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Titolo	Practical hazops, trips and alarms / / David Macdonald
Pubbl/distr/stampa	Oxford, : Newnes, 2004
ISBN	9786611009311 9781281009319 1281009318 9780080480190 0080480195
Edizione	[1st ed.]
Descrizione fisica	1 online resource (345 p.)
Collana	Practical professional books from Elsevier
Disciplina	621.30289
Soggetti	Machinery - Safety appliances Machinery - Monitoring
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Contents; Preface; Introduction to the book; 1. Introduction to hazard studies; 1.1 Scope and objectives of this chapter; 1.2 Introduction to hazards and risk management; 1.3 Risk assessment; 1.4 Concepts of Alarp and tolerable risk; 1.5 Regulatory frameworks and examples from EU and USA; 1.6 Methods of identifying hazards; 2. Hazard studies at levels 1 and 2; Objectives 2; 2.1 Introduction; 2.2 Methodologies for hazard study 1; 2.3 Process hazard study 2; 2.4 Practical example of hazard 2 application; 2.5 Case study; 2.6 Conclusion on hazard studies 1 and 2 3. Risk reduction measures using alarms and trips3.1 Risk reduction measures; 3.2 Terminologies and standards for safety systems; 3.3 Equipment under control; 3.4 Protection layers; 3.5 The role of alarms in safety; 3.6 Alarm types and do they qualify as safeguards?; 3.7 Identification and design of safety-related alarms; 3.8 Key design principles for alarms; 3.9 SIS, principles of separation; 3.10 Simple and complex shutdown sequences, examples; 3.11 Conclusions: the role of Hazops in defining alarms and trips; 4. Hazop method; Objectives 4; 4.1 Introduction; 4.2 Introduction to Hazop 4.3 Overview of Hazop method4.4 Points to note on the examination

procedure; 4.5 Practical exercise: continuous process example; 4.6 Hazop for batch processes and sequential operations; 4.7 Hazops for other disciplines; 4.8 Conclusions; 5. Planning and leadership of Hazops; Objectives 5; 5.1 Introduction; 5.2 Organizing the Hazop; 5.3 The team leader and the team; 5.4 Practical exercise: hybrid batch process example; 6. Specifying safety instrumented systems; Objectives 6; 6.1 Introduction; 6.2 Risk reduction by instrumented protection
6.3 What affects the safety integrity of an instrument trip?6.4 Overview of IEC 61508; 6.5 Determining the safety integrity; 6.6 Design essentials to meet SIL targets; 6.7 Specifying the SIS requirements; 6.8 Documenting the SRS; 6.9 Conclusions; 7. Hazard analysis methods; 7.1 Introduction; 7.2 Outline of methods; 7.3 Fault tree analysis; 7.4 Practical exercise in FTA; 7.5 Conclusions; 8. Factors in the choice of protection system; 8.1 Introduction and objectives; 8.2 Equipment selection; 8.3 Key points about sensors and actuators
8.4 Guidelines for the application of field devices in the SIS8.5 IEC 61508 requirements for field devices; 8.6 Technology issues; 8.7 Guidelines for final elements; 8.8 Summary of technology and applications; 8.9 Summary of SIL vs cost; 9. Exercise in specifying an SIS from the Hazop; Objective 9; 9.1 Introduction; 9.2 Process description; 9.3 Safety requirements specifications; 9.4 Conclusion; Appendix A: References used in the manual; Appendix B: Some websites for safety systems information; Appendix C: Notes on national regulations relevant to hazard study and safety management
Appendix D: Software tools for hazard studies

Sommario/riassunto

Do you have trips and safety interlocks in your plant? Are they good enough or are they perhaps over-designed and much more expensive than necessary? Are you or your company aware of how Hazard Studies should define risk reduction requirements? Are you actually using Hazard Studies at all?The answer is the integrated approach to safety management. New international standards combined with well-proven hazard study methods can improve safety management in your company.Practical Hazops, Trips and Alarms for Engineers and Technicians describes the role of hazard studies in risk managem

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ISBN	9789462090996 9462090998 9789462091016 9462091013
Edizione	[1st ed. 2012.]
Descrizione fisica	1 online resource (248 p.)
Altri autori (Persone)	FassbinderSamuel Day NocellaAnthony J., II KahnRichard
Disciplina	370
Soggetti	Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Preliminary Material / Samuel Day Fassbinder , Anthony J. Nocella II and Richard Kahn -- Greening Education / Samuel Day Fassbinder -- Greening Criminology / Piers Beirne and Nigel South -- Greening Sociology / Kishi Animashaun Ducre -- Greening Political Science / Timothy W. Luke -- Greening Philosophy / Steven Best -- Greening Economics / Miriam Kennet and Michelle Gale De Oliveira -- Greening Geography / Donna Houston -- Greening History / Eva-Maria Swidler -- Greening Anthropology / Brian McKenna -- Greening Communication / Tema Milstein -- Greening Literature / Corey Lee Lewis -- Greening Dis-Ability / Anthony J. Nocella II -- Greening Feminism / Greta Gaard -- Can Higher Education Take Climate Change as Seriously as the CIA and the Stratigraphy Commission of the Geological Society of London? / David A. Greenwood -- Contributors' Biographies / Samuel Day Fassbinder , Anthony J. Nocella II and Richard Kahn.
Sommario/riassunto	This is the academic Age of the Neoliberal Arts. Campuses—as places characterized by democratic debate and controversy, wide ranges of opinion typical of vibrant public spheres, and service to the larger

society—are everywhere being creatively destroyed in order to accord with market and military models befitting the academic-industrial complex. While it has become increasingly clear that facilitating the sustainability movement is the great 21st century educational challenge at hand, this book asserts that it is both a dangerous and criminal development today that sustainability in higher education has come to be defined by the complex-friendly “green campus” initiatives of science, technology, engineering and management programs. By contrast, Greening the Academy: Ecopedagogy Through the Liberal Arts takes the standpoints of those working for environmental and ecological justice in order to critique the unsustainable disciplinary limitations within the humanities and social sciences, as well as provide tactical reconstructive openings toward an empowered liberal arts for sustainability. Greening the Academy thus hopes to speak back with a collective demand that sustainability education be defined as a critical and moral vocation comprised of the diverse types of humanistic study that will benefit the well-being of our emerging planetary community and its numerous common locales.