive maintenance and minor adjustments.					
2. Explain procedures to follow when defective rigging hardware is identified.					
3. Explain the lifting gear color-coding system and how records are kept for each item.					
4. Demonstrate proper application, use, and inspection of chains.					
5. Demonstrate proper application, use, and inspection of wire rope slings.					
6. Demonstrate proper application, use, and inspection of chain falls.					
7. Demonstrate proper application, use, and inspection of come-alongs.					
8. Demonstrate proper application, use, and inspection of web slings.					
9. Demonstrate proper application, use, and inspection of cargo nets.					
10. Demonstrate proper application, use, and inspection of pallet forks.					
11. Demonstrate the proper application, use, and inspection of personnel lifting baskets.					
12. Demonstrate proper application, use, and inspection of hook types.					
13. Demonstrate proper application, use, and inspection of shackles types.					
14. Demonstrate proper application, use, and inspection of eye bolt types.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
15. Demonstrate proper application, use, and inspection of master links.					
16. Demonstrate proper application, use, and inspection of hoist rings.					
17. Demonstrate proper application, use, and inspection of turnbuckles types.					
18. Demonstrate proper application, use, and inspection of spreader bars.					
19. Demonstrate proper application, use, and inspection of pad eyes.					
20. Demonstrate proper application, use, and inspection of wire rope clips.					
21. Demonstrate proper application, use, and inspection of chain binders.					
22. Demonstrate proper application, use, and inspection of drum lifters.					
23. Demonstrate proper application, use, and inspection of plate clamps.					
24. Demonstrate ability to maintain and inspect hand and power tools in operationally safe condition, without any unauthorized modifications.					
25. Explain the hazards associated with using defective or modified hand or power tools.					
E. Hoist/Cranes					
1. Describe the type(s) of crane(s) by name and type, found on current location.					
2. Describe the lifting equipment available on current location.					
3. Demonstrate ability to follow the permit-to-work and lockout/tagout procedures required for crane operations.					
4. Demonstrate correct and safe use of taglines attached to loads, including proper positioning and quantity.					
5. Explain the use of push poles, if required by company policy.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
6. Demonstrate the ability to correctly and safely connect/disconnect loads.					
7. Demonstrate the ability to control an area where lifting operations are being carried out.					
8. Demonstrate the ability to select the appropriate rigging equipment for a specific job.					
9. Select correct slings, or other similar lifting devices, according to size, weight, and configuration.					
10. Demonstrate ability to use all rigging hitches (e.g., basket, choker, vertical, bridle) needed for the current job.					
11. Explain the importance of the eye of a synthetic web and why it should never be used or forced over a hook or pin.					
12. Demonstrate the ability to correctly secure cargo in various conditions.					
13. Explain the different methods in which a sling(s) are rigged or attached to load.					
14. Explain how the tension or loading increases as sling angles decrease, especially the rapid increase in tension that occurs when slings are used below 30 degrees.					
15. Explain vertical and horizontal planes as they relate to rigging (e.g., how force is distributed based on the plane).					
16. Demonstrate the use of sling capacity tables.					
17. Explain center of gravity as it relates to rigging.					
18. Demonstrate the ability to find the center of gravity of a load.					
19. Demonstrate how to correctly rig a load according to its specific center of gravity.					
20. Determine and/or estimate weight of loads for the purpose of rigging safely.					
21. Explain why a wire rope hand-tucked splice should not be used in a single vertical lift.					
22. Explain the risk of using wire rope clips (i.e., clamps) to fabricate wire rope slings eyes.					

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TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
23. Explain why the hook should not be inserted into one of the chain links.					
24. Explain why the chain sling must never be used when twisted, knotted, or whenever the links bind and do not move freely.					
25. Demonstrate following the lift plan required for critical lift rigging tasks.					
26. Demonstrate adhering to the permit-to-work for routine and non-routine rigging tasks, if applicable.					
27. Explain why the eye of a wire rope sling should never be forced over a hook or pin.					
28. Explain the effect of beating the choker legs down.					
29. Explain the effect of bringing the legs of a vertical basket hitch inwards.					
30. Explain D/d ratio for wire rope sling.					
31. Explain the importance of using padding (protection over sharp edges).					
32. Locate company policies and procedures that apply to rigging.					
Total Time of In-House Training		Total Time of 3rd Party Vendor Training		Combined Total Time Allotted for Section VII (minimum)	
List 3rd Party Vendors Utilized for this Section:					

6.10 Module VIII: Basic Electrical and Fluid Power Safety – 4 hours minimum

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
VIII. BASIC ELECTRICAL AND FLUID POWER SAFETY					
A. Electrical and power fluid safety					
1. Explain safety practices when using basic electric and fluid power of the oil and gas industry.					
2. Describe the techniques to safely isolate electrical and fluid power.					
3. Describe and demonstrate the skill utilized to validate and confirm the lack of electrical and fluid power and/or the source of electrical and fluid power.					
4. Describe and identify the hazards of electrical and fluid power.					
5. Identify and demonstrate safe electrical and fluid power practices.					
6. Explain and identify electrical and fluid power labeling, color coding and signage.					
7. Demonstrate knowledge of and apply the rules and regulations of electrical safety.					
Total Time of In-House Training		Total Time of 3rd Party Vendor Training		Combined Total Time Allotted for Section VIII (minimum)	
List 3rd Party Vendors Utilized for this Section:					

6.11 Module IX: Well Control Awareness (IADC certification issued) – 4 hours minimum

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
IX. WELL CONTROL AWARENESS (IADC CERTIFICATION ISSUED)					
A. Drilling a Hole					
1. Explain the reason(s) for drilling oil and gas wells (for example, to extract hydrocarbons).					
2. List common uses of hydrocarbons.					
3. Identify key characteristics of a hydrocarbon formation. (For example, reservoir structure, porosity, permeability, trapping mechanisms, formation fluids).					
4. Define hydrocarbon, reservoir, porosity, and permeability.					
5. Describe the basic process of drilling an oil or gas well.					
6. Identify common equipment used in drilling a well, and tell the primary purpose of each piece of equipment.					
7. Explain why casing and cement are used in drilling a well.					
8. Identify the typical drilling environments/rig locations (for example, onshore, offshore—shallow water, offshore—deep water, offshore—Arctic).					
9. List the typical types of completions.					
10. Tell what it means to bring a well 'on-stream'.					
11. List the main steps in bringing a well on-stream and testing.					
B. Controlling Pressure					
1. Define 'pressure' and 'formation fluid pressure'.					

TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
2. Describe normal, abnormal, and subnormal pressure.					
3. Explain why knowing formation fluid pressure is important.					
4. State why it is important to maintaining control of the well (for example, to prevent loss of life, containment, or infrastructure; to reduce risk to personnel or environment).					
5. Define 'kick' and 'blowout'.					
6. Describe 'primary well control' and 'secondary well control'.					
C. Purpose of Drilling Fluid					
1. Describe the basic functions of drilling fluid.					
2. List the main components of drilling fluid.					
3. Explain the purpose of weighting material.					
4. List the main types of weighting material.					
D. Purpose of the Blowout Preventer					
1. Describe a typical BOP stack and its purpose (i.e., to shut-in the well, circulate out the kick).					
2. List the main components of a BOP (Annular, Rams and Stack Valves, String Valves, Manifolds, and Choke).					
3. Describe how a BOP functions.					
4. Describe the basic controls used to operate a BOP (i.e., control panel).					
E. Kick Prevention					
1. Explain the importance of well planning for drilling and completion, well programs, daily programs, written procedures (i.e., they contribute to maximizing 'primary' control).					
2. Explain why a kick should be prevented.					
3. List common kick prevention practices employed during drilling and completion of a well.					
F. Kick Monitoring and Detection					
1. List key instruments used to monitor the well for kicks (i.e., Flow Rate and Pit Level gauges).					

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TOPIC	KNOWLEDGE OR SKILL BASED	WHERE PROVIDED	HOW INSTRUCTED	HOW DOCUMENTED OR MEASURED	TRAINING IN-HOUSE OR 3 RD PARTY
2. Explain the roles and responsibilities of selected rig crew in preventing kicks and blowouts (e.g., Drillers, Assistant Drillers, Derrickman, Floorhand, Mud Engineers, Mud Loggers, Toolpusher, Company Representatives, Cementers, Drilling Engineers, Geologists, etc.)					
G. Shut-In Procedure (Surface and Subsea)					
1. Explain the purpose of the shut-in procedure and describe a typical shut-in procedure.					
H. Well Control Methods					
1. List the basic well control procedures (i.e., Driller's Method and Wait and Weight Method).					
2. Compare and contrast the Driller's and Wait and Weight Methods of well control.					
Total Time of In-House Training		Total Time of 3rd Party Vendor Training		Combined Total Time Allotted for Section IX (minimum)	
List 3rd Party Vendors Utilized for this Section:					

6.12 Course/Module Times

ENTER COURSE TIMES IN THE TABLE BELOW (REQUIRED).

*As listed on your application, please enter the total time for each course. Then total the number of actual hours trained. The total must be at least **76 hours**.*

COURSE TITLE	Minimum Hours per Module	Actual Hours (may be a range, e.g., 4 – 6 hours)
Introduction to the Oil and Gas Industry	4	
Personal and Behavioral and Non-Technical Skill Development	16	
Rig 101	8	
Technical Math	8	
Safety Orientation (IADC RigPass certification issued)	8	
Industrial Practices ("Hands-On" Practical Exercises)	16	
Rigging/Mechanical Lifting Awareness (IADC certification issued)	8	
Basic Electrical and Fluid Power Safety	4	
Well Control Awareness (IADC certification issued)	4	
Total Time Allotted for ALL Sections	76	

6.13 “Other” Cross-Reference Information

If OTHER (OTH) is indicated in any of the above sections or N/A is used in designated sections, please explain.
Where Provided
How Instructed
How Documented/Measured

Additional Comments:

7.0 Instructional Materials

In the space provided below, provide a brief description of any instructional materials used as a part of the applicant's program that have been referenced in Section 2.0 (handouts, textbooks, audiovisual aids, etc).

Example: If an applicant marked "Video" in the "How Instructed" column in Section 2.0, details about the video used should be listed below.

Provide the following information for each item:

TITLE OR DESCRIPTION: List the title of the videotape, booklet, or other material. If the item has no formal title, provide a short description of the contents.

TYPE: List the media format that applies to the item (i.e., videotape, slide/tape, handbook, manual, etc.).

SOURCE: Identify the producer, publisher, developer or other source from which the item was obtained. Materials developed in-house should be identified as such.

Title	Type	Source

8.0 Additional Information

Section Cross Reference	Additional Information