ATTACHMENT TO AEP:NRC:0773Q

PROCEDURES GENERATION PACKAGE

PART IV

TRAINING

FOR

DONALD C. COOK NUCLEAR PLANT

EMERGENCY OPERATING PROCEDURES

REVISION 1

MAY 1, 1986

PART IV OPERATOR TRAINING

1.0 Program Summary.

The EOP Training Program at D. C. Cook includes over 50 hours of classroom lectures on the background, organization, and use of EOPs. In addition, simulator training is provided to ensure operators are capable of implementing the upgraded EOPs under actual emergency conditions. To account for differences between the simulator and D. C. Cook, operators are required to perform individual control room walkthroughs of selected EOPs.

Acceptable trainee performance is verified through written examinations and simulator evaluations.

Continuing training on the EOPs will be implemented as part of the Operator Requalification Program. The RO and SRO Programs will be modified to include both classroom and simulator training on these procedures.

2.0 Classroom Training.

2.1 Phase I.

Operators will attend 20 hours of classroom lectures introducing them to the Upgraded Emergency Operating Procedures. Lesson plans for this training will be developed using the Westinghouse Owners Group Emergency Response Guidelines and the initial draft of the DCC EOPs.

The training will focus on:

A. Why these procedures were developed.

B. The types and uses of the procedures.

- o Emergency Operating Procedures.
- o Emergency Contingency Actions.
- o Functional Restoration Procedures.
- o Critical Safety Function Status Trees.

C. EOP entry level conditions and procedural transition points.

D. Bases of procedural steps and setpoint development background.

2.2 Phase II.

A more detailed series of classroom lectures (approximately 32 hours) shall be provided following completion of Phase I.

The objectives for Phase II of the classroom training will focus on:

A. Procedure immediate actions.

B. Major actions and evolutions contained within the procedure.

C. Procedure transitions.

D. Bases for major evolutions and procedural steps.

E. Entry level conditions for specific procedures.

F. Critical Safety Function red path transitions.

2.3 Evaluation.

Periodic written examinations will be administered to each licensed operator. These examinations shall be based entirely on the learning objectives presented during the classroom lectures.

An overall score of 80% or greater shall be the minimum acceptable for passing. When examination performance falls below the acceptable standard, the trainee shall be assigned remedial training and shall be re-examined on identified weak areas. A written or oral re-examination shall then be administered to verify acceptable trainee performance.

3.0 Simulator Training.

3.1 Description.

Upon completion of Phase I classroom training, operators will begin using the upgraded EOPs during annual simulator training at the Westinghouse SNUPPS simulator in Zion, Illinois.

The simulator exercises shall be structured to introduce the operator to the upgraded EOPs and the mechanics of how they are used. WOG background documents will be made available during the sessions to clarify procedural steps. Initially, the scenarios will be kept relatively simple. Multiple failures will be avoided and casualties will be limited to the major plant failures of:

- Loss of primary coolant.
- Loss of secondary coolant.
- Steam generator tube rupture.
- Anticipated transient without reactor trip.

Near the end of the simulator training, scenarios will include multiple failures and casualties which require the use of as many EOPs, ESs, ECAs, and FRx are practical.

Typically, teams of three operators will attend the simulator, filling the Reactor Operator, Balance of Plant, and Control Room supervisor positions. The operators will periodically rotate to give each other the opportunity to direct and perform actions required by the procedures.

3.2 SNUPPS Simulator vs. Cook - Control Room Differences.

Westinghouse and D. C. Cook have taken several actions to limit the impact of control room differences on the simulator training process.

Differences between the simulator and the Cook Plant are identified and reviewed with the trainees at the beginning of each simulator training course. Additionally, simulator instructors provide guidance to the trainees when Plant/simulator differences might confuse or otherwise hinder the training process.

Magnetic labels are used to identify D. C. Cook specific valve numbers for SNUPPS-equivalent valves in the Chemical and Volume Control, Emergency Core Cooling, and Feedwater systems.

The simulator agreement contains a Westinghouse commitment to send instructors to the Cook Plant to maintain familiarity with the plant and enhance the knowledge level of the instructors. Westinghouse has also agreed to modify its simulator software as necessary to enhance the similarity to the Cook Plant. Examples of software modifications which have been implemented include:

- Reactor Protection System setpoints.
- Normal operating parameters (e.g., Boron concentration in CVCS and ESF components).
- Steam generator shrink and swell modeling.
- Pressurizer PORV flow capacity.
- Spray line/surge line flow capacity.
- Control system circuitry modifications.

3.3 Evaluation.

The simulator instructor will verify the satisfactory completion of these exercises based upon proper student response to identify the problem, diagnose the situation and take the proper corrective action(s). Response to oral questions regarding systems knowledge are part of this evaluation process.

Upon completion of each exercise, operational errors and weaknesses identified are reviewed with the students. Discussion is encouraged.

4.0 Control Room Walkthroughs.

4.1 Guided Walkthroughs.

In conjunction with the classroom training, each operator will be issued selected EOPs to walkthrough in the control room. The purpose of this individual walkthrough is threefold:

A. To provide additional familiarization of the procedures,

B. To familiarize the student with the control board locations of indications and controls identified in the upgraded EOPs, and

C. Provide feedback to the Training Department as to the adequacy of the training program.

4.2 Documented Procedure Review.

To supplement the procedure walkthrough, INFORMATION ONLY, draft copies of the EOPs will be made available to the operators on-shift. Operators will be required to review these procedures on a periodic basis to ensure the level of training is maintained throughout the implementation process.

5.0 Continuing Training.

After implementation of upgraded EOPs, continuing training on these procedures will be rolled into the Operator Requalification Program. On an annual basis, operators will complete the following:

A. Individually, or in a group discussion, review all EOPs.

B. Attend a 40 hour simulator retraining course which includes application of EOPs.

C. Participate in classroom training consisting of lectures on selected EOPs.

The EOP lecture series will be added to the Replacement Operator Program to ensure that license candidates preparing for the NRC Reactor exam will be qualified to use the EOPs. This program also includes simulator training which will require license candidates to use the EOPs in response to casualty scenarios.

The RO and SRO Upgrade Program will also be modified to include additional EOP refresher lectures and simulator training using the upgraded EOPs.