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UNITED STATES OF AMERICA

NUCLEAR REGULATORY COMMISSION

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MEETING OF THE SUBCOMMITTEES ON HUMAN FACTORS

AND RELIABILITY AND PROBABILISTIC

RISK ASSESSMENT

ADVISORY COMMITTEE ON REACTOR SAFEGUARDS

(ACRS)

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WEDNESDAY

JUNE 28, 2006

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ROCKVILLE, MARYLAND

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The Subcommittee meeting convened at the Nuclear Regulatory Commission, Two White Flint North, Room T-2B3, 11545 Rockville Pike, Rockville, Maryland, at 8:30 a.m., George E. Apostolakis and Mario Bonaca, Chairs, presiding.

SUBCOMMITTEE MEMBERS PRESENT:

- GEORGE E. APOSTOLAKIS    Chair (PRA)
- MARIO BONACA                      Chair (HFR)
- THOMAS S. KRESS                      ACRS Member

1 SUBCOMMITTEE MEMBERS PRESENT (CONTINUED):

2

3 WILLIAM J. SHACK ACRS Vice-Chair

4

5 ACRS STAFF PRESENT:

6

7 Eric A. Thornsbury

8

9 NRR STAFF PRESENT:

10 Susan Cooper RES/DRASP

11 Erasmia Lois RES

12 John Monninger RES/DRASP

13 Gareth Parry DRA

14 Nathan Sae RES/DRASP

15

16 ALSO PRESENT:

17

18 John Forester Sandia National Lab

19 Bob Fuld Westinghouse

20 Jeff Julius Scientech

21 Alan Kolaczkowski SAIC

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## P R O C E E D I N G S

(8:34 a.m.)

CHAIR APOSTOLAKIS: The meeting will now come to order. This is a meeting of the Advisory Committee on Reactor Safeguards Joint Subcommittees on Human Factors and Reliability and Probabilistic Risk Assessment.

I am George Apostolakis, Chairman of the Reliability and Probabilistic Risk Assessment Subcommittee. Members in attendance are Mario Bonaca, Chairman of the Human Factor Subcommittee, William Shack and Tom Kress.

The purpose of this meeting is to review issues related to the Agency's current research on human reliability analysis, including the ATHEANA User's Guide, the application of ATHEANA to pressurized thermal shock, public comments on the HRA methods evaluation NUREG and the treatment by HRAs of the time to complete tasks.

The Subcommittee will gather information, analyze relevant issues and facts, and formulate proposed positions and actions as appropriate for deliberation by the full Committee.

Eric Thornsbury is the Designated Federal Official for this meeting.

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1           The rules for participation in today's  
2 meeting have been announced as part of the notice of  
3 this meeting previously published in the Federal  
4 Register on May 25, 2006.

5           A transcript of portions of the meeting is  
6 being kept and will be made available as stated in the  
7 Federal Register notice. It is requested that  
8 speakers first identify themselves and speak with  
9 sufficient clarity and volume so that they can be  
10 readily heard.

11           We have received no requests for time to  
12 make oral statements from members of the public  
13 regarding today's meeting. We have received a written  
14 statement submitted by Mr. Zouhir Elawar, a PRA  
15 engineer at Palo Verde Nuclear Generating Station  
16 concerning treatment of time in HRA.

17           We will now proceed with the meeting and  
18 I call upon Mr. John Monninger from the Office of  
19 Nuclear Regulatory Research to begin the  
20 presentations.

21           MR. MONNINGER: Good morning, Professor  
22 Apostolakis and fellow ACRS members. I'm John  
23 Monninger. I am the Deputy Director for Probabilistic  
24 Risk and Applications in the NRC's Office of Research.

25           We are very pleased to be here this

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1 morning to discuss with you the staff's continuing  
2 efforts to improve or advance the sciences in the  
3 evaluation of human performance.

4 Back in December, December 2005, we had a  
5 meeting with the Subcommittee to discuss various HRA  
6 areas of interest including the HERA Project, the  
7 methods evaluation, and research ongoing at Halden.

8 Subsequently in February of '06 we had a  
9 meeting with the full Committee to discuss the  
10 evaluation of HRA methods against the good practices.

11 You know in that regard, I'd also like to  
12 mention that we were very appreciative of the ACRS's  
13 review and evaluation of the programs being completed  
14 by the Office of Research on support of operating  
15 reactors and advance reactors. And in particular, in  
16 the areas of PRA risk informed performance-based  
17 regulation and a subpart of that, human reliability  
18 analysis and human factors.

19 We very much appreciate the comments and  
20 are evaluating them. And look forward to further  
21 interactions with the ACRS on those areas.

22 You know in regards to the discussions of  
23 this morning, we have the three topics that you  
24 mentioned. Dr. Alan Kolaczowski from SAIC will  
25 present the staff's review or the staff's use of

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1 ATHEANA in evaluating pressurized thermal shock  
2 followed up by Dr. Susan Cooper covering the  
3 development of the ATHEANA User's Guide and followed  
4 up by Dr. Erasmia Lois on the public comments we have  
5 received on the evaluation of HRA methods against the  
6 good practices.

7           Anyway, we look forward to a productive  
8 meeting with you. And with that, I'll turn it over to  
9 Dr. Kolaczowski from SAIC.

10           MR. KOLACZKOWSKI: Thanks very much for  
11 the title but I'm afraid it is unearned. I only have  
12 a masters degree. So I'm not a doctor.

13           We thought we would start off -- by the  
14 way, my name is Alan Kolaczowski. I work for Science  
15 Applications International Corporation. I am a  
16 subcontractor to Sandia National Labs who, in turn, is  
17 working on a number of the human factors projects for  
18 the NRC Office of Research. And I will be presenting  
19 the example application of ATHEANA and the pressurized  
20 thermal shock analysis.

21           But first, this will help, I think, also  
22 set the stage for understanding the next talk on the  
23 ATHEANA User's Guide because you will already have  
24 seen an example before that. And it should help in  
25 that discussion.

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1           The purpose of the presentation is really  
2 multi-fold here: to respond to requests, first of all,  
3 by some of the members of the ACRS to see such an  
4 example. But as I indicated, its primary purpose is  
5 to illustrate the use of ATHEANA and I will show its  
6 use both from the qualitative aspects of using ATHEANA  
7 as well as the application of the quantitative  
8 approach in ATHEANA.

9           And as I indicated already, it will  
10 provide an illustration to better understand the next  
11 topic -- the next talk that we will have which is on  
12 the ATHEANA User's Guide.

13           A little bit of historical perspective  
14 just as a reminder to the members of the Committee.  
15 The NUREG-1624 Rev. 1, which is the current published  
16 document on the technical basis in implementing  
17 ATHEANA, was published back in May 2000. I can't  
18 believe it has been already six years ago.

19           One thing I should mention about that is  
20 that the human error probability quantification  
21 technique, as it was used for PTS, was not yet  
22 incorporated in that document. The quantification  
23 method sort of evolved after that and, in fact, was  
24 first tried on the PTS analyses over the course of  
25 2001 to 2005 at various levels of implementation.

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1           Again, a reminder, the pressurized thermal  
2 shock work has to do with looking at the risk impact  
3 of over cooling -- severe overcooling events. Human  
4 plays a role in controlling those overcooling events.  
5 And we applied ATHEANA at, again, varying levels on  
6 three plant analysis, for Oconee, Beaver Valley, and  
7 Palisades. And what I will be talking about today in  
8 terms of an example is really illustrative of all  
9 three analyses for the most part.

10           Now the ATHEANA User's Guide is coming  
11 along in 2006. What we are trying to do is simplify  
12 much of the guidance on doing a prospective analysis  
13 that is found in NUREG-1624, making it hopefully  
14 easier to use, and one of the things we are trying to  
15 do is make sure that the lessons learned from the PTS  
16 work are implemented in the guide.

17           Now this is a very busy slide and I don't  
18 -- certainly I'm not going to go through all the  
19 points here but it is just illustrative of who was  
20 involved in the HRA work. And this just happens to be  
21 an example from the Palisades analysis among the three  
22 although it is indicative of what also occurred on the  
23 other two plant analyses.

24           The HRA participants are those people that  
25 played a role in performing the HRA for the PTS work

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1 was a rather wide breadth of personnel and  
2 disciplines, PRA/HRA experience operator trainers, et  
3 cetera, et cetera. The key point here is that  
4 multiple perspectives were used from different people  
5 to enrich our knowledge about the scenario context  
6 that we were looking at that we had to then apply  
7 human failure events to and ultimately estimate human  
8 error probabilities.

9 The other point I want to make is that  
10 from an information source perspective, again, a lot  
11 of information was gathered in order to perform the  
12 HRA aspects of the PTS work. I particularly want to  
13 call attention to the fact that we did, for instance,  
14 at Palisades go on a plant visit and observed a number  
15 of overcooling scenario simulator runs with the actual  
16 crews. And, in fact, that was done at all three  
17 plants and even at Calvert Cliffs, a fourth plant that  
18 at the time we were going to do an analysis on and  
19 then decided that we would just generalize the work  
20 after that.

21 But the point here is that considerable  
22 detail, including firsthand observations were used to  
23 enrich the knowledge to be able to do the human  
24 reliability work for the PTS analysis.

25 The final point I want to make about just

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1 the -- before I get into the specifics of the use of  
2 ATHEANA, the final point I want to make here is that  
3 for the PTS work, the HRA work was done when it could  
4 and, in fact, did influence the PRA model structure.

5           While we started off with PRA models that  
6 had come from the early '80s work, the HRA and the PRA  
7 work was done in very much of an integrated fashion,  
8 hand in hand, and things that came out the HRA work  
9 directly effected the actual PRA model structure  
10 itself, which was a very good experience. It worked  
11 very well. And I think it was beneficial to both  
12 sides as far as that goes.

13           Okay, the first thing I want to do is talk  
14 about the first four steps as a group in the ATHEANA  
15 process. Much of this -- maybe not all of it but much  
16 of it are the type of things that you would do in any  
17 HRA analysis anyways.

18           First we had to, as is indicated in the  
19 ATHEANA process, one of the first things you do is sit  
20 down and say okay, I've got to define and interpret  
21 the issue. What is it I am trying to do? What do I  
22 need from the HRA work in terms of, in this case, to  
23 assess PTS risk? And in a nutshell, what that really  
24 boiled down to was the need to identify, model, and  
25 quantify the human failure events for PTS-challenging

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1 sequences. That WOULD really sort of set the overall  
2 scope of what it was we were trying to accomplish.

3 In Step 2 of the ATHEANA process, you  
4 refine the scope a little bit. For instance, are you  
5 going to rule out certain kinds of initiating events  
6 for this particular application? Are you going to do  
7 internal only? Or are you going to do external events  
8 also?

9 And you can see here a statement of  
10 essentially what was involved in terms of the scope of  
11 the analysis, again in terms of applying ATHEANA and  
12 evaluating the human failure events for the PTS work.  
13 We were primarily focusing on internal event  
14 initiators but we were looking at both full power as  
15 well as at hot zero power types of scenarios.

16 Now this third step is somewhat unique and  
17 I will try to indicate what we mean by base case  
18 scenario in a moment by the next slide more by  
19 illustration.

20 But the idea here is that when we are  
21 first building the model, you tend to describe what  
22 ATHEANA calls base case scenarios. By that we mean  
23 sort of simplified scenarios of the basic ways that in  
24 this case overcooling could occur. And they would be  
25 things like well I understand that obviously a steam

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1 line break could cause it. I understand that a LOCA  
2 could cause it. And so on and so forth.

3 And you begin to develop scenarios into  
4 your PRA models. Now because overcooling can occur in  
5 so many different ways, we didn't have any single base  
6 case scenario that we could talk about. Some involved  
7 transients with complications such as stuck open  
8 atmospheric dump valves or other secondary other kinds  
9 of faults, overfeed events, and so on.

10 Some involve loss of coolant accidents  
11 because they, by themselves, cause an overcooling  
12 event as far as the primary system is concerned.  
13 Steam line breaks can cause severe overcooling. Steam  
14 generator tube ruptures depending on the nature and  
15 size of the rupture can cause some amount of cooling.

16 And so we didn't really have any single  
17 base case scenario. Really we had a number of them.  
18 And because in the case of the Palisades PTS PRA  
19 model, which I'm going to talk about in somewhat more  
20 detail in this example, because it was already built  
21 on previous work coming out of the Oconee analyses,  
22 the Beaver Valley analyses, as well as the earlier  
23 1980 work, a lot of the sequences in the models that  
24 we started to construct already had what we would call  
25 in ATHEANA terminology deviation scenarios.

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1           That is they were scenarios that include  
2           the major elements of the base case scenarios but  
3           somehow are different. And I want to try to  
4           illustrate that point with the next slide.

5           If one is building a PRA model in this  
6           case of an overcooling-type scenario, one might start  
7           with what is shown here in the upper event tree, with  
8           the simple concept of yes, if I have a steam line  
9           break and let's say main feedwater does successfully  
10          isolate, which means that I go up this upper branch of  
11          the event tree here, then what is going to happen is  
12          auxiliary feedwater is likely going to come on. It is  
13          going to begin to feed that failed generator that has  
14          the steam line break in it.

15          And one of the things that the operators  
16          have to do in typical PWRs is to isolate and terminate  
17          the auxiliary feedwater flow so that we don't end up  
18          feeding the steam line break and causing a severe  
19          overcooling situation.

20          So a human failure event that we are going  
21          to be interested in for these kinds of scenarios is  
22          this failure to isolate on the down branch of this  
23          event called operator fails to isolate and terminate  
24          auxiliary feedwater. Because this is a very  
25          simplified representation of sort of a general, if you

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1 will, steam line break, what occurs, we would call  
2 this, using ATHEANA terminology, a base case scenario.

3           However what we did, and I will get into  
4 this a little bit later in my talk, and that you will  
5 see in subsequent steps, as we get into Step 6 or so  
6 into the ATHEANA process, we begin to look at this  
7 scenario and we begin to ask ourselves the kinds of  
8 questions that say could this scenario evolve in  
9 different ways that would effect this operator failure  
10 event here fail to isolate.

11           And in the case of -- for instance in the  
12 case of the Palisades analysis, after we get into Step  
13 6 and 7, et cetera, we learn that yes, there are some  
14 things that the way a steam line break can actually  
15 occur that in our judgment would effect how the  
16 operators are going to perform given that event and  
17 ultimately how that is going to get reflected in the  
18 human error probability for that failure.

19           And, for instance, in the Palisades event  
20 tree where we did start off with this basic structure  
21 as we were building the PRA model, that structure  
22 ultimately turned into this structure which makes some  
23 distinctions as to whether the steam line break is  
24 occurring inside or outside the containment, whether  
25 one or two steam generators are effected by the steam

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1 line break because if you look at the cues, what is  
2 going on in terms of the plant status, what steps  
3 and/or, for that matter, even what EOPs may be  
4 involved, emergency operating procedures may be  
5 involved, there can be some differences here depending  
6 on whether that steam line break is occurring inside  
7 containment or outside containment and whether one or  
8 two steam generators are effected.

9           So we actually take this scenario, and  
10 because we argue that these two events, the inside or  
11 outside containment or one or two steam generators, is  
12 going to effect, at least in our judgment, a  
13 potentially significant way, what the human  
14 performance is going to be in terms of this failure to  
15 isolate event back here, we break up the structure and  
16 actually develop it and show the structure rather  
17 explicitly in the PRA model so that now what was one  
18 human failure event turns out to be, if you will, four  
19 versions of that human failure event where you would  
20 then analyze the first human failure event on the  
21 tree, given the context that the steam line break is  
22 occurring let's say inside containment to only one  
23 steam generator and main feedwater has isolated as  
24 opposed to looking at the same human failure event  
25 again but in a different context, in this case it is

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1 inside containment but two steam generators are  
2 effected by the break, and so on.

3 These are what in ATHEANA terminology we  
4 would call deviation scenarios. That is they are  
5 deviations or they are different representations of  
6 what was a simple model structure initially making  
7 some clear distinctions, in this case, as to where the  
8 steam line break is actually occurring and how many of  
9 the steam generators are effected by the break all  
10 because in the ATHEANA analysis and the judgment of  
11 the analysts, there is going to be a difference as to  
12 what the human error probabilities are going to be.  
13 And maybe, for that matter, what may even drive those  
14 probabilities because of the different contexts.

15 CHAIR APOSTOLAKIS: But, I mean, this is  
16 all very good but is there an implication here that  
17 other methods don't do things like that?

18 MR. KOLACZKOWSKI: Well I don't think I  
19 can give a general answer to that. Clearly though the  
20 thought is that to the extent that other methods, when  
21 analysts apply them, to the extent they may not think  
22 about that there are different ways that, in this  
23 case, steam line breaks can occur, certainly there is  
24 a chance that people will tend to keep the PRA model  
25 structure, as is indicated in the top picture here,

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1 will decide a context in terms of what this scenario  
2 looks like and then calculate or first of all estimate  
3 what are the driving performance-shaping factors given  
4 that context and what is the human error probability  
5 associated with that. The point is they will assume  
6 a context for this.

7 CHAIR APOSTOLAKIS: But it seems to me  
8 though that it really depends on who is doing it. I  
9 mean an experienced analyst will probably see the  
10 difference of having a break, you know, inside or  
11 outside the containment and will consider it. So I'm  
12 not trying to diminish the significance --

13 MR. KOLACZKOWSKI: Oh, no, no, no, no.

14 CHAIR APOSTOLAKIS: -- of what you doing  
15 but I think it will be important also to point out the  
16 real differences as we go along.

17 CHAIR BONACA: Because also, I mean, I  
18 would like to say that at the plant, I mean, they are  
19 familiar with these scenarios because for  
20 deterministic purposes, these kinds of sensitivities  
21 are done. I mean they are done in the accident  
22 analysis.

23 MR. KOLACZKOWSKI: I think what is  
24 different here -- and I don't know if Susan wants to  
25 make a comment -- I think the difference here is that

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1 what the ATHEANA process is trying to do though in  
2 terms of Step 3 of forcing you to first define what  
3 are your base case scenarios and then later on in Step  
4 6 -- so I have sort of jumped ahead a little bit but  
5 I want to illustrate the difference between base case  
6 scenario and deviation scenario -- I think what the  
7 ATHEANA process is trying to do is formalize this  
8 process.

9           It is basically trying to say look, you  
10 must think about these sequences -- that the way the  
11 PRA illustrates the sequence, maybe really there are  
12 multiple ways that can occur. And if one is going to  
13 evaluate this human failure event, what ATHEANA is  
14 trying to do is formalize the process of think about  
15 those different ways that this one sequence can, in  
16 fact, occur.

17           And you have got to think about then when  
18 you are going to estimate what are the shaping factors  
19 that drive this human failure event and ultimately  
20 what is the human error probability. So while other  
21 analysts and other methods may or may not do this, the  
22 more you leave it up to the analyst to take the method  
23 and extend as opposed to in ATHEANA all we are trying  
24 to do is say here is a formal step that says you must  
25 think about deviations to this scenario.

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1           And I think we are trying to formalize  
2 maybe what some very good analysts do anyways but on  
3 the other hand what maybe other analysts don't do.

4           CHAIR APOSTOLAKIS: That's fine. I mean  
5 I just wanted to understand better.

6           MR. KOLACZKOWSKI: Yes?

7           DR. COOPER: If I could just comment,  
8 Susan Cooper, Office of Research.

9           Alan is correct in the sense that, you  
10 know, this is sort of leaping ahead a little bit. But  
11 the point is with the top event tree that is shown  
12 there, that is typically what is sort of handed off to  
13 the HRA analyst. And along with that event tree will  
14 be, you know, some information.

15           The top event tree will be handed off to  
16 the HRA analyst. And along with it, they might get  
17 some information -- thermal hydraulic information,  
18 timing information, so on and so forth -- and as Alan  
19 said, typically what the HRA analyst then does is use  
20 that information, sort of construct a scenario -- an  
21 idea of how things will occur and what is going to be  
22 important so far as performance. And then go ahead  
23 and quantify.

24           Now it is possible that the analyst will  
25 sort of stumble across, if you will, the fact that

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1 there are important subcategories of that scenario  
2 that ought to be addressed with separate human failure  
3 events. But again, as Alan said, there is no formal  
4 process for that. It is basically the experience of  
5 the analysts, how closely maybe the HRA and PRA  
6 analysts or the thermohydraulic specialists are  
7 working together and discussing these kinds of issues.

8 As Alan said, we formalized and really  
9 forced that process on somebody who wants to make that  
10 kind of investigation. Because we have a process that  
11 doesn't go and say well how, you know, how could this  
12 scenario unfold and just leave it at that. We say  
13 well, how could the timing be slower or faster for the  
14 operator. You know focus in on the things that could  
15 change the performance environment for the operator.

16 How could the cues come in differently?  
17 You know what kinds of things would make it more  
18 complicated? And so that process then results in, you  
19 know, identifying these kinds of breakouts.

20 Now here the way Alan has shown it, it has  
21 become part of the PRA model because, in fact, that is  
22 what we are doing. We are adding to the PRA but from  
23 the human performance perspective. Those distinctions  
24 there may have no relevance, you know, big  
25 significance. From the systems point of view, the

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1 outcomes could be the same. From the human, the  
2 operator point of view, they can be very significant.  
3 So that is why they are added.

4 But if, for some reason, the PRA was  
5 already done, they didn't want to modify the event  
6 tree structure, that structure would then be taken  
7 into part of, you know, directly into the  
8 quantification --

9 CHAIR APOSTOLAKIS: Okay.

10 DR. COOPER: -- as opposed to being broken  
11 out here as parts of the event tree and then basically  
12 be the responsibility of the PRA analyst to quantify  
13 that.

14 But here again we are getting into a  
15 PRA/HRA modeling issue. What is part of the error  
16 forcing context that ATHEANA quantifies versus what is  
17 put in the model. But the basic thing to recognize is  
18 that we are basically adding to the PRA model. We are  
19 adding context to the model.

20 How it is treated, whether it is put  
21 formally and explicitly in the event tree versus  
22 folded into the human failure event really doesn't  
23 matter because it is the scenario in the end that  
24 matters. Make sure you have all the elements.

25 CHAIR APOSTOLAKIS: Okay. Well, Alan, as

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1 you go along, maybe you can point out where you are  
2 formalizing things that others might also do and where  
3 you are really different.

4 MR. KOLACZKOWSKI: Okay. I will try to do  
5 that. Clearly, though, again coming back to the point  
6 of forcing a base case scenario and then later on  
7 jumping ahead trying to then look at, as ATHEANA  
8 language deviations of that, is we are trying to  
9 formalize that process now.

10 And, in fact, when we developed in this  
11 case the Palisades PTS trees, we did take this basic  
12 tree structure and did turn it into this. So we  
13 actually did change the model.

14 CHAIR APOSTOLAKIS: I understand.

15 MR. KOLACZKOWSKI: Okay.

16 MEMBER KRESS: So you would then add up  
17 those probabilities on the end?

18 MR. KOLACZKOWSKI: Well, I mean yes, you  
19 could. Now if you have actually changed the  
20 structure, each one of these is going to have a human  
21 error probabilities associated with it and maybe one  
22 or more of these will be particularly risk significant  
23 and maybe others will not.

24 MEMBER KRESS: I see.

25 MR. KOLACZKOWSKI: To some extent it is

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1 going to depend, obviously, thinks like what is the  
2 probability of the break being inside versus outside  
3 effecting or two steam generators, how much does, in  
4 fact, the HEP change what those different context.  
5 But maybe one or two of these end up being just the  
6 dominate scenario. And that is the one we are really  
7 most interested in.

8 MEMBER SHACK: Well, when the PRA person  
9 does this whole thing, I mean he has to decide when to  
10 truncate these scenarios because he can keep looking  
11 at different scenarios.

12 And if you are driving the breakdown into  
13 the human events kind of thing I mean what is his  
14 general statement of -- you know when does he decide  
15 he can live with a simplified scenario like the top  
16 and, you know, when does he have to go to that finer  
17 scenario at the bottom? You are not arguing that the  
18 breakdown is always driven by human failure events.

19 MR. KOLACZKOWSKI: No, not necessarily.  
20 I mean obviously the breakdown is dependent somewhat  
21 on system overall plant response. And that is how a  
22 PRA person kind of does it anyways. I mean otherwise,  
23 if main feedwater fails, if the person decides  
24 auxiliary feedwater plans an important role in whether  
25 core damage occurs and I want to model auxiliary

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1 feedwater, well, they model it.

2 All we are doing here is that we are  
3 saying that is fine but to whatever extent you have  
4 developed that model, I think what ATHEANA is trying  
5 to do is formalize the process of think about the  
6 sequences from the operator perspective. And decide  
7 whether some additional structure is necessary because  
8 you think it is really going to matter. And I think  
9 that is the point that we are trying to get across and  
10 formalize here.

11 CHAIR APOSTOLAKIS: By the way, I'd like  
12 to keep this as informal as we can so Jeff Julius is  
13 here from the industry, I guess, or EPRI. Jeff, feel  
14 free to jump in anytime you want and make a comment or  
15 whatever, okay?

16 MR. JULIUS: Sure, thank you.

17 MR. KOLACZKOWSKI: Okay. So enough on the  
18 base case scenario. The point is that there wasn't  
19 any single base cases, a lot of ways to cause  
20 overcooling. We did start with simple structures. As  
21 you will see in later steps, but as I tried to  
22 illustrate here now, that those structures became  
23 somewhat more complicated when we developed those into  
24 deviation scenarios because we were trying to account  
25 --

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1 CHAIR APOSTOLAKIS: Alan, would you please  
2 remind the people what is the difference between human  
3 failure events and unsafe acts?

4 MR. KOLACZKOWSKI: I will do that, in  
5 fact, in a coming slide.

6 MR. KOLACZKOWSKI: Yes.

7 CHAIR APOSTOLAKIS: Okay.

8 MR. KOLACZKOWSKI: I will.

9 Now as part of building the structure, of  
10 course we have to start deciding well what human  
11 failure events are we going to put into the model.  
12 And in applying ATHEANA and in terms of its  
13 application directly to the PTS work, the approach we  
14 used, largely following the ATHEANA process, is we  
15 decided what functions of interest are really  
16 important to overcooling events.

17 And it turns out to be these four  
18 functions: primary integrity control, secondary  
19 pressure control, secondary feed control, and then  
20 primary pressure and flow. They kind of go hand in  
21 hand control.

22 And what we did is that at a very high  
23 level, we first developed what were the general types  
24 of ways that the operators can interact with those  
25 four functions. And I don't want to go through these

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1 in any detail here but I do want to indicate that in  
2 developing these high level general ways that the  
3 operator can influence these functions, we thought  
4 about them not only from errors of omission point of  
5 view but we thought of them from errors from  
6 commission point of view.

7 And just to illustrate that, and using the  
8 first column as an example, in terms of primary  
9 integrity control, the classic one most people would  
10 worry about is the operator fails to isolate an  
11 isolable LOCA in some timely manner such as closing a  
12 block valve to a stuck open PORV. And, in fact, that  
13 kind of event is a classic one we see in core damage  
14 type PRAs all the time.

15 But we also looked at it from the  
16 standpoint, we said well how else could the operator  
17 interact with this function? Well, the operator could  
18 induce a LOCA such as opening a PORV that induces or  
19 enhances a cool down. Now eventually you are going to  
20 try to make decisions about when might the operator do  
21 that in an inappropriate way, et cetera, and so forth.  
22 And then those become potential errors.

23 But the point is we looked at each one of  
24 these functions both from an error of omission point  
25 of view and an error of commission point of view in

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1 developing these -- I'll call them high level, general  
2 human failure events that we are going to potentially  
3 want to put into the model.

4 Now ultimately as the process evolved and  
5 as the model was constructed and it evolved, these  
6 general classes of human failure events eventually  
7 became specific human failure events. And I will try  
8 to illustrate this by an example.

9 One of the general HFES, if you look on  
10 the previous slide, is operator fails to stop or  
11 throttle or properly align feed in a timely manner.  
12 That is a general description of a human failure  
13 event. Ultimately as the model evolved, that became,  
14 for instance these three very specific events -- the  
15 first one, failure to isolate auxiliary feedwater to  
16 a faulted steam generator by 30 minutes following a  
17 small secondary depressurization event.

18 Obviously there is some context here that  
19 we are talking about. We are talking about a single-  
20 faulted steam generator. We have a time now with  
21 which we are saying if they fail to do it by this  
22 amount of time, the cool down begins to become quite  
23 serious. And so it could be a real pressurized  
24 thermal shock challenge.

25 And we are talking about a context that

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1 involves still a small secondary depressurization  
2 event such as a single atmospheric dump valve is stuck  
3 open or something like that. We are not talking about  
4 a huge steam line break.

5 That event also became in another part of  
6 the treat structure, or the overall PRA structure.  
7 That event became failure to isolate auxiliary  
8 feedwater to a faulted steam generator by 30 minutes  
9 following a small secondary depressurization event in  
10 conjunction with a primary system LOCA.

11 Here, the context is changed. We have a  
12 primary system loss of coolant accident going on and  
13 at the same time, we have a secondary depressurization  
14 event occurring. It is a somewhat different context  
15 and, therefore, the feeling is is that the drivers  
16 that may be the performance-shaping factors that may  
17 drive the failure probability and what the failure  
18 probability would be, at least there is some potential  
19 that it could be significantly different in this  
20 context than in this context.

21 And then finally, failure to isolate  
22 auxiliary feedwater to a faulty steam generator by 15  
23 minutes following a large secondary depressurization  
24 event. So, again, we start off with these very high-  
25 level human failure events and those became very

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1 specific, applying to specific context. And the  
2 expectation would be that the human error  
3 probabilities and the drivers of those may be  
4 different depending on which one of these three events  
5 we are talking about.

6 CHAIR APOSTOLAKIS: Who gave you the 15-  
7 minute estimate?

8 MR. KOLACZKOWSKI: That came from the  
9 thermohydraulics work.

10 CHAIR APOSTOLAKIS: And is that cast in  
11 stone? I mean is it precise? Is it certain?

12 MR. KOLACZKOWSKI: No, obviously it has  
13 uncertainty. But we had a criteria -- and I don't  
14 know if I can recall it offhand but basically what  
15 would be the time at which the temperature in the  
16 primary in the area of the downcomer would now be  
17 going below 400 degrees Fahrenheit or the rate of  
18 decrease was dropping at a rate greater than 100  
19 degrees per hour. I believe that was the criteria.

20 And so these times told us when we had to  
21 worry about isolating the auxiliary feedwater because  
22 we had exceeded one or both of those criteria.

23 CHAIR APOSTOLAKIS: Now I remember from  
24 the presentations from the overall PTS project that  
25 there was a very systematic approach to the

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1       uncertainties and all that.  So I'm wondering I mean  
2       could the 15 minutes be 12 minutes?

3                   MR. KOLACZKOWSKI:  Certainly, yes.

4                   CHAIR APOSTOLAKIS:  They told you this is  
5       a mean value?  Or what?

6                   MR. KOLACZKOWSKI:  At the time, I think I  
7       would say that this was a point estimate curve, a best  
8       estimate curve that was developed in terms of what the  
9       downcomer response was going to be.  A lot of the  
10      uncertainty that was done on the thermohydraulics  
11      quite frankly came after some of these initial set  
12      times were established for modeling.

13                  And the bottom line, as I recall, of that  
14      thermohydraulic uncertainty is that a lot of it did  
15      not matter that much.  But could this, in fact, be 12  
16      minutes or could it be 18 minutes?  Yes.  Is that kind  
17      of preciseness critical to, in this case, the drivers  
18      that were calculated in the human error probability?  
19      No.  I mean because our human response models are not  
20      so refined that we could probably tell.

21                  CHAIR APOSTOLAKIS:  So it is not critical  
22      because the model is not refined not because in real  
23      life it might not make a difference.

24                  MR. KOLACZKOWSKI:  No but in the sake of  
25      the user example, whether it was 10 minutes or 15

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1 minutes from -- well, first of all, from a  
2 thermohydraulic -- no, from a human error standpoint,  
3 let me back up.

4 Yes, in terms of our ability to model  
5 those differences or our expectations as to whether  
6 that would be a big difference, generally these times  
7 are not critical. We did run into a few cases where  
8 the timing was critical. And in those cases, we would  
9 very often have to go back to thermohydraulics and  
10 indicate that we needed a more refined analysis, et  
11 cetera.

12 And I think that happened like once or  
13 twice where we thought the timing was very critical  
14 because whether it was 20 minutes to 30 minutes, for  
15 instance, might make all the difference in the world  
16 from the human reliability perspective as to whether  
17 there was a high likelihood of success or a high  
18 likelihood of failure. I think that happened just  
19 once or twice.

20 But there was a feedback mechanism that if  
21 we felt that this time was right on the ragged edge of  
22 whether something could be significantly successful or  
23 fail, then we could go back to thermohydraulics and  
24 indicate that we needed an enriched whatever, better  
25 estimate, better description of the uncertainty and

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1 then typically what we would do in the case of the PTS  
2 work, is go with something that was more conservative  
3 or, in this case, quicker.

4 CHAIR APOSTOLAKIS: Well, I mean based on  
5 what you just said, it would be interesting to try to  
6 understand when and why you decided that in some  
7 instances 20 minutes or 30 minutes made a big  
8 difference.

9 MR. KOLACZKOWSKI: I think the short  
10 answer to that is that if we were given a time and  
11 then later on in the process as we go down into the  
12 ATHEANA process we finally get to try to quantify the  
13 human error probability or understand the drivers, and  
14 we felt that we were at a time where it was going to  
15 be -- like I say, we are on that edge where boy if it  
16 was much -- if it was just a little longer than this,  
17 it would significantly change the success or add to  
18 the success rate.

19 If it was just a little bit shorter than  
20 this, the experts felt like boy, all of a sudden, it  
21 would just flop the other way and there would be no  
22 chance of getting this done in this time, then we knew  
23 we were at a very critical time. And then HRA would  
24 feed that back to the thermohydraulics and say the  
25 time you gave us is -- it is critical that we really

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1 understand whether or not you think that it is more  
2 likely that you have given us a conservative time and,  
3 in fact, it is actually much longer than that or you  
4 have given us an optimistic time. And, in fact, it  
5 could be shorter than that.

6 Ask them to re-analyze and have them come  
7 back to us with a quote, if you will, a better  
8 analyzed estimate so that we knew on which side of  
9 that critical point were we on and then go and re-  
10 analyze the HRA event. It was a feedback mechanism  
11 between HRA to thermohydraulics.

12 CHAIR APOSTOLAKIS: Okay.

13 MR. KOLACZKOWSKI: Okay, now talking about  
14 unsafe acts. One of the things that we did not do,  
15 did not feel the need to do in the PTS work was model  
16 the human failures at what ATHEANA calls a more  
17 detailed unsafe act level. And, again, I've tried to  
18 indicate what the difference is between a human  
19 failure event and an unsafe act event in terms of the  
20 ATHEANA terminology by an illustration here.

21 What we did generally in the PTS work was  
22 we modeled these human failure events at an overall  
23 system or train level such as failure to isolate  
24 auxiliary feedwater. You just saw examples in the  
25 previous slide of three events. And they start off

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1 with failure to isolate auxiliary feedwater in 30  
2 minutes, dah, dah, dah, dah.

3 And that is at the level that we did the  
4 modeling for the PTS work. And, in fact, that would  
5 be the level that most PRA events would model the  
6 human failure event if this was a core damage type of  
7 event tree or PRA.

8 We did not model at the so-called unsafe  
9 act level that by illustration would maybe take this  
10 failure to isolate auxiliary feedwater and may break  
11 it up into, as an example, failure to close the steam  
12 paths and model that separately as failure to close  
13 the feed paths because from the auxiliary feedwater  
14 perspective, in order to entirely isolate the system,  
15 especially if you have a turbine-driven system or  
16 turbine system pump in the system, which most plants  
17 do, in order to fully isolate auxiliary feedwater, you  
18 have to do both.

19 If you felt that for some reason the  
20 operator's failure to close the steam paths was driven  
21 by different performance shaping factors, different  
22 cues, whatever, than the failure to close the feed  
23 paths, then you may in fact model these as two  
24 separate events. And using ATHEANA terminology, we  
25 would then call those two unsafe acts, they are

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1 representative of the overall human failure event,  
2 failure to isolate auxiliary feedwater. But because  
3 you believe that the operator's ability or success  
4 rate of closing the steam paths is somehow different  
5 than closing the feed paths based on maybe the cues  
6 they use, whatever, then you would potentially model  
7 those.

8 We found little reason to do that in the  
9 PTS work. And so I don't know if I can think of any  
10 cases but if there were, there were only one or two  
11 cases where we might have taken the human failure  
12 event and, in fact, broke it down into this finer  
13 level of detail which ATHEANA calls unsafe acts. We  
14 did not do that, generally speaking, in the PTS work.

15 Now, the other thing that I should point  
16 out is that -- and again, this application of ATHEANA  
17 I indicated was at varying levels in the analyses, one  
18 of the things that ATHEANA has in it is some tables to  
19 help the analysts look for and model potentially  
20 important errors of commission.

21 As I pointed out a couple of slides ago,  
22 we have the analysts think about the way the operator  
23 can interact with a function not only from an error of  
24 omission point of view but from an error of commission  
25 point of view. But in reality, we did not, in fact,

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1 model a lot of errors of commission largely because  
2 the way the procedures are written, the way that most  
3 EOPs are written, there are already procedure-directed  
4 actions that would cause a cool down. The operator  
5 would actually be following the procedure and they  
6 would cause a cool down.

7 Now, of course, what the procedure, if  
8 followed correctly, what you are supposed to be doing  
9 is performing a -- I'll call it a somewhat a  
10 controlled cool down, but nevertheless there are  
11 procedure-directed actions that would already cause a  
12 cool down, so they are not errors per se, the operator  
13 is following the procedure as the procedure directs,  
14 but because there were already such acts, we felt that  
15 to go through the extra effort of trying to come up  
16 with scenarios or versions of scenarios, deviation  
17 scenarios, if you will, where it would actually be an  
18 error to where the operator would be inappropriately  
19 causing a cool down because of some fooled  
20 instrumentation or something like that, we did not do  
21 a significant search for those because we already had  
22 sequences that by their nature procedures would direct  
23 the operator to cause further cool downs just  
24 following the procedure.

25 So rather than looking for errors per se,

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1 the fact that these are already procedure-directed, we  
2 made sure that these procedure-directed actions were  
3 modeled and we only did -- I'll call it a limited  
4 search -- for errors of commission that we might also  
5 want to put into the PTS model.

6 Now we did put a few. I have some  
7 examples here of the types of commission-type events  
8 that we did put in the model. The first one is a  
9 procedure-directed action and it is one that classical  
10 PRAs always have in it and that is initiate once-thru-  
11 cooling or, if you will, feed and bleed as some plants  
12 call it.

13 By nature, once you do that, you open the  
14 PORVs, you put high pressure injection into the  
15 primary system, you are causing a depressurization  
16 cool down event by its nature. It is procedure  
17 directed. The operator is doing that. Those type of  
18 scenarios, those type of events we made sure that  
19 those were in the PTS models.

20 Here is an example of an EOC that we did  
21 put into the model, an inappropriate trip of primary  
22 coolant pumps or that is what they are called at  
23 Palisades, other plants call them reactor coolant  
24 pumps, an inappropriate trip of those pumps, that  
25 would be an error of commission. It is inappropriate.

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1 They really shouldn't trip the pumps. But we looked  
2 at possible scenarios where the operator might do that  
3 inadvertently. And that has to do with whether or not  
4 you have force flow in the system or whether you have  
5 close to stagnant conditions in the system because if  
6 you do have stagnant conditions, that worsens the  
7 potential for PTS. So we are worried about such  
8 events.

9           Okay, so we have defined our overall scope  
10 and, you know, what is the problem we are trying to  
11 solve. We have thought about base case scenarios. We  
12 have thought about the human failure events that we  
13 are going to put into the model. We are beginning to  
14 evolve the model, et cetera.

15           And in Step 5 in the ATHEANA process what  
16 we do is we search for factors that could lead to  
17 potential vulnerabilities in the sense that what we  
18 are really doing, and maybe search is perhaps a little  
19 bit of a misleading term here, we are gathering  
20 knowledge of the procedures, crew characteristics,  
21 operator expectations, plant response, cues that are  
22 expected, when they are going to occur, et cetera,  
23 operator action tendencies, we are gathering  
24 information about all of this, which is going to  
25 ultimately have an effect on how the operator is going

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1 to perform in various contexts.

2 And what we are going to be doing is  
3 trying to see if in terms of the way the scenario is  
4 going to unfold, and particularly later on as we look  
5 at deviation scenarios, if we can begin to see what  
6 ATHEANA calls mismatches between what the operator  
7 would normally do either by following a procedure or  
8 because of some operator action tendencies that they  
9 have because of the way they have been trained, the  
10 differences between that and what is actually required  
11 by the scenario, we begin to see some mismatches.

12 Those are places where aha, maybe, in  
13 fact, the operator may have a higher operator failure  
14 rate because the scenario is unfolding and the  
15 characteristics associated with the scenario is such  
16 that it is something outside his normal expectations  
17 or it is going to take some advantage of some tendency  
18 in an inappropriate way and maybe cause the operator  
19 to take an action that we wish the operator did not  
20 take.

21 So this is really a knowledge gathering  
22 step basically is what really is involved. And I  
23 wanted to try and show what was done by an  
24 illustration. And, again, I'm going to use the  
25 Palisades analysis as an example.

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1 I want to highlight here that I am  
2 indicating only possible concerns. When you are  
3 gathering all this knowledge and learning about how  
4 the procedures are written, what types of situations  
5 they can handle, what are the operator tendencies, and  
6 so on, you find out so many positive aspects about  
7 operator performance as well. But I'm going to focus  
8 on what were our potential concerns when we carried  
9 out this step on the Palisades analysis for the PTS  
10 work.

11 And I won't go through all of these in  
12 detail but I'll touch on a couple of them for  
13 illustration purposes. For example, on Palisades we  
14 learned that there is an automatic main feedwater  
15 runback system at Palisades. But it is known to be  
16 too slow. That is by the time it runs back the main  
17 feedwater pumps, it still has caused a considerable  
18 amount of cooling in the primary system.

19 Now they have tried to make up for this by  
20 inserting a step very early in the Emergency Operating  
21 Procedure 1.0, which would be the initial EOP that  
22 they would enter upon a transient situation where the  
23 reactor is scrammed, that directs the operator to  
24 manually isolate. Basically get ahead of the auto  
25 main feedwater runback and manually isolate it on your

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1 own because auto feedback just occurs too slowly at  
2 Palisades plant.

3 So this puts greater reliance on main  
4 feedwater controlled termination on the operator than  
5 it does at some other plants. That is something you  
6 recognize. That is something you start thinking about  
7 in terms of deciding what human failure events you are  
8 going to apply to the model and ultimately how you are  
9 going to analyze them.

10 Another example, entry into other EOPs  
11 occurs only after EOP 1.0 is completed. Now this is  
12 offset somewhat by some of the steps in the procedure  
13 but basically the operators have to go through the  
14 entire EOP 1.0 procedure before they then go on to  
15 other EOPs which are going to take or direct specific  
16 actions that would deal with a potential severe cool  
17 down situation.

18 That means that if the scenario involves  
19 in such a way that it could delay the operators  
20 getting through EOP 1.0, it is going to delay their  
21 getting to these other EOPs, which are going to direct  
22 some further actions to take to avoid a very severe  
23 cool down event.

24 So clearly one set of deviation scenarios,  
25 if you will, that you are going to want to look at are

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1 things where the scenario gets somewhat complicated,  
2 causes them to potentially get bogged down in some of  
3 the steps in EOP 1.0 so that they don't finish EOP 1.0  
4 until maybe five minutes later than they normally do  
5 or ten minutes later than they normally do.

6 And so that is a class of deviation  
7 scenarios they are going to be wanting to potentially  
8 pursue to see are there ways that some of these cool  
9 down scenarios could evolve that would delay the  
10 operators getting through EOP 1.0 so that they don't  
11 get to other steps that are still important to PTS.

12 There are other examples here. I won't go  
13 through them in detail. But again, they are  
14 illustrative of the kinds of things we learned going  
15 through this step that told us something about what  
16 are some potential kinds of deviation scenarios that  
17 we ought to think about pursuing because they might  
18 cause some of these concerns to happen that would slow  
19 down operator response or maybe even, in fact, make  
20 for an inappropriate operator response at Palisades.

21 Some more examples, I do just want to  
22 indicate a couple here. A few actions may require a  
23 very quick response, particularly if you have some  
24 events where a rapid primary system re-pressurization  
25 occurs, operators have to try to deal with that rapid

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1 re-pressurization literally within one or two minutes.  
2 It requires very fast diagnostic and response time on  
3 the part of the operator. So you are certainly going  
4 to be concerned with modeling those kinds of events in  
5 the PTS work. I think that is all I will do here.

6 So out of Step 5, which is this knowledge-  
7 gathering process, basically again using Palisades as  
8 an example, what was concluded was that we wanted to  
9 explore as possible deviation scenarios, scenarios  
10 that might defeat or delay main feedwater runback or  
11 even cause a main feedwater ramp up because again  
12 this auto runback feature is slow and relatively  
13 ineffective compared with most other plants or explore  
14 scenarios and ways that they might evolve such that  
15 they delay the crew in getting through EOP 1.0 and  
16 therefore don't get to some of the other steps until  
17 five or ten minutes later than they normally would.

18 That means the cool down continues for ten  
19 more minutes than it normally would. And, therefore,  
20 we get closer and closer to a very severe PTS  
21 challenge.

22 Look at scenarios that would add to crew  
23 workload or go beyond expectations such as involving  
24 multiple function failures like a primary system LOCA  
25 and a secondary depressurization going on at the same

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1 time.

2 Key instrument unavailability failures,  
3 support system failures, what if instrument air is  
4 lost at the same time that this reactor trip has  
5 occurred that may slow down their ability to get  
6 through EOP 1.0, et cetera.

7 Look at rapid response events -- I showed  
8 an example of that already. Combinations of the  
9 above, et cetera. The knowledge gained in Step 5 gave  
10 us some clues as to what sort of deviation scenarios  
11 to look at.

12 So, in fact, we did that. And in Steps 6,  
13 7, and 8, which I have rolled up here into one or two  
14 slides, basically what you are doing now is you are  
15 going through a process where you are taking what was  
16 those base case scenarios, steam line break, main  
17 feedwater isolates, they have to isolate auxiliary  
18 feedwater and begin to think about how else could that  
19 scenario evolve, how could it evolve differently such  
20 that it causes one or more of these situations to  
21 occur because then that would be potentially bad from  
22 an operator response perspective.

23 So we explored initiator and sequence  
24 progression deviations that would represent different  
25 plant conditions such as excessive main feedwater

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1 events to one steam generator or to both, whether the  
2 break was inside or outside, and so on. And, in fact,  
3 some of these we felt were important enough that as we  
4 showed you back a number of slides ago, we actually  
5 built those different deviation modeling structures  
6 into the PRA model itself.

7 We explored deviations that resulted in --  
8 that looked at what about if support system faults are  
9 occurring simultaneously with the transient situation.  
10 We explored deviations and resulting plant conditions  
11 involving complexities and failures, different timings  
12 of events, et cetera.

13 Now during this process, one of the things  
14 that we are doing as we are searching for deviation  
15 scenarios, considering these additional complicating  
16 factors that could potentially cause a human  
17 performance to degrade, we also, at the same time as  
18 part of Step 8 in the ATHEANA process, we do think  
19 about but could the operator quickly learn that if  
20 they do, in fact let's say, make an inappropriate or  
21 -- excuse me, perform an unsafe act or do something  
22 that we would not want the operator to do.

23 Are the cues going to be such that it  
24 would be easily viewed by the operator that oh, I  
25 shouldn't have done that? And they can quickly

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1 recover, basically undo what they just did, and that  
2 is part of the overall context that we are considering  
3 when we think about these deviation scenarios. And if  
4 the recovery looks like it is very, very likely, then,  
5 in fact, we will probably that is a deviation scenario  
6 that isn't worth analyzing because even if they  
7 perform the unsafe act of interest, they would quickly  
8 recover from it the consequences of performing the  
9 initial error would be relatively benign. And,  
10 therefore, why bother developing this deviation  
11 scenario.

12 So in 6, 7, and 8, in those steps that is  
13 basically what we are doing here.

14 In the PTS work, we found that as a  
15 result, a lot of the postulated deviations are not  
16 worth pursuing. You find out that they are not worth  
17 modeling either because the context that you are  
18 developing is so unlikely that that kind of scenario  
19 would never be very risk significant even if the human  
20 failure event probability was one. The context is so  
21 unlikely that it just isn't worth pursuing that  
22 particular deviation so you may not model it.

23 Or the recovery potential was, in our  
24 judgement, very, very high and so why model a  
25 deviation scenario where the recovery on the part of

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1 the operator would be very high?

2 CHAIR APOSTOLAKIS: Did you also screen  
3 human failure events before you started all these  
4 steps?

5 MR. KOLACZKOWSKI: That actually was a  
6 process that involved -- Oconee was the first analysis  
7 we did. And you may or may not remember, the Oconee  
8 event tree, when we were done, had something like  
9 100,000 sequences or something because we did no  
10 screening. We modeled pretty much --

11 CHAIR APOSTOLAKIS: One hundred thousand  
12 sequences after you guys expanded --

13 MR. KOLACZKOWSKI: After we expanded it  
14 yes and had different contexts.

15 CHAIR APOSTOLAKIS: How many did the PRA  
16 people have? Five.

17 MR. KOLACZKOWSKI: Well, maybe it wasn't  
18 that few but -- no, actually even in the '80s work,  
19 there were tens of thousands probably of sequences.  
20 But we developed that into hundreds of thousands of  
21 sequences.

22 Now we learned from the Oconee analysis  
23 and we learned from the Beaver Valley analysis and we  
24 did them in that order. And things that we could  
25 carry over into the next plant. We obviously -- if we

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1 found out that certain kinds of scenarios were just  
2 going to be unimportant after having looked at them at  
3 Oconee and said well, we can apply this also to  
4 Palisades. We didn't model those scenarios and maybe  
5 those human failure events on Palisades.

6 CHAIR APOSTOLAKIS: But is there -- I mean  
7 one of the values of this approach is you are going  
8 step by step in a very systematic way and so on. So  
9 do you have a systematic approach to screening, which  
10 would be important because all this work is not  
11 trivial, obviously. I mean you have to spend time and  
12 have to have the appropriate experts and so on, so are  
13 you screening so that you can select the few human  
14 failure events that might make a difference.

15 I mean you can be generous when you  
16 select. But I'm wondering whether you could -- Susan  
17 wants to say something.

18 DR. COOPER: I wasn't going to answer that  
19 question. I can let Alan answer that one. But my  
20 basic understanding of that is no, we don't have any  
21 formal guidance for screening.

22 But one thing I will say that with regard  
23 to the number of scenarios, especially with the Oconee  
24 analysis, in that particular study the HRA was  
25 actually -- that effort was really almost running

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1 ahead of the PRA and certainly ahead of the fracture  
2 mechanics and thermohydraulic analyses. So while we  
3 did -- the HRA team did more work than we might  
4 otherwise have done, the benefit that we provided was  
5 feedback then to the PRA and also the fracture  
6 mechanics and the thermohydraulics people that at  
7 least from the human perspective that these scenarios  
8 were not important. You didn't have to do analysis.

9 So while we didn't have savings in the  
10 Ocone analysis we were able to provide, you know,  
11 some feedback to some of the other parts of the  
12 project so far as, you know, their screening. And  
13 that was a unique characteristic really of all of the  
14 PTS analyses in that the HRA was either ahead or right  
15 with the PRA.

16 So we were examining a lot of the PRA  
17 questions at the same time as everybody else was. And  
18 so what we were doing may well have been more work for  
19 this time around than it would ordinarily have been,  
20 because we were asking some of the same questions that  
21 everyone else was asking at the same time in the  
22 overall team.

23 CHAIR APOSTOLAKIS: But in your user's  
24 guide, wouldn't you like to see something like that?  
25 I mean -- and how would one do that? I mean this is

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1 -- I mean we screen everything else, right? We have  
2 a screening step in everything we do with the PRA  
3 itself obviously.

4 So I'm wondering whether there are any --  
5 I mean you are the most experienced people who have  
6 developed and used this. What kind of guidance you  
7 can give perhaps? Is there such guidance?

8 DR. COOPER: I don't think we have any  
9 formal guidance at this point in time.

10 CHAIR APOSTOLAKIS: But you think you --

11 DR. COOPER: I don't know that we could  
12 have anything that would be formal and generic and  
13 very specific because each scenario, each issue, you  
14 know, whatever, each application will be a little bit  
15 difference.

16 I do think it is probably worth some  
17 thought, you know, I mean this is -- I mean I don't  
18 know that there is anything written down in the same  
19 sense for PRA. I mean this is sort of experience on  
20 the part of the analyst in a sense. So, you know, to  
21 what extent we can formalize that, I don't know.

22 MR. KOLACZKOWSKI: Yes, I was going to say  
23 --

24 CHAIR APOSTOLAKIS: You can have perfect  
25 guidance, nobody cares.

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1 MR. KOLACZKOWSKI: No, no, no.

2 DR. COOPER: Well, yes, but the thing is  
3 that there isn't any -- I mean when I made the  
4 comparison to PRA, I made it intentionally. There are  
5 a lot of things that you do in PRA that you do based  
6 on experience. There isn't, you know, the PRA  
7 procedures guide or anything else doesn't explicitly  
8 take you through every step and give you guidance on  
9 every decision you make on modeling. You learn that  
10 through experience and through, you know, interactions  
11 with people who are more experienced than you.

12 And then you get a new problem and you  
13 have to address the question again or maybe in a  
14 different way. And reexamine, you know, your criteria  
15 that you used because maybe it doesn't work this time.  
16 So, you know, I think it is something that is  
17 worthwhile looking into but whether or not we can  
18 formalize it and still have it be generic, I don't  
19 know, you know, how far we can go because again, this  
20 is partly experience.

21 CHAIR APOSTOLAKIS: But, well, I mean yes,  
22 this today all you can say is it is worth looking  
23 into. I mean that is fine.

24 MEMBER KRESS: Excuse me. I'll let you  
25 have it next. I'm talking over here. In ordinary

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1 PRAs, you could end up with thousands, hundreds of  
2 thousands of sequences and you truncate those. Now  
3 how do they go about doing that? They don't go ahead  
4 and quantify the sequence contribution yet do they?

5 CHAIR APOSTOLAKIS: Yes, they do. They  
6 have to cut the frequencies. The difference is that  
7 in the standard PRA, a lot of the stuff is  
8 computerized so they can put in the computer, you  
9 know, all sequences below ten to the minus nine  
10 frequency.

11 MEMBER KRESS: Oh, you truncate on the  
12 basis of initiating frequency?

13 CHAIR APOSTOLAKIS: Yes, everything.

14 MEMBER KRESS: Oh, the whole thing?

15 CHAIR APOSTOLAKIS: Yes.

16 MEMBER KRESS: Okay. Not just initiating.

17 CHAIR APOSTOLAKIS: The sequences, yes.  
18 The initiating events, I think, by regulations, if  
19 they have a frequency less than ten to the minus five,  
20 we don't look at them, right?

21 MEMBER KRESS: Yes.

22 CHAIR APOSTOLAKIS: There is a screening  
23 at that level, too.

24 MEMBER KRESS: Well, is there some way you  
25 can transfer for that process into this --

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1 CHAIR APOSTOLAKIS: That's the problem.

2 MEMBER KRESS: -- because these are  
3 additional sequences.

4 CHAIR APOSTOLAKIS: These are very labor  
5 intensive. They have not computerized this. And they  
6 do not want to computerize it because it takes a lot  
7 of thinking. And that is why I think it is --

8 MEMBER KRESS: It is a different animal.

9 CHAIR APOSTOLAKIS: It is a different  
10 animal but look, at this point I don't have the  
11 answer.

12 Jeff, did you want to say something?

13 MEMBER KRESS: Yes, Jeff?

14 MR. JULIUS: Yes, this is Jeff Julius,  
15 science tech. But we just heard that there are three  
16 types of high-level guidance that you can put into the  
17 screening. And right now there really isn't any  
18 guidance put into the screening.

19 And one of them was the frequency of the  
20 context so you could compare that. That this scenario  
21 compares either to an initiating event frequency or  
22 some other. It is sufficiently low probability.

23 The second was the likelihood of recovery.  
24 And the third was consequences. I mean if this unsafe  
25 act leads to something that is inconsequential, you

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1 would screen it.

2 CHAIR APOSTOLAKIS: There is such a  
3 screening process somewhere from other methods?

4 MR. JULIUS: Yes, those three approaches  
5 are used in errors of commission that were done at  
6 Borislav, for example, but it was just brought out by  
7 the presentation here that we just heard.

8 George?

9 CHAIR APOSTOLAKIS: If I use the EPRI  
10 Calculator, I mean that is also a major effort to make  
11 the approach systematic. Is there a step there that  
12 tells me now you have to screen the human failure  
13 events or whatever terminology you use, so you don't  
14 analyze all of them?

15 MR. KOLACZKOWSKI: No, again, as Susan  
16 said, it is difficult to put that into perspective.  
17 There the screening or the differences comes from the  
18 ASME standard which says if something is a risk  
19 significant one then you do these certain things than  
20 if it is not risk significant.

21 CHAIR APOSTOLAKIS: Well, that is kind of  
22 --

23 MEMBER KRESS: After the fact.

24 MR. SAE: Nathan Sae, Office of Research.  
25 I think it is an excellent point to be thinking about

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1 screening. Obviously it is one of these things that  
2 you would like to have to make the tool more useful  
3 and widely applied.

4 I think one of the -- I won't call it an  
5 issue but the situation right now with ATHEANA, of  
6 course, is that it has been applied in a relatively  
7 small number of applications. So the knowledge base  
8 to build up these more generic rules of screening we  
9 just don't have.

10 I mean you might be able to say well, for  
11 PTS, you have learned a lot. Therefore, you know, for  
12 this situation, these are the screening rules that you  
13 would develop based on the judgment of the analyst  
14 team. Does that apply to a different situation?  
15 Don't know.

16 So I think you need to build up an  
17 experience base and maybe go through this pain to get  
18 the benefit from it and at some point in time be able  
19 to simplify it. And that is the same process you  
20 follow with lots of other engineering disciplines.

21 MR. KOLACZKOWSKI: But I do think you have  
22 a valid comment that we should look in the user's  
23 guide and try to highlight better. Even if the  
24 guidance has to be at a very high level or very  
25 general right now, where people can make use of

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1 screening processes, et cetera, because, in fact, that  
2 is what we think is appropriate to do. I think we  
3 should try to work at trying to get that built into  
4 the guide to whatever level we can.

5 CHAIR APOSTOLAKIS: Sure. Mario?

6 CHAIR BONACA: Oh, I simply had, you know,  
7 just a comment on these deviation scenarios. Clearly  
8 when I look at the, you know, at what you are looking  
9 at, inside containment, outside containment, one or  
10 two steam generators, these are really scenarios that  
11 are the questions you have to ask every time you are  
12 looking at a steam line break.

13 Often times they are not asked because in  
14 the traditional accident analysis, what you do is you  
15 looking at a bounding event. So you are taking the  
16 blow down, et cetera. But we have, for example, if  
17 you go to the LOCA, you know, depending on where the  
18 break is, the size of the break, the injection point,  
19 the ability of essentially bypassing the vessel,  
20 depending on where you put the water, when you put the  
21 water, so those scenarios are pretty well established  
22 by the traditional LOCA.

23 Therefore, it is easy to convey those  
24 kinds of analysis into the PRA. On the other hand, I  
25 mean it seems to me that these questions -- I mean you

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1 call them deviation scenarios. You can call them what  
2 you want but they are really part of the event itself.  
3 And, in fact, in the diagnostic of that, you have to  
4 ask how will the operator action in each one of those  
5 events be effected? Will he, for example, decide if  
6 he has a cool down because of a steam line break? All  
7 these particular deviation scenarios, that is a big  
8 question, okay? Is he going to distinguish that? How  
9 is he going to distinguish from a small break LOCA  
10 which has the same behavior and so on?

11 I guess the bottom line is that you got to  
12 have for an analysis of this size a very detailed  
13 evaluation of the system. You have to ask all these  
14 questions because operator action will be very much  
15 effected by the things that are happening there.

16 DR. COOPER: Yes, just to make a comment.  
17 I agree. There could be and there are PRAs that would  
18 have explicitly addressed some of the things that we  
19 would put in a deviation scenario. The point of this  
20 formalism that ATHEANA has added is to make sure that  
21 from the operator perspective that we examine these  
22 different plant conditions and make sure they are  
23 accounted for somewhere if they are important to  
24 operator response.

25 If it is already in the PRA model, they

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1 have done some of the job for us. But if for some  
2 reason or other, the way the PRA has been modeled or  
3 the way the issue has been framed from the PRA side  
4 and they haven't explicitly modeled it, then the HRA  
5 needs to make sure that they pick up those  
6 distinctions if they matter to the operator response.

7 So here we have sort of another step  
8 forward. And the integration between HRA and PRA  
9 where HRA is trying to now pick up a little bit more  
10 of the PRA job if it matters from the operator  
11 perspective. So it's, you know, you are right.

12 This is part of the PRA but it is kind of  
13 a -- you know there can be differences between where,  
14 you know, the PRA and the HRA picks up. And then, you  
15 know, modeling differences depending on what the  
16 applications is, you know, analyst preference, or  
17 whatever.

18 The point is that we are now saying in  
19 HRA, the HRA analyst needs to make sure that these  
20 kinds of plant condition differences, if they have an  
21 impact on the operator response, make sure they are  
22 included somehow in the context of the scenario  
23 whether it be explicit in the PRA or somehow just fold  
24 it into the HRA analysis.

25 CHAIR APOSTOLAKIS: I think the last

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1 bullet addresses that.

2 MEMBER KRESS: Well, I think, you know, if  
3 I were going to try to come up with some sort of  
4 screening methodology, I would treat the operator, the  
5 final human error action that you are focusing on like  
6 a success criteria. He either can do it or he can't.  
7 And, you know, it is the timing that matters.

8 So I think off line -- you wouldn't do  
9 this in the PRA but off line like you do success  
10 criteria for ECCS, for example, you may be able to go  
11 through real quickly and come up with times and say he  
12 can clearly do this operation in these times so let's  
13 eliminate those and just focus on the ones that get  
14 close.

15 CHAIR APOSTOLAKIS: That may be a major  
16 factor in the screening yes.

17 MEMBER KRESS: Yes, that would be the way  
18 I would start anyway. I wouldn't try and look at the  
19 endpoint.

20 CHAIR APOSTOLAKIS: You look at one  
21 scenario and you say the operators will have plenty of  
22 time for this.

23 MEMBER KRESS: Yes and just leave it at  
24 that.

25 CHAIR APOSTOLAKIS: You don't really have

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1 to worry too much about that.

2 MEMBER KRESS: Yes, we have some comment  
3 right here.

4 MR. FULD: My name is Bob Fuld and I work  
5 for Westinghouse from time to time. And I have a  
6 question that I think relates to this which is that  
7 the statement I hear somewhat in justification of  
8 ATHEANA is the need to address the human actions. And  
9 it is clear that those who develop this and would like  
10 to use it are interested in human actions as am I  
11 because I am a human factors guy.

12 But it seems like the formality of  
13 elaborating the models is kind of diametrically  
14 opposed, in a sense, to the desire to screen and be  
15 efficient. And there is an interest in more detail  
16 because the detail is interesting. But really -- and  
17 I would like to be corrected on this if I'm wrong --  
18 it seems to me that the mandate for HRA in general is  
19 that it is a part of PRA.

20 And the point is to identify severe risks  
21 and the limiting risks and the things that might be  
22 interesting but nevertheless should be screened out  
23 because they don't have risks are really not relevant  
24 to the concerns of PRA.

25 And so it might be a cut-to-the-chase

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1 question to ask whether when ATHEANA results are  
2 incorporated in a PRA whether on the balance, it  
3 generally makes the result more or less conservative.  
4 Because it would seem to me that the usual approach  
5 back when you showed the simple tree before you went  
6 down and elaborated it with deviation scenarios, that  
7 if you had made the radical failure assumption, I'll  
8 call it, that the human failed to isolate AFW with the  
9 simple tree, that that would have enveloped any  
10 possible result that you would have gotten with all  
11 the varied deviation scenarios and the, you know,  
12 hundred thousand additional sequences that you added.

13 And even though they may be very  
14 interesting and may provide a lot of useful feedback  
15 in other areas, it might be assumed up front that it  
16 wouldn't have the impact of raising risk generally.

17 So I was wondering how often does it raise  
18 risk? Or does it lower it?

19 CHAIR APOSTOLAKIS: What you are saying is  
20 another factor in the screening process would be the  
21 frequency of the sequence, assuming the operator  
22 failed. And if that frequency is very low, then there  
23 is no reason to do a more detailed analysis of the  
24 operation because putting the probability of one  
25 everywhere will lead to sequences that are

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1 unacceptable. So you have to go through this process.

2 MR. FULD: And that is generally what  
3 drives further elaboration is --

4 CHAIR APOSTOLAKIS: Yes, sure.

5 MR. FULD: -- when somebody comes back and  
6 says I can't live with the radical failure assumption  
7 for human performance. I need to understand it  
8 better. And at that time typically somebody would be  
9 called to say give me the more detailed analysis.

10 CHAIR APOSTOLAKIS: Well, you know, from  
11 this discussion what I get is that we have already  
12 identified two potential factors.

13 MR. KOLACZKOWSKI: I think it depends on  
14 the application though as well.

15 CHAIR APOSTOLAKIS: Of course it does.

16 MR. KOLACZKOWSKI: Okay. As long as that  
17 is understood. Again, if you take the concept that  
18 PRA is just trying to uncover, if you will, the high-  
19 level vulnerabilities, and certainly what is being  
20 said here is very appropriate, if you are now looking  
21 for small delta changes in core damage because you  
22 want to make a change to the plant, you want to  
23 compare it to Reg Guide 1174, et cetera, and so forth,  
24 and you are looking for some small changes now, we  
25 would argue that at least the potential is there that

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1 this kind of thing has to be done more to really  
2 uncover when, in fact, what you thought would be a  
3 small change could be a much more significant change  
4 if the context were a little different.

5 MR. SAE: Alan?

6 MR. KOLACZKOWSKI: Yes, Nathan?

7 MR. SAE: Also, if I may, the context for  
8 the PTS analysis, in particular, we were concerned  
9 that the previous analyses, and that is not just the  
10 PRA analysis, the whole analysis was too conservative.  
11 The whole idea was to question whether we had a basis  
12 for relaxing the rule. So the idea was to come up  
13 with a realistic estimate of risk and not a bounding  
14 estimate.

15 CHAIR APOSTOLAKIS: But still if a  
16 bounding analysis shows that the overall frequency of  
17 the sequence is very low --

18 MR. SAE: Absolutely.

19 DR. COOPER: If your desire is only to  
20 look for numbers, I mean if -- I mean again it depends  
21 on what your purpose of the analysis is.

22 CHAIR APOSTOLAKIS: The PRA value is  
23 dropped anyway.

24 MR. SAE: Well, the PRA, my understanding  
25 --

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1 CHAIR APOSTOLAKIS: I mean without human  
2 events, when the frequency is below a certain  
3 threshold, they drop it. So you can do the same. And  
4 then if the frequency turns out to be not  
5 insignificant, then you say you go to the next step.

6 DR. COOPER: Yes.

7 CHAIR APOSTOLAKIS: They will be required  
8 to do A, B, C. But the time is so long, available  
9 time, that it is really not worth it. So you can go  
10 step by step.

11 DR. COOPER: And, in fact, I mean --

12 CHAIR APOSTOLAKIS: We are not going to  
13 solve the problem today.

14 DR. COOPER: Yes, in our applications we  
15 do some of that screening. But we haven't formalized  
16 it --

17 CHAIR APOSTOLAKIS: Oh, okay.

18 DR. COOPER: -- again because there are  
19 different reasons why you might be doing the analysis.  
20 You may be interested in learning something. I mean  
21 there are other people besides, you know, the PRA  
22 group or someone else who has an interest in this. I  
23 mean we hear from the plant people, you know, the  
24 training department would like to have some feedback  
25 on, you know, what their operator vulnerabilities are.

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1 I mean what do we need to fix or what do we need to  
2 worry about.

3 CHAIR APOSTOLAKIS: These thoughts can be  
4 in the screening step.

5 DR. COOPER: They can be put down.

6 CHAIR APOSTOLAKIS: I mean you don't just  
7 say do this.

8 DR. COOPER: They can't be prescriptive is  
9 what I am trying to say.

10 CHAIR APOSTOLAKIS: No, fine.

11 DR. COOPER: Because there are too many  
12 variations on what it -- but yes, they are certainly  
13 something that could be done. And I think it is a  
14 good point.

15 CHAIR APOSTOLAKIS: It is interesting, you  
16 know, with a five-minute discussion we came up with  
17 two ways already and there will be qualifiers. There  
18 is no question about it. But I think we should leave  
19 it at what you said. I mean it is worth thinking  
20 about.

21 MR. KOLACZKOWSKI: Yes.

22 DR. COOPER: Yes.

23 CHAIR APOSTOLAKIS: Okay.

24 MR. KOLACZKOWSKI: Well, let me just end  
25 this slide by saying the point is we went through

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1 these Steps 6, 7, and 8. We decided what deviation  
2 scenarios we thought were worth explicitly modeling.  
3 And we made sure that those types of scenarios were  
4 either already in the model or, if necessary, add them  
5 to the model to account for these, if you will,  
6 deviations of how these scenarios could evolve that we  
7 thought would have some potential important impact on  
8 the human failure events in terms of what drives them  
9 and/or what the human error probabilities were.

10           Actually incorporating them into the model  
11 is addressed actually later on in Step 10 of the  
12 ATHEANA process where there is some guidance in the  
13 NUREG and in the user's guide about how to incorporate  
14 these things into the model.

15           I won't go into that in detail. I just  
16 want to point out that there is a step in the ATHEANA  
17 process that addresses this bit about incorporating  
18 these scenarios and these human failure events into  
19 the model and provide some examples on how to do that.

20           Okay, now the quantification when we want  
21 to actually estimate the human error probabilities.  
22 Again, depending on what level you have developed the  
23 model, whether you have actually developed these so-  
24 called deviation scenarios either in a formal way  
25 following the ATHEANA process or whether the analyst

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1 has done it using some other method but has thought  
2 about those, if, for instance, we come back to this  
3 simple base case scenario that I started off with, the  
4 steam line break, main feedwater isolates, and the  
5 operator fails to isolate auxiliary feedwater.

6 If you stay with that, using most HRA  
7 methods and for that matter, using ATHEANA, if this is  
8 your level of understanding of the scenario as is  
9 illustrated by the PRA model, the HRA analyst is going  
10 to fill in the context of what that scenario means.  
11 They are going to decide what the plant conditions  
12 are, what the cues are, when they occur in time, how  
13 redundant those cues are, et cetera, so that the  
14 timing of the scenario, the timing of the cues, how  
15 long does it take operators to get through steps of  
16 the procedures, et cetera, and so forth.

17 And they are going to fill in, if you  
18 will, their definition of what this scenario means in  
19 overall context terms or, if you will, in terms of  
20 plant conditions and the performance shaping factors  
21 that we are going to be worried about, that we say can  
22 have an effect on this human failure probability here.

23 And then we are going to estimate that HEP  
24 and with most methods -- well, actually with all  
25 methods, we are either going to use some sort of

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1 proscriptive rules that the method uses or some curves  
2 like the TRC curves or we are going to use tables or  
3 using ATHEANA as an example, we are going to use  
4 estimate judgment.

5           The point is some context is going to be  
6 developed that goes beyond what you see here in the  
7 simple event tree structure that basically sets a  
8 context for which the HEP is going to be applicable.  
9 And that is basically how we do HRA.

10           Now I've already illustrated that in the  
11 PTS work at some level we took those simple context  
12 and we developed them into, such as in this case, four  
13 different context. And we actually put this model  
14 structure into the PRA and now we have a somewhat  
15 better description of how to estimate this human  
16 failure probability for this event given that we are  
17 inside containment as far as a break and we are only  
18 effected one steam generator as opposed to two. Or we  
19 have a break outside containment and so on and so  
20 forth.

21           So we have sort of now defined the context  
22 in somewhat more detail. And the human failure events  
23 that we will analyze out here and the corresponding  
24 human error probabilities that we will come up with  
25 are these four situations will be potentially

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1 different depending on which context we are analyzing.

2 Now let me illustrate also that had we not  
3 done this, had we not put in this specific structure,  
4 and had we instead in the PRA model, stayed with this  
5 structure and just the one human failure event, if we  
6 still want to account for these different  
7 inside/outside containment, or one or two steam  
8 generator combinations of conditions.

9 What you would do following the ATHEANA  
10 process is making use of the general equation in  
11 ATHEANA, you would take the probability of each error  
12 forcing context for the sequence of concern -- in this  
13 case we would take well what is the probability it is  
14 inside containment but it is effecting only one steam  
15 generator as opposed to a different probability for  
16 its inside containment but two steam generators and so  
17 on.

18 You would take the probability of those  
19 different contexts and for each one of those contexts,  
20 you would develop the -- this is representative, if  
21 you will, of the human error probability for failing  
22 to isolate the auxiliary feedwater given each one of  
23 those contexts --

24 CHAIR APOSTOLAKIS: But you said you  
25 wouldn't worry about the unsafe acts.

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1 MR. KOLACZKOWSKI: Well, I know but the  
2 equation uses unsafe acts because it is meant to be  
3 general and it is at the unsafe act level. We would  
4 essentially reinterpret this as, if you will, HFE-1,  
5 or HFE-2, or HFE-3.

6 You would get the probability of that HFE  
7 for this context estimate by using ATHEANA and expert  
8 judgment process, which I will get into in a moment.  
9 So you get the probability of that human failure event  
10 given that context, multiply that times the  
11 probability of the context but then do that for each  
12 one of these four situations.

13 Each time you are putting in a different  
14 probability of a context and you have potentially a  
15 different probability of the HFE and you would sum  
16 over all of those four contexts in this case to now  
17 get an overall probability of the human failure event  
18 that you could plus into this simple model.

19 So that is a way that you would  
20 essentially account for the differing contexts leaving  
21 the PRA model it was originally structured in the most  
22 simple, but bass case, but that would be a way to  
23 account for that.

24 CHAIR APOSTOLAKIS: There is nothing that  
25 says that the original model has to stay the way it

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1 is.

2 MR. KOLACZKOWSKI: No, no.

3 CHAIR APOSTOLAKIS: I mean if you identify  
4 one of the subcontexts that is very important --

5 MR. KOLACZKOWSKI: You could do it.  
6 Exactly what we did was we actually changed and  
7 developed the model.

8 CHAIR APOSTOLAKIS: Sure.

9 MR. KOLACZKOWSKI: Okay? So then we are  
10 not actually making explicit use of the equation but  
11 essentially we are doing the same thing, okay?

12 DR. COOPER: There may be other cases  
13 where the context, you wouldn't want to put it into  
14 the PRA model. A very simple example would be, for  
15 example, an instrumentation failure. There isn't a  
16 place in the PRA model to put an instrumentation  
17 failure.

18 Maybe a sensor failure that fails an  
19 automatic actuation of the system. But if it is  
20 something that simply is generating cues or  
21 information for the operators, that is not going to be  
22 modeled explicitly in the PRA. There is just no place  
23 to put it.

24 CHAIR APOSTOLAKIS: Yes.

25 DR. COOPER: So there are types of things

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1 that you may not be able to explicitly put into the  
2 event tree structure.

3 CHAIR APOSTOLAKIS: Yes, but if one of  
4 these subsequences clearly stands out, it seems to me  
5 the basic PRA model should show it.

6 DR. COOPER: That is correct.

7 CHAIR APOSTOLAKIS: Yes.

8 DR. COOPER: And, in fact, that has  
9 already been part of the PRA/HRA practice when the HRA  
10 analysts can get their way. But say this is different  
11 enough that I really want a different tree. And I  
12 want to be able to model this as a separate human  
13 failure event in the model.

14 But this is just, again, making a little  
15 bit more explicit the handoff, if you will, between  
16 the HRA/PRA modeling. It is giving the HRA person a  
17 place to put, you know, to do their work if the PRA  
18 isn't, you know, cooperating with them for some reason  
19 or other. Or if there just isn't a way to address the  
20 particular conditions that they are interested in.

21 So you could argue that it is a  
22 bookkeeping formalism but it is an important one  
23 especially considering the fact that what we are  
24 providing the HRA analyst are tools to be able to find  
25 these conditions from the human perspective. But that

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1 isn't the job of the PRA analysts. They are looking  
2 from a different direction. They are looking from the  
3 system perspective. They are going to be constructing  
4 the event tree from, you know, according to success  
5 criteria for the different functions and the different  
6 systems that perform those functions.

7 We are coming from the other direction.

8 CHAIR APOSTOLAKIS: Yes, but I mean --

9 DR. COOPER: -- and somewhere in the  
10 middle we are going to meet. And the actual, you  
11 know, dividing live then between the HRA, you know,  
12 human failure event, and the PRA model may change, you  
13 know, depending on, you know, who is doing the  
14 modeling, the question of interest and so on and so  
15 forth.

16 CHAIR APOSTOLAKIS: Well, let's go back to  
17 the equation, Alan.

18 MR. KOLACZKOWSKI: Yes.

19 CHAIR APOSTOLAKIS: You explained the  
20 terms there in terms of the sequence. But it seems to  
21 me that they are, of course, in context. There is  
22 much more into it than just the sequence.

23 MR. KOLACZKOWSKI: Well, yes. Because  
24 again the original sequence was this basically.

25 CHAIR APOSTOLAKIS: But even in your

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1 sequences.

2 MR. KOLACZKOWSKI: Oh, yes, there are  
3 still more.

4 CHAIR APOSTOLAKIS: There is much more.

5 MR. KOLACZKOWSKI: There is still more.

6 CHAIR APOSTOLAKIS: So the big question  
7 then is how do you actually get those probabilities.

8 MR. KOLACZKOWSKI: How do you get what?  
9 I'm sorry.

10 CHAIR APOSTOLAKIS: The probabilities. I  
11 mean the easy part is the sequence. But then you  
12 added -- you know you have all things that you  
13 consider performance shaping factors. So is that  
14 where the expert judgment comes into the picture?

15 MR. KOLACZKOWSKI: Much more so because  
16 clearly I mean you can by virtue of pipe failure  
17 probabilities and knowing how much piping is inside  
18 containment and outside containment and so on and so  
19 forth, you can come up with estimates for what are the  
20 chances versus outside containment.

21 CHAIR APOSTOLAKIS: No, no. I understand  
22 that.

23 MR. KOLACZKOWSKI: Okay.

24 CHAIR APOSTOLAKIS: All I'm saying is you  
25 have a set of performance-shaping factors --

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1 MR. KOLACZKOWSKI: Right, yes.

2 CHAIR APOSTOLAKIS: -- which are also  
3 either -- in fact, they define the context. So maybe  
4 another way of writing this equation is to say  
5 probability of scenario times the probability of the  
6 error force in context given the scenario -- or maybe  
7 that is what you mean there.

8 MR. KOLACZKOWSKI: Well, what we find --

9 CHAIR APOSTOLAKIS: So this is not then --  
10 that is what you mean by slash S?

11 MR. KOLACZKOWSKI: No, no, that is given  
12 the sequence.

13 MEMBER KRESS: I think where you are  
14 looking at, George, would be the probability of the  
15 outside fact given the performance-shaping factors.

16 DR. COOPER: Yes, the error-forcing  
17 context --

18 CHAIR APOSTOLAKIS: Yes, but the error-  
19 forcing context contains the performance-shaping  
20 factors.

21 DR. COOPER: It does, yes, it does.

22 CHAIR APOSTOLAKIS: So you have to -- I  
23 mean given the scenario you say, so I don't have to  
24 worry -- I mean given that I have lost two steam  
25 generators, so now the question is what is the error-

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1 forcing context. And the error-forcing context will  
2 consist of all the things that you guys are talking  
3 about.

4 So the experts will come and give me both  
5 probabilities then. Both the probability of the  
6 error-forcing context and the unsafe act. Otherwise  
7 I can't get it from anywhere.

8 DR. COOPER: Well, it rather depends  
9 because let's say, for example, the error-forcing  
10 context involves certain condition that causes the  
11 operators to take proceduralized actions that are  
12 inappropriate. So in that particular case, your plant  
13 conditions have already set up the situation where the  
14 procedures are going to be used in a certain way that  
15 have an outcome.

16 So we don't necessarily have to quantify  
17 the probability that the procedures are in a certain  
18 way. It is just what it is, exactly.

19 Now there other situations where that  
20 might not be exactly the case. But the point is that  
21 most of the time, because of the way we set thing up,  
22 you might remember back in Alan's -- when he was  
23 talking about the result of Step 5, the potential  
24 vulnerabilities.

25 We are looking for certain ways in which

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1 the tools, if you will, that the operators have in  
2 their training, their experience, everything --  
3 mismatched the scenario. And so we have more or less  
4 already made a one-to-one -- in many cases, not all  
5 cases -- one-to-one between the conditions and the  
6 probability of some sort of mismatch with say for  
7 procedures or their training.

8 So we don't usually have to make any kind  
9 of judgments about the performance shaping factors.

10 CHAIR APOSTOLAKIS: But okay, the question  
11 is --

12 DR. COOPER: They are triggers that are  
13 part of it.

14 CHAIR APOSTOLAKIS: Who gives you the  
15 first term in the summer. How do you get that?

16 MR. KOLACZKOWSKI: The PRA person likely  
17 because a lot of it is driven by system stuff for the  
18 most part, usually these error-forcing context are  
19 different, if you will, and plant conditions or  
20 different situations that set up plant conditions, you  
21 are going to be using a lot of that from data.

22 MR. KOLACZKOWSKI: What I want to -- I  
23 guess I want to come back to the point. This error-  
24 forcing context, while it implies PSAs by its nature  
25 -- I mean this context, inside containment, one steam

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1 generator implies something about are the procedures  
2 good for dealing with that situation? Have they been  
3 trained on that kind of a scenario before, et cetera,  
4 et cetera implies certain things about the context.

5 But the ultimate effect of those context  
6 is going to manifest itself in the probability of --

7 CHAIR APOSTOLAKIS: What you are saying is  
8 that the first term is just the frequency of the  
9 sequence?

10 MR. KOLACZKOWSKI: Yes. But it implies  
11 PSS, some which may be triggered with a 1.0  
12 probability. The procedure does not match, clearly.  
13 The procedure would take the operator in the wrong  
14 direction. I mean that is clearly -- that might be an  
15 implication but it is ultimately only going to be  
16 manifested when the experts then, with that knowledge,  
17 say oh, well, in that case, then the human error  
18 probability is going to be really high.

19 The operator is going to have to figure  
20 this out because the procedure isn't going to give  
21 them any guidance.

22 CHAIR APOSTOLAKIS: So where you guys come  
23 in is only the second term?

24 MR. KOLACZKOWSKI: Yes, but we have to  
25 make the experts aware of what this context is and

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1 what it implies.

2 CHAIR APOSTOLAKIS: Oh, yes.

3 MR. PARRY: Mr. George?

4 CHAIR APOSTOLAKIS: Yes?

5 MR. PARRY: Can I make a comment? This is  
6 Gareth Parry from NRR. I think what the point you are  
7 getting to is how I would interpret this is that this  
8 equation is general at any level. So this equation is  
9 applicable also in the detailed event tree because as  
10 you point out, what you have got is a scenario that is  
11 defined in the very discretized way.

12 And that scenario can have a whole range  
13 of error-forcing contexts underlying it so that this  
14 equation should be used for any level of definition of  
15 the HFE. And I think that is the point you are  
16 getting to.

17 And some of the error-forcing context is  
18 driven by things like -- it is manifested in the  
19 performance-shaping factors. And I think Alan will be  
20 to some of that when he talks about things like the  
21 aleatory factors that effect the error-forcing context  
22 later.

23 CHAIR APOSTOLAKIS: But the clarification,  
24 though, she gave is very useful because we are back to  
25 equation. What you are saying is that the error-

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1 forcing -- the probability of the error-forcing  
2 context is, in fact, it is actually a frequency. The  
3 frequency of the scenario, which implies a certain  
4 context in terms of the PSFs. But this will be taken  
5 into account in the second term.

6 MR. KOLACZKOWSKI: Yes.

7 CHAIR APOSTOLAKIS: What is the likelihood  
8 now though the operators will commit an unsafe act  
9 given these conditions.

10 MR. KOLACZKOWSKI: Well --

11 CHAIR APOSTOLAKIS: That is how Alan  
12 interpreted it.

13 MR. PARRY: Yes, but I think you will see  
14 later on when he talks about the quantification --

15 MR. KOLACZKOWSKI: Yes, there is more yet.  
16 There is more yet.

17 CHAIR APOSTOLAKIS: I know there is, yes.

18 MR. PARRY: But, in fact, he will still  
19 define --

20 MR. KOLACZKOWSKI: Some additional --

21 MR. PARRY: -- a set of Air Force in  
22 context which is not explicit in the definition of the  
23 scenario. But is implicit because of variabilities  
24 that underlie that thing.

25 MR. KOLACZKOWSKI: Yes, that is what he

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1 said. That it is implied. A lot of this stuff is  
2 implied. Now given the time there --

3 MR. PARRY: But they still have to do  
4 this equation. I guess that is what he is trying to  
5 tell us.

6 CHAIR APOSTOLAKIS: The equation is fine.  
7 It's how you get the terms. Yes, John?

8 MR. FORESTER: You know I was just to add  
9 that it seemed like --

10 MR. KOLACZKOWSKI: Give your name, John.

11 MR. FORESTER: Oh, John Forester, Sandia  
12 Labs, excuse me.

13 As Susan noted, you know, part of the  
14 error-forcing context may be the procedures and the  
15 training. And those are sort of a given so you really  
16 don't have to estimate those.

17 And then the conditions, the PRA sequence,  
18 the probability of the various systems. But I think  
19 as Gareth is pointing out, we do get involved in  
20 estimating the probability of the error-forcing  
21 context if we have decided there are some aleatory  
22 factors, for instance like time of day or the  
23 aggressiveness of the crew or whatever we identify  
24 that might be important in sequence then that does  
25 have to be estimated as part of the error-forcing

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1 context.

2 CHAIR APOSTOLAKIS: Okay. But let me be  
3 more specific then. Let's say that by looking at the  
4 procedures, you find that there may be some misleading  
5 instructions. Now this is a perspective on all of  
6 this. So where is the probability that such  
7 instruction exists. It should really be in the first  
8 step.

9 MR. KOLACZKOWSKI: Yes. If you decide  
10 that some misleading or maybe a critical failed  
11 instrument would entirely change the likelihood of  
12 success on the operator's part.

13 The we would come back and put in not  
14 lonely. But we would have also put into this term and  
15 the probability that that key instrument happens to be  
16 failed, unavailable, they are in the middle of a work  
17 around or whatever at the time when this event occurs.  
18 This is true.

19 CHAIR APOSTOLAKIS: So then the experts  
20 will do that evaluation as well, right?

21 MR. KOLACZKOWSKI: Well, again, using the  
22 example I have, the probability that the instrument  
23 has failed is probably going to come more from system  
24 instrument unavailability information than it is from  
25 a psychologist for instance because we are talking

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1 about well, what is the chance the instrument happens  
2 to be unavailable at the time. You are going to talk  
3 to maintenance and operations crews and you are going  
4 to say something about, something to the effect do you  
5 do surveillance on this instrument? Is it unavailable  
6 when you do that? How often does that occur? Is that  
7 a monthly occurrence? Dah, dah, dah, dah. And you  
8 are going to get it from that.

9 CHAIR APOSTOLAKIS: But basically what you  
10 are saying is ATHEANA really does not get into this  
11 PEFCi.

12 MR. KOLACZKOWSKI: This term.

13 CHAIR APOSTOLAKIS: Yes.

14 MR. KOLACZKOWSKI: No, it may influence  
15 what should go in here but usually the kinds of things  
16 that go in here are more PRA related than they are  
17 HRA.

18 MEMBER SHACK: But it is ATHEANA that is  
19 asking the question.

20 MR. KOLACZKOWSKI: But ATHEANA is asking  
21 the question. ATHEANA is at least saying let's decide  
22 what this context is at some level that we think is  
23 important. And if we think that that instrument being  
24 failed is important, we tell the PRA person we need  
25 that probability that that instrument is unavailable

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1 because we need to be able to put that into this term.

2 DR. COOPER: Susan Cooper. I guess the  
3 thing is that going back to that search for potential  
4 vulnerabilities, it is in that step that we basically  
5 identify places where we can break down the human  
6 performance. And that is where we are identifying,  
7 you know, maybe places in the procedure or how the  
8 procedure is being implemented that could be  
9 problematic. Or training or experience.

10 And so we have identified those kinds of  
11 vulnerabilities, if you will, and then we find  
12 conditions that match up to those potential  
13 vulnerabilities. And that is what we have got. We  
14 have built into this error-forcing context.

15 So matched with that error-forcing context  
16 are these vulnerabilities that we have identified. It  
17 is just that we started looking for those  
18 vulnerabilities saying okay, we are going to find the  
19 condition under which those vulnerabilities are  
20 something we need to worry about.

21 So matched with those conditions are the  
22 vulnerabilities that we thought were important. And  
23 so that is the implied, if you will, performance-  
24 shaping factors. So they are underlying that.

25 Now there may be situations where, you

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1 know, maybe it is not -- maybe there is a question as  
2 to whether or not, you know, there is going to be a  
3 mismatch problem. We haven't, you know, done enough  
4 applications where we really run into a situation  
5 where we have defined a context where it is  
6 questionable.

7 Most of the time we matched up this is a  
8 problem for this kind of condition. We know then that  
9 we have these kinds of issues that are related to what  
10 we traditionally call performance-shaping factors.  
11 Maybe it is something that comes in their training.  
12 Maybe it is something in procedures, whatever. But it  
13 is matched up directly with that context.

14 And it is because of that groundwork that  
15 we did earlier in the process. We have already made  
16 that link and so that is underlying or implicit in the  
17 context.

18 CHAIR APOSTOLAKIS: Okay, let's go on. I  
19 think I understand now.

20 MR. KOLACZKOWSKI: Okay, I know we are  
21 running out of time so I am going to -- I'm going to  
22 skip a number of slides that talk about just in  
23 general what goes on in the quantitative analysis but  
24 let me just say that the ATHEANA process basically  
25 uses an expert judgment process. It is based largely

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1 on the SSHAC report, NUREG/CR-6372 in terms of the  
2 process. And it is done through an expert  
3 elicitation.

4 CHAIR APOSTOLAKIS: Shack is everywhere,  
5 including here.

6 MR. KOLACZKOWSKI: I'm going to skip these  
7 slides and I want to talk just a moment about this  
8 simplification thing only because you are going to  
9 hear about it in the next talk.

10 And it actually gets to some of the points  
11 that you are making, Dr. Apostolakis. And so I think  
12 this is probably worth spending a few minutes on.

13 Let's look at one of the Palisades PTS PRA  
14 model sequences. This is slide no. 22 in your  
15 package. A little bit different sequence than the one  
16 we have been referring to in the earlier slides.

17 Some initiators happen. An atmospheric  
18 dump valve has been demanded. It has failed to re-  
19 close. So we are now depressurizing the secondary  
20 side. We are causing a cool down on the primary side.  
21 And the operator is supposed to close the atmospheric  
22 dump valve isolation valve. And by the way, this is  
23 an exit control room kind of action at Palisades.  
24 It's not just a switch that you can just turn in the  
25 control room.

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1           Now what we did, particularly in the  
2 Palisades work, is that we would take the context that  
3 is implied by this scenario and we would look at yet  
4 additional aleatory influences that could effect the  
5 failure probability of, in this case, the operator  
6 failing to close the ADV isolation valve.

7           And, for instance, we thought about things  
8 like what if there are other or not nuisance alarms  
9 going on. Little minor failures that might have  
10 occurred during this scenario which happen in many  
11 plant trips. A lot of times they will have a slight  
12 feedwater control problem. It didn't quite trip out  
13 like it was supposed to. Or the diesel was supposed  
14 to start but it didn't.

15           And, you know, it may not be really  
16 critical to the sequence but it takes time for the  
17 operator to sort out what is happening, what isn't.  
18 What is important, what's not. What do I have to deal  
19 with, et cetera.

20           So we said what if there were or not  
21 nuisance alarms? What if there was an aggressive crew  
22 versus a very methodical crew when this particular  
23 event occurred? Because we saw that there were some  
24 differences in the way some of the Palisades crews  
25 might approach this event.

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1           What if a key instrument, in this  
2 particular case the position instruments for the ADVs,  
3 what if those were unavailable because of a work  
4 around, maintenance, and so on? And these are  
5 aleatory influences from the perspective of the  
6 sequence.

7           CHAIR APOSTOLAKIS: And this is really  
8 what I think the Halden experiments are exploring.

9           MR. KOLACZKOWSKI: Yes.

10          CHAIR APOSTOLAKIS: They showed us the  
11 results from four crews. And in response to an event,  
12 three of them responded correctly within -- in six  
13 minutes within a minute. But the fourth crew took 11-  
14 plus minutes.

15          MR. KOLACZKOWSKI: Yes.

16          CHAIR APOSTOLAKIS: And you may make a  
17 case that this is the aleatory variability that may be  
18 due to some of these factors because it was exactly  
19 the same thing. And they were all Scandinavian, by  
20 the way, so we don't have --

21          MR. KOLACZKOWSKI: You will notice that  
22 one of the things we look at is these crew  
23 characteristics and whether or not -- how homogeneous  
24 are the crews?

25          MEMBER KRESS: Is it the worst crew

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1 response or do you add them up some way and --

2 CHAIR APOSTOLAKIS: Well, that is for this  
3 afternoon's discussion.

4 MEMBER KRESS: Okay.

5 CHAIR APOSTOLAKIS: What do you do with  
6 that?

7 MEMBER KRESS: Okay.

8 MR. KOLACZKOWSKI: Now what I have not  
9 shown --

10 CHAIR APOSTOLAKIS: Now it is just  
11 experts.

12 MEMBER KRESS: Okay.

13 MR. KOLACZKOWSKI: -- what we could have  
14 done is we could have taken these other considerations  
15 and we could have built models like this.

16 CHAIR APOSTOLAKIS: I was a bit surprised  
17 to see the tables to tell you the truth.

18 MR. KOLACZKOWSKI: Okay.

19 CHAIR APOSTOLAKIS: I thought you were  
20 trying to get away from being prescriptive. And then  
21 you throw in a table where it says likelihood --  
22 unlikely means this, very unlikely means that.

23 MR. KOLACZKOWSKI: Yes.

24 CHAIR APOSTOLAKIS: Is it to train the  
25 known HRA people?

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1 MR. KOLACZKOWSKI: Yes.

2 CHAIR APOSTOLAKIS: Can you find a better  
3 way of doing it? Because, you know, I understand this  
4 is a problem because you want to have a team as you  
5 have in one of your slides that --

6 MR. KOLACZKOWSKI: Operators, trainers, et  
7 cetera, that aren't using --

8 CHAIR APOSTOLAKIS: A combination of  
9 disciplines.

10 MR. KOLACZKOWSKI: Yes.

11 CHAIR APOSTOLAKIS: I don't know. Myself  
12 --

13 MR. KOLACZKOWSKI: You have to train them  
14 a little bit in some sort of probability scaling.

15 CHAIR APOSTOLAKIS: Well, yes, in expert  
16 opinion elicitation, usually there is a training  
17 session.

18 MR. KOLACZKOWSKI: Yes.

19 CHAIR APOSTOLAKIS: And you try to use  
20 uncertain events with which the subject is familiar.  
21 And then you say well this now has the probability of  
22 such and such rather than defining them. Defining  
23 them doesn't mean anything to people. I mean you  
24 take, you know, the probability of such and such event  
25 that you are familiar with is point one. Then that

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1 starts helping them.

2 MR. KOLACZKOWSKI: For the Palisades  
3 analysis, what we actually did was we went back to the  
4 plant and spent three days quantifying what looked  
5 like were going to be the more important human failure  
6 events in our models. And it was actually -- and the  
7 experts that we pulled together was a combination of  
8 NRC contractors and plant staff, trainers, et cetera,  
9 and so forth.

10 And the first half day or three-quarters  
11 of a day all we did was train on ATHEANA. We didn't  
12 bother trying to do human failure events. We had to  
13 get them to understand what a deviation scenario is,  
14 what context means, et cetera, et cetera. And we did  
15 -- in fact both things that you are talking about.

16 We talked about events that they had seen  
17 in simulator before to get them to understand that  
18 some events that might at first appear to be very  
19 unlikely that the operator would do anything wrong,  
20 well they were even recalling and saying well, yes,  
21 remember in this simulator event, Joe did this or Joe  
22 did that or whatever. So see, it is not as unlikely  
23 as you really think. And those kinds of things. We  
24 had those kinds of discussions.

25 CHAIR APOSTOLAKIS: I would really

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1 encourage you to try to put a few examples like that  
2 or maybe from general knowledge instead of just  
3 putting the table. The table may or may not survive  
4 but it seems to me giving some of these examples -- so  
5 maybe you can talk to people who have done this before  
6 in NUREG-1150 or whatever. You guys at Sandia must  
7 have access to these people although they were  
8 contractors actually.

9 But -- and then another important thing  
10 that they did in those formal expert opinion  
11 elicitation exercises is they gave some questions to  
12 the experts to convince them that for certain events  
13 for which their first reaction is I can't give you  
14 this probability is they actually thought about it.

15 And the evidence that they already have in  
16 their minds, they could come up with something very  
17 reasonable. Now you don't want to turn this into an  
18 expert opinion exercise but maybe you can go back to  
19 the SSHAC report or other reports and see how they did  
20 it and the training and so on.

21 I think one of the questions that they  
22 were asking in the training sessions of NUREG-1150 was  
23 give us your estimate of the frequency of suicides of  
24 middle-aged women in Japan.

25 (Laughter.)

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1 CHAIR APOSTOLAKIS: Something for which  
2 you say I have no idea, right? But then if you think  
3 about it --

4 MR. KOLACZKOWSKI: You break it down and  
5 you start thinking about things --

6 CHAIR APOSTOLAKIS: You break it down, you  
7 know, what do I know about these women --

8 MR. KOLACZKOWSKI: -- you can maybe come  
9 up with something.

10 CHAIR APOSTOLAKIS: -- the error-forced  
11 context, right? I think that would go a long way  
12 towards helping.

13 MR. KOLACZKOWSKI: A valid point.

14 CHAIR APOSTOLAKIS: Yes.

15 MR. KOLACZKOWSKI: A valid point.

16 CHAIR APOSTOLAKIS: Okay. So that's what  
17 you do.

18 MR. KOLACZKOWSKI: Okay. What I want to  
19 indicate here is that we did not take these other  
20 aleatory influences and develop this tree structure  
21 more because that would have just developed a tree --

22 CHAIR APOSTOLAKIS: But how do you take  
23 them into account though, Alan? How do you --

24 MR. KOLACZKOWSKI: Okay, and what we did  
25 do is we did what we are calling a variation of the

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1 approach or a simplified approach or whatever. And  
2 what we did do was we had the experts take the  
3 situation and develop basically an HEP probability  
4 distribution rather than a single number.

5 And we said we are going to consider that  
6 the 99th percentile of this HEP distribution we are  
7 going to develop is representative of the human error  
8 probability when the worst coincident but not too  
9 unlikely set of negative influences happens to occur  
10 at the same time. And represents a very strong EFC.

11 CHAIR APOSTOLAKIS: What do you mean by  
12 not too unlikely?

13 MR. KOLACZKOWSKI: Well, meaning that  
14 you'd have to understand that by this point, we are  
15 actually coming up with a number. We have already  
16 talked about the different context, what is going to  
17 drive the human error probability and so on and so  
18 forth.

19 And now we are saying well what is the  
20 chance that we have the instruments unavailable and it  
21 is the methodical crew and, and, and. And then they  
22 say, well then the human error probability would be  
23 yes, close to one. But if that context is so unlikely  
24 to occur, that is the coincident situation of the  
25 methodical crew, the instrument being unavailable,

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1 nuisance alarms being present at the same time, and  
2 whatever else might be is so unlikely it is coming  
3 back to your frequency argument, that is just too  
4 unlikely. We are not going to develop the HEP for  
5 that.

6 CHAIR APOSTOLAKIS: But another thing you  
7 are doing with this process though, I think you are  
8 blending together now both of the aleatory and the  
9 systemic.

10 MR. KOLACZKOWSKI: Yes. Yes.

11 CHAIR APOSTOLAKIS: So the distribution  
12 that you get --

13 MR. KOLACZKOWSKI: Well, and in fact  
14 though, it is focusing more on the aleatory.

15 CHAIR APOSTOLAKIS: Really?

16 MR. KOLACZKOWSKI: Even more so.

17 CHAIR APOSTOLAKIS: I thought it was more  
18 of the systemic.

19 MR. KOLACZKOWSKI: Well, no. I think it  
20 is focusing more on the aleatory because basically  
21 what you are saying is give me an HEP value based on  
22 the fact that these three or four aleatory influences  
23 happen to occur at the same time.

24 CHAIR APOSTOLAKIS: Oh, that's a very --  
25 that is the second thing I am learning today.

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1 MR. KOLACZKOWSKI: Okay.

2 CHAIR APOSTOLAKIS: Very good.

3 MR. KOLACZKOWSKI: Rather than coming up  
4 with the probability of the nuisance alarm and the  
5 probability of the instrument being unavailable, et  
6 cetera, the experts judged that that coincident  
7 situation was not too unlikely and it could, in fact,  
8 occur at some reasonable expected level of occurrence  
9 and yet would drive the HEP to some, in this case,  
10 relatively high value.

11 Then they would estimate that HEP for that  
12 context and that would be representative of the 99th  
13 percentile on this distribution that they were going  
14 to develop.

15 DR. COOPER: But, if I could just  
16 interject -- this is Susan Cooper -- just to remind  
17 you what Alan is describing is an approximate approach  
18 to the quantification that was used for the Palisades  
19 PTS analysis only. Okay?

20 And the reason why he is introducing it is  
21 because we did have some comments from the peer  
22 reviewers that we will be discussed in the next  
23 presentation about this approximate approach.

24 MR. KOLACZKOWSKI: Yes. Okay.

25 MEMBER KRESS: I presume that you are

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1 implicitly assuming a normal distribution for this?

2 MR. KOLACZKOWSKI: No.

3 MEMBER KRESS: You are not?

4 MR. KOLACZKOWSKI: No, we're not. In fact  
5 that is explained by the next two bullets. The first  
6 percentile is -- having the experts imagine all the  
7 best -- the coincident set of best possible influences  
8 could occur. And if they thought that that is also  
9 not extremely unlikely, that yes, all the best things  
10 could coincidentally occur and the human error  
11 probability might be therefore very low, we said well  
12 let's have that represent the first percentile on this  
13 distribution that you are developing.

14 Now comes the harder part. We want to  
15 fill in the rest. I mean we only have two points. We  
16 want to fill in the rest of the distribution. Do you  
17 think it is normal? Do you think it is loginal? Or  
18 what shape do you think it is?

19 And basically without getting into a lot  
20 of detail -- and I'm really running out of time here  
21 -- but what we tried to do is have the operators think  
22 about the context in between.

23 CHAIR APOSTOLAKIS: The operators or the  
24 team?

25 MR. KOLACZKOWSKI: The experts.

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1 CHAIR APOSTOLAKIS: The team?

2 MR. KOLACZKOWSKI: The team experts think  
3 about the different combinations of context in  
4 between, think about how likely those different  
5 combination of contexts are, develop the human error  
6 probability, if you will, for those contexts, and  
7 shape the distribution primarily based on the  
8 likelihood of those intervening contexts.

9 So in a sense --

10 MEMBER KRESS: I'll bet it comes out  
11 almost normal.

12 MR. KOLACZKOWSKI: Well, yes. It probably  
13 did as it does tend to --

14 MEMBER KRESS: What part of it was logged  
15 normal?

16 MR. KOLACZKOWSKI: It depends. If you  
17 think that most contexts are always going to be close  
18 to ideal, in other words not much else is going to  
19 fail, there isn't a chance that the instrument is  
20 going to be unavailable, et cetera, et cetera, then  
21 your distribution is going to be shaped where the HEP  
22 is going to be peaked more at the lower values.

23 CHAIR APOSTOLAKIS: Yes.

24 MR. KOLACZKOWSKI: If you think more of  
25 the -- I'll call them severe error-forcing contexts

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1 are, in fact, the more likely contexts, then your HEP  
2 distribution is going to be shaped more at the upper  
3 end.

4 Now obviously the difficulty with this,  
5 and by not explicitly modeling the different contexts  
6 and actually calculating their probabilities is that  
7 the poor experts, we were asking them to consider at  
8 the same time the relativeness of the contexts in  
9 order to shake this HEP distribution curve and come up  
10 with the HEPs at the same time. So a lot was being  
11 done at one time. It is all folded and mushed  
12 together. And obviously that is difficult.

13 CHAIR APOSTOLAKIS: Could you go to -- I'm  
14 sorry.

15 MEMBER KRESS: The question I have now is  
16 what do you do with this distribution?

17 MR. KOLACZKOWSKI: Okay --

18 CHAIR APOSTOLAKIS: Go to 26 and that's  
19 it.

20 MR. KOLACZKOWSKI: What we ended up doing  
21 -- and I'll just go to 26 and 27 -- what we did in  
22 following the process was we talked about the context  
23 of this situation, failure to isolate, stuck open ADV,  
24 et cetera, and so forth, what might be the driving  
25 factors, what might cause operators to be -- the human

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1 error probability to be high or low, what kind of  
2 contexts were they, how likely might they be, et  
3 cetera and so forth.

4 And ultimately we came down to in this  
5 particular case we came down to a consensus opinion  
6 and let me point to the very last bullet given the  
7 nature of the time we have here.

8 CHAIR APOSTOLAKIS: Very interesting.

9 MR. KOLACZKOWSKI: That the decision on  
10 the part of the experts for this particular event was  
11 that if we had bad weather -- because you have to go  
12 up on the roof to be able to get to the isolation  
13 valve, et cetera -- and they said well, this is  
14 Palisades. We are up in Michigan. There could be  
15 snow and sleet and rain and ice up there and whatever.

16 And they said -- and oh, that is some  
17 fraction of the year that you can calculate and it is  
18 not that small a fraction of the year. So anyways if  
19 you have bad weather or other problems that we talked  
20 about in terms of executing the action, along with the  
21 methodical crew happens to be the crew on shift, and  
22 there does happen to be problems with ADV status  
23 indication, which they decided was not all of that  
24 unlikely, and if you had this coincident set of  
25 occurrences at the time of this event, that then your

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1 human error probability would be something like .5 or  
2 .9 that they would fail to isolate using this  
3 isolation valve in the 30 minutes or 15 minutes or  
4 whatever the time was.

5 So they end up with -- we end up with a  
6 distribution that is trying to reflect these are the  
7 very severe error-forcing contexts. That is context  
8 that drive the human error probability to fairly high  
9 numbers. Maybe the expected, if you will, with very  
10 little else going wrong in terms of this scenario. It  
11 might be more in this nature here. And this might be  
12 more representative of when everything is just super  
13 ideal.

14 CHAIR APOSTOLAKIS: Okay. A simple  
15 question. Do these numbers -- having them the  
16 fraction of the year the way you have severe weather?

17 MR. KOLACZKOWSKI: In this particular  
18 case, in the -- the experts are trying to do that by  
19 determining how much -- how fast or how slow these  
20 high failure probabilities are going to drop off.

21 CHAIR APOSTOLAKIS: Assuming that the  
22 weather is bad though.

23 MR. KOLACZKOWSKI: Well, this one here for  
24 instance, this number right here, the .9 is based on  
25 the assumption -- is saying that we do have bad

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1 weather. We have a methodical crew. And we have a  
2 problem with the ADV status.

3 CHAIR APOSTOLAKIS: So what is not there  
4 is the probability of actually having those.

5 MR. KOLACZKOWSKI: That's right. It is  
6 not explicitly there.

7 CHAIR APOSTOLAKIS: Okay, okay. So this  
8 is -- I mean a thing that is still developing?

9 MR. KOLACZKOWSKI: No, no. The ATHEANA  
10 process would actually develop the contexts, would  
11 come up with the probabilities of the contexts, and  
12 then would estimate --

13 CHAIR APOSTOLAKIS: Somebody has to do  
14 this.

15 MR. KOLACZKOWSKI: -- would estimate the  
16 human error probabilities for each of those, okay?

17 CHAIR APOSTOLAKIS: Right, okay, okay.

18 MR. KOLACZKOWSKI: We applied a simplified  
19 approach to that when we did the Palisades --

20 CHAIR APOSTOLAKIS: Okay, now how did you  
21 get the consensus? By having the experts talk about  
22 it and agreeing?

23 MR. KOLACZKOWSKI: Yes,

24 CHAIR APOSTOLAKIS: Okay, good. That is  
25 a good way of doing it.

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1 MR. KOLACZKOWSKI: Yes. And that was my  
2 last slide. Some of this will be more meaningful even  
3 or you will see the relevance --

4 CHAIR APOSTOLAKIS: This was already very  
5 meaningful.

6 MR. KOLACZKOWSKI: -- with the next talk.

7 CHAIR APOSTOLAKIS: Because when you read  
8 the report, you don't, you know, catch everything.  
9 And I think this was very, very informative. And I  
10 assume nobody has any comments?

11 (Laughter.)

12 CHAIR APOSTOLAKIS: So we will be back at  
13 quarter of.

14 MR. KOLACZKOWSKI: Thank you.

15 CHAIR APOSTOLAKIS: Thank you very much,  
16 Alan.

17 (Whereupon, the foregoing  
18 matter went off the record at  
19 10:31 a.m. and went back on the  
20 record at 10:56 a.m.)

21 CHAIR APOSTOLAKIS: ATHEANA User's Guide,  
22 Dr. Cooper will take the lead.

23 DR. COOPER: Thank you, Dr. Apostolakis.  
24 I see we are a little behind schedule but we had some  
25 good discussions in the last presentation. We may be

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1 able to short circuit some of what we are talking  
2 about in this presentation which is the overview of  
3 the ATHEANA User's Guide and in parens, for  
4 prospective analysis or predictive analysis in support  
5 of PRA. And also to write an overview of the  
6 recommended revisions from peer review of the current  
7 version of the user's guide.

8 I want to recognize the project manager  
9 for this work, Erasmia Lois, and the authors, John  
10 Forester and Alan Kolaczowski, as well.

11 Oops, what did I do? I went to the end.

12 MEMBER KRESS: That was a quick talk.

13 DR. COOPER: That was quick, okay.

14 What I will be talking about first of all  
15 is the purpose of the user's guide, overview, basic  
16 content description of what is in the current version  
17 of the user's guide. Just to remind you again from  
18 the last presentation, the formulation of the  
19 quantification approach for ATHEANA.

20 And then give some thought about  
21 highlights from the peer reviewers, their suggested  
22 revisions, and also from the senior NRC staff. And  
23 note at this point in time that we are also interested  
24 in getting the feedback and suggestions from the ACRS  
25 as well. And then just briefly what we see as the

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1 next steps.

2 The purpose of the user's guide is  
3 basically technology transfer. We have already  
4 published, as Alan mentioned, in May of 2000 the  
5 NUREG-1624 Revision 1 on ATHEANA. The purpose of the  
6 user's guide is to provide a better understanding of  
7 ATHEANA, what the process is for applying it, how and  
8 when to apply it, its strengths and limitations.

9 We want to update the guidance that was  
10 given n the NUREG in light of applications that we  
11 performed. We would also like to separate out some of  
12 the different aspects of ATHEANA that were discussed  
13 in the NUREG. In particular, we divided out the  
14 guidance on retrospective analysis. That is not in  
15 the scope of the user's guide.

16 I would also say that we don't include the  
17 background, the behavioral sciences background that is  
18 in the NUREG. That is not in the user's guide.  
19 However because as Alan mentioned, the previous  
20 presentation, the quantification approach was not  
21 complete at the time when NUREG-1624 was published so  
22 the user's guide does provide a complete description  
23 of the quantification approach.

24 But in some ways, we want to try to  
25 simplify the guidance, make it easier to understand

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1 and use. But still we did not intend to make this a  
2 standalone document. We still wanted to rely or do  
3 rely on NUREG-1624 as a source of information. As I  
4 indicated, there is no description about the technical  
5 basis for the method in the user's guide.

6 Specific objectives for the user's guide  
7 include providing better guidance on treating the  
8 nominal or base case scenario. Alan's discussion in  
9 the previous presentation discussed this some.

10 And we wanted to try to include a better  
11 description as to what a base case scenario is and how  
12 -- a little bit more about the search for error-  
13 forcing contexts and the deviations from a nominal  
14 case. That was an emphasis in the NUREG and we wanted  
15 to also then bring in that ATHEANA can address the  
16 nominal and base case scenarios also if there were  
17 some more nominal cases that you wanted to quantify as  
18 well.

19 We wanted to provide a little more  
20 guidance on performance-shaping factor and their role,  
21 illustrate the use of the quantification formulation,  
22 again also looking at the base case deviation  
23 influence and other aleatory factors.

24 Now what is in the user's guide, there is  
25 an introduction that again discusses the purpose of

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1 ATHEANA, tries to illustrate how it is different than  
2 other HRA approaches while at the same time trying to  
3 note some important similarities. It tries to address  
4 when it would be useful to use ATHEANA or even  
5 necessary.

6 There are illustrative examples to try to  
7 highlight some of these differences with other HRA  
8 approaches. The discussion of the ATHEANA process, we  
9 have tried to streamline that discussion to make it a  
10 little more understandable and at the same time factor  
11 in or combine in some lessons learned, in particular  
12 from the PTS evaluations.

13 But it still includes a step-by-step  
14 guidance for how you go from, you know, identifying or  
15 deciding the issue to be addressed and the scope  
16 through the quantification of human failure events and  
17 accounting for error-forcing context.

18 I don't know that we need to spend too  
19 much time on this equation. We talked about it quite  
20 a bit in the last presentation. You know human  
21 failure events are the things that are modeled in the  
22 PRA.

23 CHAIR APOSTOLAKIS: We did this.

24 DR. COOPER: So we will go on. I think we  
25 can skip this also.

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1           Let's just go to the peer review comments  
2 and highlight them. First of all, I want to say --

3           CHAIR APOSTOLAKIS: Can you tell us who  
4 the peers were?

5           DR. COOPER: I don't have a complete list  
6 here.

7           CHAIR APOSTOLAKIS: Well, what you  
8 remember.

9           DR. COOPER: But I can give you some  
10 examples. We had some people, international HRA  
11 experts such as Oliver Strater and Vahn Dang. We had  
12 some other folks from -- some folks from industry here  
13 in the U.S. such as Jeff Julius here, Ken Kiper from  
14 the Seabrook plant. We had some folks from academia,  
15 if you will, Ali Mosleh. As an example, we had folks  
16 from other labs. I guess Harold Blackman specifically  
17 from INL was included.

18           Within the NRC, we had Gareth Parry and  
19 actually myself. I was kind of a dual role peer  
20 reviewer and old author. I'm trying to think who  
21 else.

22           CHAIR APOSTOLAKIS: How can that be so?  
23 That's a little bit too much.

24           DR. COOPER: Well, I'm not one of the  
25 workers on this project. I'm just an interested party

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1 if you will. So I reviewed it also.

2 CHAIR APOSTOLAKIS: Hopefully you are not  
3 disinterested.

4 (Laughter.)

5 DR. COOPER: No, I'm not disinterested.  
6 Is there anyone else you would include, Erasmia?

7 DR. LOIS: Erasmia Lois, NRC. I would  
8 like to clarify that Ali Mosleh of the University of  
9 Maryland volunteered his services and participated in  
10 one of the meetings. He was not a paid --

11 CHAIR APOSTOLAKIS: Oh, the others were  
12 paid?

13 DR. LOIS: Yes, yes. Everybody else was  
14 paid to provide the user's guide. Jeff was paid and  
15 Oliver Strater and everybody else except Ali.

16 CHAIR APOSTOLAKIS: Well, he drives a big  
17 car doesn't he?

18 DR. COOPER: So in the next couple of  
19 slides I want to just summarize or highlight some of  
20 the comments --

21 CHAIR APOSTOLAKIS: Yes.

22 DR. COOPER: -- that we received from the  
23 peer reviewers. One of the things that came out,  
24 which I guess you could say was a little bit of a  
25 surprise to those of us who had been involved in

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1 ATHEANA for some time, is that the reviewers felt that  
2 the explicit identification and addressing of the  
3 range of error-forcing contexts was viewed as a  
4 strength of ATHEANA. And that we needed to make sure  
5 that we didn't deviate from keeping that as a focus of  
6 ATHEANA. And this is, in a sense, getting back to  
7 Alan's presentation and the use of the approximate  
8 approach to quantification.

9 So they felt very strongly that we should  
10 focus on the use of the equation where we quantify  
11 explicitly the probability of each error-forcing  
12 context element and then the probability of the unsafe  
13 action for each of those error-forcing contexts. So  
14 we should keep those separate. That was one of the --

15 CHAIR APOSTOLAKIS: I thought you were  
16 keeping them separate.

17 DR. COOPER: Well, as Alan discussed in  
18 the previous presentation, the approach for the  
19 Palisades PTS specifically and only used an  
20 approximate approach where in the quantification  
21 process, they ask the experts to try to consider at  
22 the same time both some of the very extreme contextual  
23 elements and then the associated probability of the --

24 CHAIR APOSTOLAKIS: So this is more the  
25 mixing of aleatory and the systemic?

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1 DR. COOPER: Yes, in a sense, yes.

2 CHAIR APOSTOLAKIS: But I thought you were  
3 addressing the first bullet. Did I miss that?

4 DR. COOPER: I am.

5 CHAIR APOSTOLAKIS: Because the first  
6 bullet you are separating the two from the equation  
7 that Alan showed us.

8 MEMBER SHACK: But when he did the  
9 Palisades thing, he combined them.

10 DR. COOPER: Yes, the Palisades  
11 approximate approach --

12 CHAIR APOSTOLAKIS: I thought you were  
13 showing us.

14 DR. COOPER: -- did not --

15 CHAIR APOSTOLAKIS: Anyway, okay, you are  
16 doing it.

17 DR. COOPER: Well, I guess the point is  
18 that the peer reviewers made this comment. And, you  
19 know, we are considering the comments right now.

20 Go ahead, Erasmia.

21 DR. LOIS: Because -- Erasmia Lois again  
22 -- because the user's guide, the quantification  
23 process described in the user's guide is the  
24 approximated process, the simplified. That's what we  
25 had included in the user's guide because we believed

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1 that one of the ATHEANA criticisms was there is too  
2 much, et cetera. So we believed that we can roll it  
3 up and do the approximation.

4 And the reviewers told us no. You should  
5 go back to your original.

6 CHAIR APOSTOLAKIS: Is the document we  
7 have the updated document? It includes a response to  
8 these?

9 DR. COOPER: No.

10 DR. LOIS: The document you have describes  
11 the approximation.

12 CHAIR APOSTOLAKIS: Okay.

13 DR. LOIS: The simplified process.

14 DR. COOPER: The document you have is the  
15 one that the reviewers reviewed -- the peer reviewers  
16 reviewed. So we have not made any updates. We have  
17 their comments -- I think all of them at this point in  
18 time. And we are in the process of reviewing and  
19 evaluating them at this point in time and at the same  
20 time would like the ACRS comments as well.

21 Another one of the --

22 MEMBER SHACK: Clarification?

23 DR. COOPER: Yes?

24 MEMBER SHACK: You say only Palisades.

25 But I mean as I read the Oconee document, you did the

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1 same thing in Oconee.

2 DR. COOPER: No, we did not. No, in that  
3 particular case, the error-forcing context was  
4 considered separately. However, I mean it was  
5 separated out.

6 I guess one of the -- and we sort of got  
7 into this discussion a little bit this morning -- one  
8 of the issues that comes out is that what the error-  
9 forcing context, it can be expressed or represented  
10 explicitly in the PRA model, leaving less for the  
11 analysts to assess, you know, in the expert  
12 elicitation for the unsafe action. And so I think  
13 there were fewer things considered in the Oconee  
14 analysis.

15 It was as detailed an analysis in the  
16 sense that we did not consider all of the factors that  
17 were considered in the Palisades approach. However,  
18 I was not involved in the Palisades. I was involved  
19 in the Beaver Valley and the Oconee analysis. So if  
20 either John or Alan want to jump in here, I'd welcome  
21 them to do so.

22 But that is my understanding. The Oconee  
23 and the Beaver Valley analysis did follow the equation  
24 as was presented this morning. But the Palisades  
25 analysis approximated that equation.

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1 Another peer review comment that we  
2 received was asking us to provide more formal guidance  
3 on how we selected error-forcing contexts to be  
4 included and how to limit the number of error-forcing  
5 contexts.

6 MEMBER KRESS: That's sort of like our  
7 screening thing.

8 DR. COOPER: This is our screening  
9 question that we had this morning.

10 CHAIR APOSTOLAKIS: By the way, regarding  
11 screening, in a different context, I believe it was a  
12 report from Brookhaven. They use importance measures  
13 to identify important humans that deserve further  
14 analysis. And that could be the basis for another  
15 factor in the screening process.

16 You go to the PRA, you find your role or  
17 your fassel/vessily. Usually it is risk achievement  
18 work. And I don't remember the number.

19 Do you remember the number? NUREG what?

20 DR. LOIS: We have been involved in that  
21 NUREG as well.

22 CHAIR APOSTOLAKIS: Well, you guys  
23 supported it.

24 DR. LOIS: Susan supported that.

25 DR. COOPER: Yes.

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1 DR. LOIS: That is to help NRR people to  
2 decide whether or not they build human factors review.

3 CHAIR APOSTOLAKIS: Yes, so that screening  
4 that is done there is perfectly legitimate.

5 DR. COOPER: Yes, I guess the thing is is  
6 that -- well, there are a number of different places  
7 within the ATHEANA process or any HRA process in which  
8 you could do screening. I think in this particular  
9 case where we are talking about selecting error-  
10 forcing contexts, in a sense we are also talking about  
11 modeling human failure events. So this is, in a  
12 sense, identification of human failure events to put  
13 in the PRA.

14 So it is actually sort of an additional  
15 thing that we wouldn't -- it is already sort of a step  
16 that has been passed over in that particular sense.  
17 You've already got a PRA. You go ahead and exercise  
18 your PRA. You calculate importance measures. And you  
19 decide which -- in this particular case, we are saying  
20 well, you are doing a PRA. You are trying to decide  
21 what things to model into the PRA. And so there is a  
22 different level of judgment -- a different judgment  
23 that the user uses.

24 CHAIR APOSTOLAKIS: Yes but the reason why  
25 I mentioned this, before I forget, that it is relevant

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1 to this screening process we were talking about  
2 earlier. I mean it is not necessarily this comment.

3 DR. COOPER: Yes.

4 CHAIR APOSTOLAKIS: There is already a  
5 report that deals with the issue of importance of  
6 human errors. And you should capitalize on it.

7 DR. COOPER: We could do something like  
8 that.

9 CHAIR APOSTOLAKIS: It is really the  
10 bounding approach that was discussed this morning  
11 because importance measure takes zero and one and  
12 tells you how important it is. So that would  
13 certainly be one of the inputs.

14 So where are we now? Are you planning to  
15 revise this document in response to the comments you  
16 get?

17 DR. LOIS: So we just received these  
18 comments. We are thinking of how we are going to --  
19 which -- how many and how we are going to revise.

20 CHAIR APOSTOLAKIS: But you will revise  
21 it?

22 DR. LOIS: We will revise it.

23 CHAIR APOSTOLAKIS: So you may have an  
24 opportunity to include the comments you are getting  
25 today?

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1 DR. COOPER: Yes.

2 DR. LOIS: Yes, as a matter of fact, in  
3 terms of a schedule, the original plan was to have a  
4 final version next February. We do not believe that  
5 we can achieve that just because of the bulk of the  
6 comments we received. And absolutely your input is  
7 going to be taken into consideration.

8 CHAIR APOSTOLAKIS: And how does this work  
9 now? Are we going to review this before you issue it?  
10 Or this is the last time we see it?

11 DR. LOIS: It depends on you.

12 CHAIR APOSTOLAKIS: Do we usually comment  
13 on NUREGs?

14 MEMBER KRESS: We have.

15 MEMBER SHACK: We have. I mean we  
16 certainly don't comment on every NUREG but, you know,  
17 this is a NUREG of some impact presumably.

18 CHAIR APOSTOLAKIS: Yes, I would like to  
19 see it again before you decide to go out. I mean  
20 unless the members disagree.

21 DR. LOIS: The recommendation is to also  
22 go to pilot the user's guide before we finalize it.

23 CHAIR APOSTOLAKIS: Yes. I was reading --  
24 we're destroying your presentation here but I was  
25 reading the EPRI comments that were sent to me

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1 separately and there were a lot of complaints about  
2 the time reliability curves. That you guys put them  
3 down every chance you get.

4 DR. COOPER: But is in the next  
5 presentation on the methods evaluation.

6 DR. LOIS: This is the user's guide,  
7 ATHEANA User's Guide.

8 CHAIR APOSTOLAKIS: I thought it was --  
9 oh, yes, you are right. Oh yes, that is a different  
10 one.

11 DR. COOPER: That is coming up after  
12 lunch.

13 DR. LOIS: Okay.

14 CHAIR APOSTOLAKIS: Okay.

15 DR. COOPER: Another of the peer reviewer  
16 comments was suggesting that we focus on developing  
17 point estimates.

18 CHAIR APOSTOLAKIS: That is a very good  
19 comment to ignore.

20 MEMBER KRESS: Yes, that one surprises me.

21 CHAIR APOSTOLAKIS: Absolutely.

22 MEMBER KRESS: Yes.

23 CHAIR APOSTOLAKIS: Okay? We thought  
24 about it and we decided that it is nonsense.

25 DR. COOPER: Thank you.

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1 MEMBER KRESS: I second that comment.

2 CHAIR APOSTOLAKIS: Thank you very much.

3 DR. COOPER: Continuing with the suggested  
4 comments, they also suggested was to provide some  
5 structure and formalism on the quantification process,  
6 I think especially with respect to the expert  
7 elicitation process, to support repeatability.

8 Another suggestion was to provide support  
9 on the effective use of the information obtained  
10 through the qualitative analysis.

11 CHAIR APOSTOLAKIS: Let's go back to the  
12 repeatability.

13 DR. COOPER: Okay.

14 CHAIR APOSTOLAKIS: You guys are probably  
15 tired of hearing me say that but, you know, this  
16 infamous benchmark exercise from ISPRA, are we ever  
17 going to put it to rest? I mean are we ever going to  
18 have an exercise of similar scope because, you know,  
19 it is there. I mean we cannot ignore it just because  
20 it has been 20 years.

21 MEMBER KRESS: It's like a wart, right?

22 CHAIR APOSTOLAKIS: Yes, exactly. We have  
23 to do something about it.

24 DR. LOIS: So actually in our plan for  
25 next year. And the intent is to have a collaboration

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1 with domestic and international entities interested.  
2 We had a meeting pre-Sum 8 meeting which was observed  
3 observed by many --

4 CHAIR APOSTOLAKIS: Down in New Orleans?

5 DR. LOIS: Yes, where, you know,  
6 Switzerland and Germany --

7 CHAIR APOSTOLAKIS: I wasn't invited to  
8 it.

9 DR. LOIS: -- you were not invited?

10 CHAIR BONACA: That's a message.

11 CHAIR APOSTOLAKIS: Right there, it is a  
12 message.

13 DR. LOIS: It's a good point but we had it  
14 before where on Friday, Saturday, Sunday before the  
15 meeting. And it was organized by Halden. So the idea  
16 is to use the Halden facilities to address some of  
17 these issues. But we believe that it should be  
18 addressed through other avenues as well.

19 And the ISPRA study was discussed  
20 extensively.

21 CHAIR APOSTOLAKIS: Good.

22 DR. LOIS: Pekka Pyy was there who is  
23 learning the international activities on human  
24 reliability.

25 CHAIR APOSTOLAKIS: There is one more

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1 thing though that may be relevant here. It is outside  
2 the comments. As I was reading the EPRI comments, it  
3 seems to me that this -- another possibility might be  
4 to have a joint project with EPRI, not necessarily  
5 addressing the benchmark but, you know, we are just  
6 finishing this major project from prior modeling where  
7 apparently it is -- evidently it is working very well,  
8 and, you know, the industry, through EPRI and the NRC  
9 staff joined forces and they came up with, you know,  
10 the state of the art and this and that.

11 We have other examples from the past like  
12 the common cause failure, a project that also worked  
13 out very well. And there may be others that I don't  
14 remember now. Maybe this is a prime area to do  
15 something like that as well so we don't have the  
16 industry saying we are using the EPRI Calculator that  
17 has four models and all that. And people are getting  
18 very used to it, of course.

19 And then on the other side, we have the  
20 NRC. Maybe we have reached the point o we will reach  
21 it very soon where having such a joint effort in view  
22 of the benchmark exercise or before the benchmark  
23 exercise.

24 DR. LOIS: So if you want to --

25 CHAIR APOSTOLAKIS: That might be a good

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1 idea.

2 MR. JULIUS: Yes, Jeff Julius representing  
3 EPRI. Yes, that -- we have discussed that when we  
4 went over the ATHEANA User's Guide comments at the  
5 meeting in May and that's -- we are talking about --  
6 and proposed a joint collaborative effort.

7 CHAIR APOSTOLAKIS: Okay. I think that  
8 would be a great idea actually.

9 DR. LOIS: In fact we have a draft MOU  
10 with RES and EPRI.

11 CHAIR APOSTOLAKIS: So you are going to do  
12 it?

13 DR. LOIS: -- to start working on human  
14 reliability. And specifically if that goes, our  
15 calendar will start out with five events.

16 CHAIR APOSTOLAKIS: And to see how the  
17 best aspects of ATHEANA and with Calculator can be put  
18 together.

19 CHAIR APOSTOLAKIS: And you have a model  
20 already from the fire thing, you know, because you  
21 have to take care of some administration things. But  
22 there is a model there.

23 DR. LOIS: Yes, as a matter of fact, it  
24 would be an extension of the existing MOU for --

25 CHAIR APOSTOLAKIS: Okay. Boy, this is

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1 great. This is great.

2 DR. COOPER: Continuing with the peer  
3 review comments and also I guess echoing now from the  
4 previous presentation another reviewer comment was to  
5 provide a more proscriptive connection between plant  
6 conditions and HEPs.

7 This is basically the idea of sort of  
8 calibration, I guess, if you will, although I guess  
9 your comment earlier, George, was that you were not  
10 necessarily in favor of the four values that we  
11 provided that would help sort of base the experts.

12 CHAIR APOSTOLAKIS: Abilities you mean?

13 DR. COOPER: Right. So this is suggesting  
14 actually toward the other direction, providing a  
15 little bit -- even more up front or proscriptive or,  
16 you know, I guess aids to the experts on how to  
17 develop their HEPs.

18 MEMBER SHACK: The choice is more  
19 repeatability.

20 CHAIR APOSTOLAKIS: Oh, sure. I mean, you  
21 know, if you have tables then everybody will come up  
22 with the same numbers. But the question is, you know,  
23 I think you are on the right track using the SSHAC  
24 approach. Now the question is, you know, can you  
25 really bring to the table what is needed to do a good

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1 job because SSHAC was a big job. I mean there were  
2 joint -- speaking of joint efforts, I mean everybody  
3 was involved: DOE, EPRI, NRC, you know, and then the  
4 Academy reviewed it. So it was a major thing.

5 But in terms of training the experts, it  
6 seems to me you can have a short essay, a couple of  
7 pages, explaining the meaning of certain events, you  
8 know. One of my favorites is that the age of the  
9 Earth's crust is three times ten to the ninth years.  
10 That gives you a bound, right?

11 (Laughter.)

12 CHAIR APOSTOLAKIS: If you say the  
13 probability of something is ten to the minus eight or  
14 nine, you are saying we built it at the time and  
15 nothing happened since then, you know. But then  
16 another favorite reputation is by Emile Borel, one of  
17 the great mathematicians of the 19th, 20th century.

18 He said once, I don't know why because he  
19 is dead, I can't ask him, he said once if you witness  
20 the occurrence of an event whose probably is less than  
21 one in ten, you have witnessed a miracle. There you  
22 are.

23 MEMBER SHACK: I'd like to know the  
24 context for that one.

25 CHAIR APOSTOLAKIS: Well, it is free of

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1 context. But I think some planing would be useful.

2 MR. PARRY: George, can I -- this is  
3 Gareth Parry, NRR. Can I make a comment on this in  
4 the context of at least what I remember of the peer  
5 review meeting?

6 I think the problem here is the problem of  
7 repeatability. And not just that another set of  
8 analysts would do it on that day. But I think you  
9 have got to recognize, too, that these PRAs are going  
10 to be used as living PRAs. They are going to be  
11 updated.

12 You can't have a process where -- that you  
13 have to try and reconstitute the same group of experts  
14 all the time when you update the PRAs. So you have  
15 got to have the process such that it guides the  
16 analysts to coming up with at least a number that is  
17 compatible with what was developed.

18 CHAIR APOSTOLAKIS: Distribution?

19 MR. PARRY: Yes, well, I mean, you have to  
20 I think --

21 CHAIR APOSTOLAKIS: Easier to do a  
22 distribution.

23 MR. PARRY: Yes, well, no. Distribution,  
24 whatever, but it has to be a repeatable process so  
25 that the PRA can be updated on a continuous basis.

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1 CHAIR APOSTOLAKIS: Well --

2 MR. PARRY: And that is really the context  
3 in which this was taken.

4 CHAIR APOSTOLAKIS: I don't know, Gareth.  
5 I mean if the answer to that is to have tables, that's  
6 probably not such a good idea.

7 MR. PARRY: No, it's not. But they are  
8 not absolute tables. They are tables in relation to  
9 -- I think they were more meant to be more like  
10 conditional probabilities given certain types of  
11 conditions. It's not a table like you would find in  
12 THERP, for example. It's a little more -- I think it  
13 has a little more --

14 CHAIR APOSTOLAKIS: Okay, then we will  
15 have to look into it. You know I appreciate the  
16 conflicting objectives here you know. But maybe you  
17 can give a range of possible values given certain  
18 conditions or something, yes. That probably makes  
19 sense.

20 DR. COOPER: Another suggestion was to  
21 provide more than one way to quantify.

22 CHAIR APOSTOLAKIS: I don't understand  
23 that comment. How can it be?

24 DR. COOPER: Well, this may again be in  
25 context of the approximate --

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1 CHAIR APOSTOLAKIS: Provide more than one  
2 model you mean?

3 DR. COOPER: -- the approximate approach  
4 versus the strict following of the equation. It is  
5 just another suggestion. Another one is to provide  
6 some reference cases to support quantification. This  
7 is again --

8 CHAIR APOSTOLAKIS: Now reference cases,  
9 they mean what you showed us on PTS? Is that the  
10 reference case?

11 DR. COOPER: I don't think here so much  
12 examples as Gareth was suggesting maybe some examples  
13 of contexts and then associated ranges --

14 CHAIR APOSTOLAKIS: Oh, yes. It's a good  
15 idea.

16 DR. COOPER: -- of possible -- this is  
17 something that some other people are pursuing  
18 internationally also. And we floated this idea some  
19 time ago called GCAPS --

20 CHAIR APOSTOLAKIS: Okay.

21 DR. COOPER: -- Generalized Contexts --  
22 whatever. It is something that we could pursue.

23 Another one is to provide some more  
24 definitions for each performance-shaping factor in  
25 order to minimize overlap of performance-shaping

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1 factors. That was another suggestion.

2 CHAIR APOSTOLAKIS: But the performance-  
3 shaping factors are taken into account in the minds of  
4 the experts.

5 DR. COOPER: Yes.

6 CHAIR APOSTOLAKIS: So even if there is  
7 some overlap, it's okay.

8 DR. COOPER: I would agree.

9 CHAIR APOSTOLAKIS: Yes.

10 DR. LOIS: I just want to clarify we would  
11 possibly provide more than one way to quantify. And  
12 people were recommending you could use SLIM or you can  
13 use any existing method.

14 CHAIR APOSTOLAKIS: More than one model,  
15 yes.

16 DR. LOIS: Yes, an existing model. I  
17 guess that was kind of a --

18 DR. COOPER: Yes. I mean we could get  
19 into the next steps here. And I don't think we maybe  
20 want to do that right now.

21 CHAIR APOSTOLAKIS: Not right now.

22 DR. COOPER: Let's get your feedback. It  
23 seems to me that at least for this particular product  
24 that if they want us to focus on the equation, a  
25 strict following of the equation, that probably is

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1 what to put in this particular product.

2 CHAIR APOSTOLAKIS: Yes, yes. I mean if  
3 you start working with EPRI, there is a benchmark  
4 exercise later. After those things, you may want to  
5 do this but not in the user's guide I don't think.

6 DR. COOPER: Okay. Thank you.

7 More suggestions, this one was to make the  
8 user's guide a standalone document as opposed to  
9 making it an addition to the addendum. In other  
10 words, provide more of the information that was in the  
11 NUREG in the user's guide. And then also then to  
12 include the retrospective analysis.

13 CHAIR APOSTOLAKIS: Why are people so  
14 interested in retrospective analysis? Who would gain  
15 by that?

16 DR. COOPER: Well, one of the reviewers  
17 who suggested this from time to time is here is  
18 Gareth. And he can provide his comment on that. I  
19 know that from my perspective in working with the  
20 Office of Nuclear Material Safety and Safeguards that,  
21 you know, there is just basically a benefit to  
22 analyzing events using the ATHEANA perspective.

23 And as a matter of fact, kind of a lot of  
24 that kind of analysis went on when we were developing  
25 ATHEANA. And I think if you read the NUREG, it

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1 suggests that part of sort of the training of the  
2 users of ATHEANA would be to either review ATHEANA  
3 retrospective analyses or to perform your own to try  
4 to help you, you know, understand that perspective and  
5 sort of have that in your mind as you are doing that  
6 analysis.

7           So -- I mean I can see the benefit to  
8 that, the uses, but whether it is, in this particular  
9 product, is, you know, a question that we have to  
10 evaluate in reviewing the comments.

11           MEMBER KRESS: Would you use LERs for  
12 that? Or what?

13           CHAIR APOSTOLAKIS: More than that.

14           DR. COOPER: Probably something a little  
15 bit more detailed resource than that.

16           CHAIR APOSTOLAKIS: The AIT reports, they  
17 are much more detailed.

18           DR. COOPER: Gareth, do you want to  
19 comment?

20           MR. PARRY: I think we are thinking of  
21 things like the accident sequence precursor program  
22 and AIT reports and things like that where I think if  
23 you are really trying to dig deep into what really  
24 caused the events, then you are going to -- you could  
25 do research and find out, right.

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1 Well, it is actually to help you analyze  
2 those events. Also in terms of analyzing those  
3 events, you could then take the information back to  
4 feed it forward. But I think it is really more for  
5 the analysis of events that we were thinking of.

6 MR. FULD: I had wondered if there had  
7 been any validation done on this method to assess the  
8 accuracy of its best estimate results. And the  
9 question of retrospective analysis, I guess might  
10 afford a possibility to do such a assessment.

11 CHAIR APOSTOLAKIS: Please state your  
12 name.

13 MR. FULD: I'm Bob Fuld.

14 DR. COOPER: You know the term validation  
15 is a difficult one to -- because I don't know that  
16 there are any methods that have been validated in that  
17 sense.

18 But I will say that the development of  
19 ATHEANA started with and continued throughout using  
20 the basis of analyzed retrospective events. The idea  
21 being that we wanted to make this method more  
22 realistic, more in line with what had actually  
23 happened, while at the same time using the  
24 understanding of more recent developments in cognitive  
25 and behavioral science. Marrying those two things,

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1 what we learned from psychology and also then what has  
2 actually happened in real events.

3 MR. FULD: Okay. So there has been no  
4 attempt to validate the probabilities that result?

5 DR. COOPER: I mean -- no -- and I don't  
6 know how you would do that to be real honest.

7 MR. FULD: Well, no, I mean there has been  
8 some attempt to compare reality with analytic results.  
9 And I think the Operator ORE studies attempted that  
10 with a simulator, which I believe is the method --

11 DR. COOPER: But that's not a real event.

12 MR. FULD: -- I think that is the method  
13 that got bad-mouthed in the later discussion. But  
14 they did try to validate.

15 MR. PARRY: No, I don't think that is  
16 really true. It doesn't validate the probabilities  
17 that you derive. I mean the ORE experiments were  
18 basically measures of successful operator times. To  
19 generate probabilities of failure, you have to assume  
20 some extrapolation and take that out to some time  
21 limit.

22 You can't validate those numbers. We  
23 didn't -- in those experiments, there were no  
24 failures.

25 MR. FULD: Well, without overstepping my

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1 bounds and without trying to justify their validation  
2 exercise, I would simply ask whether there was any  
3 attempt to validate any of these results compared to  
4 reality. And if events do occur, I mean that would be  
5 the sort of empirical data you might compare the  
6 frequencies produced by --

7 DR. COOPER: No formal validation exercise  
8 but I mean certainly, you know, part of this work has  
9 been, as I said and I'll say it again, was based on  
10 reviews of retrospective analysis.

11 And as a matter of fact, a lot of the  
12 focus on errors of commission and addressing errors of  
13 commission was based on new reviews of events that  
14 involved errors of commission. And what kinds of  
15 events those were. And in also trying to address the  
16 kinds of conditions under which errors of commissions  
17 have occurred.

18 MR. SAE: This is Nathan Sae. And that  
19 being said, of course the whole discussion of  
20 benchmark studies gets to that point. Maybe not  
21 rigorous formal validation from some standards but  
22 some test of reasonableness.

23 CHAIR APOSTOLAKIS: At least, you know, if  
24 the leading analysts and practitioners around the  
25 world agree on certain things -- this issue has come

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1 back -- has come up in several instances with this  
2 Committee especially since the Committee has hardcore  
3 engineers as members. How do you validate these?

4 I mean these are not engineering studies.  
5 You know you are not relying on natural laws here. So  
6 the concept of validation is very different. And, in  
7 fact, I'm not even sure that you can use those words  
8 validation.

9 So, you know, people do the best they can.  
10 But you can't really validate it the way that you  
11 could validate a new model to do some thermohydraulic  
12 analysis for example where you can set up an  
13 experiment and naturally measure things. It is a very  
14 different beast here.

15 DR. COOPER: Yes.

16 CHAIR APOSTOLAKIS: Basically what you are  
17 trying -- Bruno deFinetti and his book has a long  
18 discussion about these things you know. And his  
19 argument is that as long as your assessments are  
20 coherent, you are objective. You don't need to do  
21 anything else.

22 But we do want to get into that slide 11  
23 maybe.

24 DR. COOPER: I just wanted to make -- ask  
25 that -- because you were making some head shakes. We

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1 would be interested in your comments or response on  
2 the idea of making this a standalone document because  
3 that has significant impact on how -- what effort we  
4 have left.

5 CHAIR APOSTOLAKIS: I would say to the  
6 extent possible. In fact, I've had this problem the  
7 last six, eight months with writing two papers that  
8 were relying heavily on the previous paper. And the  
9 question is now should the new paper stand alone? And  
10 what does that mean? I mean if you have to write ten  
11 pages describing what was in the other paper, then the  
12 reviewers revolt and they say well shorten it. It is  
13 too long.

14 If you put a short description, then they  
15 say well gee, you are asking me now to go and find the  
16 other paper so --

17 DR. COOPER: Yes.

18 CHAIR APOSTOLAKIS: -- I think, you know,  
19 make it a standalone to the extent possible. And then  
20 use your judgment about what that means. That is my  
21 view.

22 DR. COOPER: Okay.

23 CHAIR APOSTOLAKIS: I don't know what else  
24 to say about it.

25 MEMBER SHACK: Well, I mean stand alone

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1 could get in the way of a user's guide. I mean a  
2 user's guide is sort of meant to get somebody down to  
3 the chase rather than a technical justification.

4 CHAIR APOSTOLAKIS: Right.

5 DR. COOPER: Okay. Thank you.

6 CHAIR APOSTOLAKIS: At the same time, of  
7 course, you don't want the user every time he or she  
8 reads a line to have to go back to the original NUREG  
9 to understand what that means, right? So it is a  
10 balance.

11 DR. COOPER: Okay.

12 MEMBER SHACK: Can we go back to the last  
13 bullet on, you know, again the question is when do you  
14 do an ATHEANA analysis? Most of the PRAs will  
15 certainly not have ATHEANA analysis.

16 DR. COOPER: Yes. And that, as you picked  
17 out here, that is one of the comments from the peer  
18 reviewers that we try to provide some additional  
19 discussion on when it would be a good time to use  
20 ATHEANA.

21 And these are, you know, some of the  
22 examples. And for the most part, these are examples  
23 of new applications for HRA or PRA or, you know, going  
24 sort of groundbreaking things, things that haven't  
25 been done before.

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1 MEMBER SHACK: Well I mean what I would  
2 like to know, for example, is can I do my 5069  
3 analysis without this. I mean that is a practical  
4 question to me, you know. Am I going to have to go  
5 through a justification of my 5069 PRA which will not  
6 have ATHEANA?

7 DR. COOPER: I guess some of this is going  
8 to be addressed in the next presentation which is  
9 methods evaluation. And then also then this is  
10 getting into NRR decisions as opposed to Research's  
11 recommendations.

12 CHAIR APOSTOLAKIS: Most importantly, can  
13 I do my significance determination process with other  
14 methods? Or do I have to use ATHEANA?

15 DR. COOPER: At this point in time, this  
16 document only addresses HRN-supported PRA.

17 CHAIR APOSTOLAKIS: Yes.

18 MEMBER SHACK: That was part of, I assume,  
19 Gareth's retrospective analysis. STP would be a  
20 natural place to really worry about what your real  
21 risk was. I mean sometimes in PRA we are not asking  
22 what the real risk is. But it seems to me in the  
23 significant determination process, we are asking what  
24 the real risk was.

25 MR. PARRY: Was or could be if uncorrected

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1 I think is the way the STP works. I think it  
2 generalizes the conditions.

3 It is a little different from the accident  
4 sequence precursor analysis which is really to see  
5 what the risk really was.

6 MEMBER SHACK: You don't think STP is?

7 MR. PARRY: No, it's not. It doesn't take  
8 all the as-found conditions and it generalizes to try  
9 to say what is the impact of the performance  
10 deficiency in a more general sense.

11 CHAIR APOSTOLAKIS: No but it is much more  
12 real though because the Agency's actions depend on the  
13 result of the STP, right? I mean that is pretty  
14 serious.

15 MR. PARRY: Yes, I think where we end up  
16 in difficulties in STP space is where the result of  
17 the risk analysis is very much a function of a  
18 particular human action, like a recovery action or  
19 something like that. We often get into arguments  
20 about well, in this case, the operators were able to  
21 recover this so we are okay. But really you have to  
22 think about well, were they just lucky in that case  
23 that they happened to have the right person at the  
24 right place?

25 CHAIR APOSTOLAKIS: Yes, but we have SPARH

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1 which means that we do need human error probabilities  
2 in some evaluations.

3 MR. PARRY: Right.

4 CHAIR APOSTOLAKIS: The question is after  
5 this is issued are we going to continue SPARH or are  
6 we going to use this in some instances and what are  
7 these instances?

8 MR. PARRY: I can't tell you that but I  
9 was trying to --

10 CHAIR APOSTOLAKIS: Who is going to?

11 DR. COOPER: I guess one -- and this is  
12 getting to next steps and actually I would say it is  
13 more than just next steps for the user's guide. I  
14 mean I think it is evident to the authors of ATHEANA  
15 that ATHEANA is much bigger than just an HRA method to  
16 support PRA for specific analyses. It is also the  
17 retrospective analysis approach. And then there could  
18 be other applications or uses of it.

19 But I think my opinion is that that is  
20 beyond this particular product and there is going to  
21 be other developments.

22 MEMBER SHACK: Just to go beyond this  
23 product --

24 DR. COOPER: Yes.

25 MEMBER SHACK: -- I mean it seems to me as

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1 Nathan pointed out, you need more of a knowledge base  
2 before you can really do a whole lot here. And are  
3 there plans to somehow expand that knowledge base by  
4 looking at more applications and more examples?

5 DR. COOPER: Well, I think that is going  
6 to be picked up, in part, as we do some of those  
7 applications. There has been discussion about the  
8 fire work that we are going to be doing.

9 From my personal perspective, I'm using  
10 ATHEANA for a spent fuel handling project for NMSS.  
11 Also using the basic principles in the medical area  
12 also in NMSS. This is getting more towards  
13 retrospective and just kind of the knowledge base but  
14 kind of a different knowledge base but still using the  
15 same perspective on why errors occur.

16 So I mean it is -- I think it will be  
17 taken into other arenas. But how that -- it is a  
18 problem that that knowledge base needs to be  
19 developed. But any application in a different area  
20 would have to develop that knowledge base as well.

21 It just so happens that it would end up --  
22 so we'll go on.

23 CHAIR APOSTOLAKIS: Yes. We really have  
24 to stop at quarter of.

25 DR. COOPER: Right.

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1 CHAIR APOSTOLAKIS: There is an absolute  
2 bound which is the show for Adani's celebration.

3 DR. COOPER: Some of these, I think, are  
4 perhaps redundant. Clarify when a full-blown analysis  
5 needs to be performed --

6 CHAIR APOSTOLAKIS: Yes, that's good.

7 DR. COOPER: -- versus other options.  
8 Again, you know, when you can apply only parts of the  
9 process and add value. Some of that we tried to  
10 illustrate through the PTS example but you know some  
11 of it, I think we are recognizing that probably we  
12 need to expand our use of examples and then document.

13 CHAIR APOSTOLAKIS: Wait.

14 DR. COOPER: Yes?

15 CHAIR APOSTOLAKIS: Who put that word  
16 resilient there?

17 DR. COOPER: John, is that you?

18 MR. FORESTER: Actually that came from  
19 Harold Blackman.

20 CHAIR APOSTOLAKIS: This is the new thing,  
21 right? Resilient engineering?

22 DR. COOPER: Yes.

23 CHAIR APOSTOLAKIS: For the life of me, I  
24 would have to call Dan Book. I couldn't understand  
25 what they were saying. Alan, do you understand it?

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1 MR. KOLACZKOWSKI: What? The terminology  
2 resilient engineered system?

3 CHAIR APOSTOLAKIS: Oh, yes.

4 DR. COOPER: I think that goes a little  
5 bit beyond just HRA in support of PRA. At least from  
6 my understanding.

7 Suggestions that we just basically clarify  
8 and provide more detail on a variety of aspects of how  
9 to do things. Add a reasonableness check of HEPs.  
10 That is actually part of the good practices. And I  
11 think it was more or less an oversight that it was not  
12 put in this document.

13 Clarify terminology, do an actual test of  
14 the process. I mean I think the authors would argue  
15 that we have done that with the PTS analyses.

16 Bottom line, our view is that the peer  
17 review comments were, in general, positive about the  
18 advantages of ATHEANA but they provided a substantial  
19 number of suggestions for improving the user's guide  
20 in making it more user friendly.

21 They continue to be positive about the  
22 qualitative insights that you can gain with ATHEANA  
23 but they want to see more examples. They have a  
24 variety of suggestions for improvements, especially  
25 with respect to the quantification process. We have

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1 already discussed some of those especially with  
2 respect to more strictly following the equation and  
3 providing more formality and proscriptive guidance.

4 The comments have suggested that ATHEANA  
5 could be a more regularly used tool but we need to  
6 provide some more arguments and illustrations as to  
7 what its benefits are. And how we can use or how you  
8 would use portions of the process as opposed to  
9 exercising every single step.

10 CHAIR APOSTOLAKIS: Well, see when I  
11 mentioned something like last time we met, you were  
12 opposed to it. So is it possible to do something else  
13 first and then for selective -- you said no, you have  
14 to use ATHEANA from the beginning. Is that something  
15 you are yielding on now? You are more conciliatory?

16 MEMBER KRESS: More resilient?

17 CHAIR APOSTOLAKIS: More resilient?

18 DR. COOPER: Maybe I misunderstood your  
19 statement. I think that even in the PTS analyses we  
20 did not exercise every step of the process to the  
21 degree that it is described in, for example, the  
22 NUREG.

23 You know as Alan described in the example,  
24 we did use, you know, borrow from the old work in the  
25 1980s. We did not, you know, go through to the nth

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1 degree the identification process for human failure  
2 events. We did borrow from some place else. And we  
3 didn't go to the level of unsafe actions because it  
4 wasn't necessary.

5 And, you know, also we didn't do very much  
6 development of deviation scenarios for the PTS  
7 scenarios because they, in themselves, were really  
8 deviation scenarios. We didn't have to look far to  
9 find challenging context for the operators for PTS.

10 You know a different kind of scenario, a  
11 different kind of application might have been a  
12 different story. So we have already had some  
13 experience in when you can, if you will, shortcut or,  
14 you know, it's just not necessary to use all of the  
15 tools that ATHEANA provides. They are there for you  
16 to use if you need them if you want to use them.

17 So, you know, the suggestion is that we  
18 provide a little more discussion on how and when you  
19 do that in a general sense.

20 CHAIR APOSTOLAKIS: I don't know if we  
21 will decide though that the parenthesis there is true.

22 DR. COOPER: I'm sorry?

23 CHAIR APOSTOLAKIS: Why is the prevailing  
24 climate that the other HRM methods are sufficient for  
25 today's uses. I mean I don't recall any document that

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1 said that because just de facto that people didn't  
2 want to bother.

3 DR. COOPER: I guess I'm going to have to  
4 defer to someone else. I don't where that --

5 CHAIR APOSTOLAKIS: Well, I know what it  
6 means so let's go on.

7 DR. COOPER: Well, you know, I don't know  
8 whose comment it was. Okay, you want to go on?  
9 That's fine with me.

10 Okay, next steps. We are planning to  
11 revise the user's guide on the basis of the peer  
12 review comments and your feedback. We will create a  
13 revised version. At least at this point in time, our  
14 plan is that we will provide a revised version that  
15 still focuses on the prospective analysis process. In  
16 other words, HRA to support PRA. Provide a revised  
17 NUREG next summer.

18 Because of the interest in the  
19 retrospective analysis, it is our thinking that we  
20 should provide -- develop a separate user's guide to  
21 address that, that being a separate product from, you  
22 know, this user's guide that is for HRA in support of  
23 PRA.

24 CHAIR APOSTOLAKIS: Good.

25 DR. COOPER: And that is as far as our

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1 thinking has gone at this point in time in absence of  
2 your comments.

3 CHAIR APOSTOLAKIS: Done?

4 DR. COOPER: Thank you.

5 CHAIR APOSTOLAKIS: Thank you.

6 DR. COOPER: You are welcome.

7 CHAIR APOSTOLAKIS: At least one minute  
8 early because you didn't have a lot to say.

9 We will recess until 12:15.

10 (Whereupon, the foregoing  
11 matter went off the record at  
12 11:47 a.m. and went back on the  
13 record at 12:21 p.m.)

14 CHAIR APOSTOLAKIS: The next presentation  
15 on the public comments on NUREG-1842. Dr. Lois?

16 DR. LOIS: Thank you very much. And again  
17 thanks for giving us the opportunity to. Very few we  
18 just received the public comments and the date was the  
19 16th but people are still sending us.

20 The intent of the briefing today is to let  
21 you know what comments we received and we appreciate  
22 your feedback as to how we would address the comments.

23 I note that I have an inserted page, page  
24 7, because the original printout was not very good.

25 For the sake of time, the ACRS has seen

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1 this before. The only thing that I would like to say  
2 is that we hope that we will have a final version of  
3 NUREG-1842 by September.

4 Again, a reminder, these are the methods  
5 we reviewed. These are the methods that are commonly  
6 used for regulatory purposes. And, of course, there  
7 are domestic methods and our review at this time did  
8 not include any of the non-domestic methods that are  
9 not used frequently in regulatory space.

10 Where we received the comments from, we  
11 had a public meeting on May. The bulk of the comments  
12 came from the EPRI HRA users group. It is a big group  
13 that represents 30 organizations composed by  
14 utilities, owners groups, contractors, et cetera.

15 Progress Energy sent also individually  
16 some individuals for NRC staff, et cetera. And I'd  
17 like to note here that overall the comments we  
18 received are very good. And by addressing these  
19 comments we'll improve the quality of the NUREG.

20 Now I note that the objective of 1842, the  
21 NUREG, is to evaluate methods and therefore a lot of  
22 the good things about HRA were not kind of  
23 highlighted. So I think there is a concern that the  
24 NUREG creates a negative impression about HRA. And  
25 recommendations that the NUREG should be revised to

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1 provide a more balanced message.

2 Highlight that the current tools and  
3 methods are sufficient and robust for many regulatory  
4 applications and therefore are used successfully in  
5 risk-informed decisions.

6 Now in some cases where we had some strong  
7 statements about not being appropriate or not being  
8 used on some methods in the future, although there is  
9 a split here, some reviewers agreed that this is a  
10 good point. We should do that.

11 Again, a concern that the document implies  
12 that the HEPs overall as a group are inaccurate. And,  
13 therefore, we should acknowledge that these are models  
14 and therefore approximations with uncertainties. And  
15 that's not a characteristic for human reliability  
16 models only. That is how it goes for hardware  
17 failures or all sorts of models.

18 As a --

19 MEMBER SHACK: Maybe they are not good  
20 approximations.

21 DR. LOIS: What?

22 MEMBER SHACK: Maybe they are not good  
23 approximations.

24 DR. LOIS: Well, that's the point. But we  
25 can speak to how good an approximation could be. It

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1 may be that it is a good approximation.

2 CHAIR APOSTOLAKIS: Well, that implies  
3 that any model would be acceptable. That's a  
4 different view of approximation and that is not quite  
5 true.

6 DR. LOIS: Again, I think these comments  
7 come from the fact that the NUREG is focusing on the  
8 weaknesses of the HRA and it is not out to promote HRA  
9 as a tool. And, you know, when you evaluate, you  
10 focus on the weaknesses. And I think we should think  
11 we can balance out our view by identifying some of  
12 these issues.

13 MR. KOLACZKOWSKI: This is Alan  
14 Kolaczowski. I also -- just to make comment on this  
15 one -- I think part of this comment stems from the  
16 fact that as I recall, the document probably does talk  
17 a little bit about this problem of validating human  
18 error probabilities. And so if you take that  
19 statement to its fullest, you could begin to make the  
20 argument we don't know if these HEPs are accurate or  
21 not.

22 And I think that is being -- at least that  
23 is the implied concern that well maybe they are  
24 inaccurate because we can't validate them. And so  
25 there have been comments made with regards to

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1 addressing this thing. It's maybe we shouldn't be  
2 saying these things are inaccurate. That we just  
3 don't know.

4 But on the other hand, we believe they are  
5 reasonable. They are being used. There is some sense  
6 behind the models, et cetera. And we ought to at  
7 least acknowledge that in the document. I think that  
8 is the point trying to be made.

9 DR. LOIS: Also, it was pointed out, EPRI  
10 pointed out that we used the word method broadly.  
11 Some of the methods reviewed are guidance documents on  
12 how to do human reliability and there are some methods  
13 like ATHEANA, et cetera, that include both how to do  
14 an HRA and also how to quantify but comparing across  
15 the board all methods against the good practices, it  
16 is a little bit misleading. And they do recommend to  
17 do a comparison among the quantification tools versus  
18 alone both the HRA guidance methods and quantification  
19 tools like --

20 CHAIR APOSTOLAKIS: Maybe you can make a  
21 distinction between frameworks and methods.

22 DR. LOIS: Yes, that is the  
23 recommendation.

24 Many comments we received had to do with  
25 not giving full credit to the many capabilities of the

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1 Calculator. And it is pointed out that the Calculator  
2 provides a step-by-step walk through on how to do an  
3 analysis, about ability to document every step of the  
4 process, ability to create repeatable results, and  
5 also a big emphasis of the EPRI efforts to provide  
6 training to the Calculator users so that the HRAs have  
7 been by appropriate expertise.

8 CHAIR APOSTOLAKIS: But this is kind of a  
9 strange situation here. Is there another area in the  
10 Agency where the industry is using methodology to do  
11 something that the NRC has not reviewed? Would we  
12 ever accept that? Why are we accepting it with a  
13 Calculator?

14 As far as I know, the NRC staff has not  
15 reviewed, has not issued an SER on the Calculator and  
16 the models that are in it. And yet we have  
17 applications where the licensee says we did this, we  
18 did that. And somebody in NRR passes judgment that  
19 this is reasonable and that is it.

20 I don't know of any other situation where  
21 this Agency would accept this.

22 MEMBER SHACK: MAP calculations are done  
23 now for all the PRAs.

24 CHAIR APOSTOLAKIS: MAP has not been  
25 reviewed by the NRC?

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1                   MEMBER KRESS: No, it's a major tool for  
2 all the PRAs in severe accident analysis.

3                   CHAIR APOSTOLAKIS: What is the rationale  
4 behind this?

5                   MEMBER KRESS: It is too hard. I mean it  
6 would be a big job to review it I think. And besides  
7 that, the current version is an EPRI proprietary  
8 version. But we have recommended that it be reviewed  
9 by NRC and pass judgment on it, you know, is it  
10 acceptable or not?

11                  CHAIR APOSTOLAKIS: Well, anyway,  
12 reviewing the Calculator is not such a big job as  
13 reviewing MAP. But maybe part of the complaint is the  
14 reason why the staff did not get full credit, maybe  
15 the staff is not very familiar with the method because  
16 they never had to --

17                  DR. LOIS: Well, actually here the  
18 recommendation is to provide input as to how the  
19 Calculator has been used. And I don't know, we  
20 haven't thought how we could address that.

21                  But this is how the practice is, how, you  
22 know, the fact that it is training there, how do you  
23 make sure that every person in the industry has been  
24 trained adequately to be an HRA expert. I don't know  
25 how we can pass judgment on something like that.

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1 CHAIR APOSTOLAKIS: In that case, if you  
2 plan to work with industry jointly in the future, then  
3 that will go away because there will be some consensus  
4 as to what are the advantages or disadvantages of  
5 doing this and that? And maybe fighting.

6 MR. JULIUS: Your comments are valid about  
7 the tool. I think that this bullet really goes more  
8 to the full credit to the capabilities and benefits of  
9 the user's group

10 And the comment there was that the  
11 qualification, you needed to be an HRA expert in order  
12 to do a human reliability analysis of an HEP versus  
13 the, you know, and in their analogy there isn't  
14 another area of PRA where we require people to have  
15 qualifications in systems training to do fault trees  
16 or qualification of quantification so they don't  
17 inappropriately truncate. But we are, you know,  
18 providing training on HRA. So this is -- it is kind  
19 of -- it doesn't fit with the rest of the elements of  
20 PRA.

21 DR. LOIS: Shall I go on?

22 CHAIR APOSTOLAKIS: Yes.

23 DR. LOIS: Okay. Another comment again on  
24 the Calculator is that it has been revised, Version 3,  
25 and the recommendation to include -- revise and review

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1 to include the capabilities that have built now. And  
2 I guess, for example, an example was given here that  
3 Calculator adds guidance on how to perform screening  
4 of human actions addressing dependence, et cetera. So  
5 these are some improvements that ought to be included.

6 The report is too strong on the time  
7 reliability correlations without providing useful  
8 alternatives. I guess last time we were here we all  
9 agreed that EOCs are not good and we should say so.  
10 When we said so, a lot of people did not like it or  
11 did not agree with it. EPRI provides many comments on  
12 HCR/ORE and states many of the strengths. It was  
13 developed for the implementation phase of the actions  
14 proposed to including diagnostic and implementation  
15 and were derived from empirical which is something no  
16 other method has done with.

17 And also there is the next phase of the  
18 EPRI HRA guidance is going to include guidance on how  
19 the HCRs should be issued to be used.

20 CHAIR APOSTOLAKIS: Well, this is not an  
21 issue that puzzles me. But there is some conference  
22 in New Orleans. We asked point blank one of the  
23 original developers I believe it was, should ACR be  
24 used and he said no. I asked another practitioner  
25 from a utility and he said no because the curves that

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1 we have do not include the data we receive from the  
2 operator reliability exercises that were on the high  
3 side.

4 So here we have now people who ought to  
5 know telling me don't use the HCR. And yet it is one  
6 of the models there. And, in fact, it was the only  
7 model that has time in it. And I suspect, for  
8 example, when it comes to power uprates, this is the  
9 modern thing to use because I can go and find, you  
10 know, that for this time, this is the probability.  
11 And other times, this is the other probability. No  
12 other model has that, okay? And they all come from  
13 the licensees and yet two of these people who ought to  
14 know say no.

15 And then I've heard over the years, you  
16 know, that common wisdom was that the experiments did  
17 not confirm the original assumptions of the HCR. So  
18 what do we do with that?

19 MR. PARRY: George, can I make a point of  
20 clarification here? This is Gareth Parry from NRR.

21 I think what the experiment showed was  
22 that the original form of the HCR as proposed back in  
23 1983 was not supported by the experiments. But the  
24 ORE program did suggest ultimate time reliability  
25 curves.

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1           And I think the person that you talked to  
2           who said that you shouldn't use the HCR was probably  
3           associated with the original HCR, not necessarily the  
4           ORE.

5           CHAIR APOSTOLAKIS: Well, again, and we  
6           don't review this, I mean have you heard anybody  
7           saying MAP, a version of MAP is no good? Another  
8           version is good? And I don't think so. I mean  
9           somehow we have to pass judgement on this as an  
10          Agency. What is acceptable? What is on solid ground?  
11          And what isn't?

12          MR. PARRY: Yes but I think you also have  
13          to look at it in the context of what decision you are  
14          making.

15          CHAIR APOSTOLAKIS: When you do that, then  
16          you will do that.

17          MR. PARRY: Right.

18          CHAIR APOSTOLAKIS: But you have to start  
19          by saying this year we are going to review this. And  
20          then you look at the context or whatever. But you  
21          can't just have these rumors flying around. Do it,  
22          don't do it, it's the earlier version, the later  
23          version. And then just accept the numbers. It  
24          doesn't make sense to me.

25          Jeff, you want to say something?

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1           MR. JULIUS: This is Jeff Julius. Yes, I  
2 want to back up what Garret said. I mean actually the  
3 first slide of the presentation makes the point that  
4 the original HCR was, you know, there are methods that  
5 evolve and change. And then first one didn't prove  
6 out. And it should be stricken and it should be  
7 widely know that that should not be used.

8           And then later on, the HCR/ORE was  
9 validated or not validated but it was backed up with  
10 data from simulator experiments and that is the one we  
11 recommend you use and we provide guidance on when it  
12 should be used.

13           MR. PARRY: And also, it does have its own  
14 limitations but as long as they are recognized when  
15 using it to make decisions, I think it is okay to use  
16 it.

17           MR. JULIUS: And I thought the purpose of  
18 1842 is to do the review, correct? That is to review  
19 the different methods. The purpose of this document,  
20 the 1842, is to --

21           CHAIR APOSTOLAKIS: Oh, it was based on,  
22 as far as I understand, you know what was publicly  
23 available. It was not a serious review.

24           DR. LOIS: This is an evaluation with  
25 respect to good practices but not a review of the

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1 model.

2 CHAIR APOSTOLAKIS: Yes, it was not a  
3 review of the model. I mean they looked at papers and  
4 maybe talked to some people and, you know, this and  
5 that.

6 MR. JULIUS: Well, they were provided with  
7 proprietary data from EPRI. EPRI tr'd 100 259 report  
8 and any report that they asked for was provided.

9 CHAIR APOSTOLAKIS: But it was not a  
10 review of this particular model. I mean maybe you did  
11 and I have no doubt 00

12 DR. LOIS: But it was not the scope of  
13 this evaluation to actually review any of the models  
14 in depth. And one of the things that 1842 states is  
15 that TRCs in general should not be used. And now the  
16 last bullet is I probably will change it to use it  
17 with caution.

18 But I think there are a couple of things.  
19 TRCs in EPRI in the THERP method are used for their  
20 diagnostic worth while the HCR/ORE has been promoted  
21 to be used as part of the implementation phase of the  
22 action. Is that a correct statement? No?

23 MR. FORESTER: No. This is John Forester,  
24 Sandia Labs. It focuses on probability of non-  
25 response. But included in that is a soon-to-be some

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1 sort of diagnosis phase. You know it does address all  
2 the way from diagnosis to implementations.

3 DR. LOIS: But if I understand well the  
4 EPRI comments is that the argument is made that  
5 HCR/ORE has been developed for the implementation  
6 phase of the action. Is that correct, Jeff?

7 MR. JULIUS: No. It is the probability of  
8 non-response. I have a slide that shows a graphical  
9 depiction. It is really saying that if you take the  
10 cognitive in execution, that there is actually a piece  
11 that could be attributed to either this probability of  
12 non-response and it's not being able to provide a  
13 response in the time that is available.

14 And again, given that you have correctly  
15 diagnosed a situation, you just don't accomplish it in  
16 time. And that is similar to the way the SPAR handles  
17 it. Where SPAR has in the cognitive modeling, there  
18 is a time piece that says that you failed the  
19 cognitive because of timing consideration.

20 DR. LOIS: But you are stating here its  
21 failure mode of failing to complete the action of the  
22 time available given diagnosis success. That is what  
23 you are stating in your comments. So therefore you  
24 imply that HCR/ORE should be used given that it has  
25 been -- need for the action has been diagnosed.

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1 MR. PARRY: Then that comment is  
2 incorrect. And I think you need to check it. Because  
3 that is not the intent of the original ORE curve.

4 DR. LOIS: That's why I put this here  
5 because that is what has been stated.

6 MR. JULIUS: I really meant that it had  
7 its feet between both. I mean it was given successful  
8 diagnosis that you don't respond so either to complete  
9 the diagnosis or to implement the execution.

10 MR. PARRY: To begin the implementation.

11 MR. JULIUS: To begin the implementation.

12 CHAIR APOSTOLAKIS: Does the latest  
13 version accommodate those outliers so to speak from  
14 the ORE? There were some long times that the original  
15 assumption of the log normal could not accommodate.  
16 Does it?

17 MR. PARRY: I don't remember any of those  
18 times. I don't remember seeing any of those, George.  
19 And I was really involved with our project. I don't  
20 remember seeing them so I don't know where that  
21 comment came from.

22 CHAIR APOSTOLAKIS: But why do we have to  
23 speculate like this? And why don't we have a serious  
24 review of this? I mean what is it that is stopping  
25 us? I mean I can't imagine. I mean I have to start

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1 writing other comments every time we receive a request  
2 for power uprate.

3 This is, you know, I mean I don't doubt  
4 what Jeff is saying but this is not the way to do  
5 business. I mean we have done it. You didn't read it  
6 very well. Would it take more than six months to do  
7 it? I don't think so.

8 And look at the actual data, convince  
9 ourselves that the data are relevant from the  
10 simulators, look at the model, the curves that they  
11 could use, and pass judgment. And if there are  
12 limitations or if it is applicable to certain  
13 decisions, that's fine. If it is not, let's find out.

14 MR. KOLACZKOWSKI: Also, let me -- this is  
15 Alan Kolaczowski -- just to put this in the proper  
16 context, I do want to indicate that the current  
17 document and the one that was reviewed actually was  
18 pretty positive about the HCR/ORE in that it said  
19 look, it is empirically based and if you can actually  
20 do simulations and get information from such  
21 simulations to better estimate the failure  
22 probability, we are all for it.

23 The concern that is expressed in this  
24 document and the point of contention that there is is  
25 that probably in practice, most utilities cannot

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1 expend the resources to do that. And so they end up  
2 taking a curve that was created in who knows what  
3 context and just say oh, it generically applies to me  
4 without testing whether that curve really applies to  
5 them or not.

6 And that is where I think the point of  
7 contention begins. It is the same thing with the  
8 TRCs. TRCs per se I don't think the authors of this  
9 document are necessarily against TRCs. The question  
10 is but do you just go to THERP and just use the  
11 generic curve and say it applies to me or do you use  
12 it in a sense of but I know there are other things  
13 that will effect this that I need to account for. And  
14 I don't just blindly use the curve and look at it oh,  
15 in ten minutes it tells me the failure probability of  
16 diagnosis .01 and you just use it.

17 So I think there is also a  
18 miscommunication between what the document was  
19 intending to say and, therefore, what the comments  
20 came back. And we are going to try to clarify that.

21 But I want to make the point clear here at  
22 this meeting that the document is positive about these  
23 in some respects. But the problem is -- what we see  
24 is the practical use of them because everybody takes  
25 the shortcut. Oh, I'll just use the curve. And they

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1 don't even ask themselves necessarily does the curve  
2 apply to my plant? To my crews? To my scenario?  
3 They don't ask those questions. They just use it.  
4 That is our concern.

5 CHAIR APOSTOLAKIS: Then maybe you could  
6 make it clear that you are not --

7 MR. KOLACZKOWSKI: That's what we plan to  
8 do.

9 CHAIR APOSTOLAKIS: -- against the concept  
10 but maybe the specific -- I mean what Alan just said.  
11 But I'm still bothered by this. I mean we have this  
12 model. The industry is using it. And we have to talk  
13 in a meeting like this to each other and why don't we  
14 have this document that says here is the HCR/ORE.  
15 Here is what it is good for. Here is why you have to  
16 be careful. And don't do it. And use something else.

17 MR. KOLACZKOWSKI: George, I think that's  
18 an NRC perception of how important it is. Setting  
19 aside resources, et cetera.

20 CHAIR APOSTOLAKIS: But, you know, our job  
21 on this Committee is to raise technical issues.

22 MR. KOLACZKOWSKI: I understand.

23 CHAIR APOSTOLAKIS: And I think this is a  
24 technical issue. You may very well come back and say  
25 everything is fine.

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1 DR. LOIS: Also some people felt that it  
2 would be good -- I think that was one of the good  
3 feedback we got in the public meeting --

4 CHAIR APOSTOLAKIS: Excuse me, you  
5 mentioned earlier though there is a memorandum of  
6 understanding now. Would it be all right to work from  
7 human --

8 DR. LOIS: It is in the works. We tried  
9 to establish one. It is a draft.

10 CHAIR APOSTOLAKIS: Would this be one of  
11 the first things you are going to do then if this goes  
12 through?

13 DR. LOIS: It focuses on fire re-  
14 quantification to extend that -- it would be an  
15 extension of the MOU with EPRI for fire research.

16 CHAIR APOSTOLAKIS: But that is the  
17 administrative part. In terms of the work that will  
18 be done, it is fire related? Only fire?

19 DR. LOIS: Right now, HRA collaboration  
20 with EPRI --

21 CHAIR APOSTOLAKIS: But in your fire  
22 context, you still have to worry about time, response,  
23 and so on. So I can see you getting together with  
24 EPRI and looking at the HRC and ATHEANA and all that  
25 and see how we can put these things together.

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1           The context is fire but you still have to  
2 look at the model. Nothing stops you from looking at  
3 the model.

4           DR. LOIS: The only concern here is that  
5 a fire -- the actions are outside the control room.  
6 HCR/ORE, the knowledge base is control room actions.  
7 It's not a response time given that the operators have  
8 indications, dah, dah, dah, and they don't have to go  
9 outside. And they are going to work from procedures,  
10 et cetera.

11           So the underlying technical knowledge is  
12 very different than what we may need to have. But I  
13 think everything --

14           CHAIR APOSTOLAKIS: So it is still up in  
15 the air?

16           DR. LOIS: -- everything can be, you know  
17 --

18           CHAIR APOSTOLAKIS: Can you amend it to  
19 allow you to do this? I mean when you think about it,  
20 this is really a problem issue.

21           DR. LOIS: We could potentially work a  
22 different MOU or use that and extend it or whatever.

23           Again, some people would like to include  
24 in the NUREG an example of applications and say show  
25 us how you would do one HRA and what it would take.

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1 This is the resource issue from perspective users of  
2 NUREG-1842.

3 It is noted that the NUREG has bias  
4 towards the ATHEANA features, especially the executive  
5 summary. A concern that the document implies the need  
6 to redo HRA for this application and possibly use new  
7 or different methods.

8 CHAIR APOSTOLAKIS: Excuse me. I thought  
9 ATHEANA was reviewed by Jeff. There is some bias.

10 DR. LOIS: The executive summary was --  
11 (Laughter.)

12 DR. LOIS: I'm pretty sure Jeff and EPRI  
13 provided comments on ATHEANA to the extent, you know,  
14 to what extent we have correctly portrayed reviews  
15 because the final version was -- we did not give to  
16 the extended reviewers the document to be re-reviewed  
17 to when we published it for public comment.

18 Some people challenged us what do we mean  
19 by HRA expert. Just to go ahead and define it and  
20 recognize the limited resources available for  
21 performing comment reliability. I'd like to make a  
22 note here. It seems that people are so concerned  
23 about human reliability when it comes to resources and  
24 I don't know if that is typically done for any other  
25 of the engineering approaches or applications.

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1           It seems that it is a little bit biased.  
2       Why spend money for human reliability versus  
3       thermohydraulic analysis.

4           CHAIR APOSTOLAKIS: Well, I'll tell you  
5       why.

6           (Laughter.)

7           CHAIR APOSTOLAKIS: If you can get  
8       favorable decisions from the NRC by your reporting a  
9       few numbers, why should you go through this? The  
10      probability doesn't change much. The reviewer says I  
11      agree. Well, that's great.

12           Would you spend resources on it? No.  
13      They are not in the business of advancing the state of  
14      the art anyway. They are in the business of running  
15      a plant. And of course you should also do it within  
16      the ASME Regulatory Guide 14200 and so on. But the  
17      question is is that sufficient.

18           DR. LOIS: Well, this comment here is that  
19      -- a recommendation instead of going and doing the  
20      evaluation against the good practices, do it against  
21      the ASME standard in Reg Guide 1200 because good  
22      practices go beyond the ASME standard. For example,  
23      talking about EOCs, et cetera.

24           CHAIR APOSTOLAKIS: Well, the ASME  
25      standard doesn't really tell you how to do it. It

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1 just says you should do it, correct? So it is not  
2 unusual. I mean in other areas we do the same thing.

3 MR. JULIUS: This is Jeff Julius. But it  
4 is unusual because the ASME standard, there is not  
5 requirement to look at errors of commission. And the  
6 good practices says that it is a good practice to  
7 consider human errors of commission. So there are  
8 significant differences between the two.

9 CHAIR APOSTOLAKIS: Does it say you should  
10 limit yourself to errors of omission? Does it say  
11 that? It says human error as I remember it. But if  
12 it is not specifically excluded, and the staff thinks  
13 it is important, then it should be considered.

14 I mean the standard is, you know, kind of  
15 an unusual standard. It is pretty high level. The  
16 only place where I think it becomes more specific is  
17 when it comes to common cause failures because of the  
18 existence of this joint project. Where it says  
19 specifically, you know, here is a NUREG where you can  
20 go and find information.

21 MR. KOLACZKOWSKI: George, let me try to  
22 give an example of the point you are trying to make,  
23 too, I think is that the ASME standard, as I -- this  
24 is almost verbatim, I think one of the first steps,  
25 and it just says you shall use a systematic process

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1 for identifying human failure events. Now it doesn't  
2 say what that process should be or what the technique  
3 should be. But you have to have a systematic process.

4 Now the good practices tries to offer some  
5 things about what a good practice might look like.  
6 And then we take the methods and compare it against  
7 that. So I mean if we were to take the methods and  
8 just compare them to that particular ASME standard  
9 requirement, we would say yes, they all have  
10 systematic methods or some -- excluding just the  
11 quantification only, yes, there are methods out there  
12 for identifying.

13 They are systematic. Yes, they all meet  
14 the requirement. We thought that wasn't enough  
15 because you try to now evaluate well how good of a job  
16 does it do, et cetera, et cetera, you got to get into  
17 more details than just is the method systematic or  
18 not.

19 So I'm just indicating that, you know, we  
20 are going to do what we can about this particular  
21 comment. But to compare them to just the ASME  
22 standard in some respects is probably not enough.

23 CHAIR APOSTOLAKIS: Maybe the message  
24 there or the comment is similar to Gareth's comment.  
25 Don't forget what decisions you are going to make.

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1 That's really -- that would make much more sense to  
2 me.

3 That all these models should be evaluated  
4 within a decision-making context. And because ASME  
5 was developed to help risk-informed decision-making,  
6 maybe that is what they meant.

7 MR. KOLACZKOWSKI: Yes.

8 CHAIR APOSTOLAKIS: Not literally go to  
9 the ASME standards unless specifically excluded. Then  
10 I think the staff has the right to say we think this  
11 is important.

12 MR. PARRY: I think, too, that you've got  
13 to remember that the methods that we are talking about  
14 here, like HCR, is only applicable to high-level  
15 requirement G in the human reliability, which is just  
16 the quantification. And that there are a lot of other  
17 requirements that have to be met beforehand which  
18 means that you have constructed the model  
19 appropriately, you have identified the right HFES, you  
20 defined them appropriately.

21 And given that, if what the quantification  
22 method does is to provide a ranking of those HFES  
23 within a certain acceptable scale, then if you look at  
24 an application like 5069, for example, which requires  
25 that -- it is the categorization of the components

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1 which requires that you do sensitivity studies on the  
2 HEPs and take the most conservative of those  
3 categorizations, then maybe the details of the  
4 quantification method are not all that important as  
5 long as you have done the calculation.

6 And it is in that context, I think, that  
7 we have to look at these methods to see whether they  
8 are applicable or not.

9 CHAIR APOSTOLAKIS: I think yes, it should  
10 be decision driven because ultimately that is what you  
11 want to do, make decisions.

12 MR. PARRY: Right. And I would argue  
13 probably that any decision that was based on an actual  
14 number for an HEP is probably going to meet by any of  
15 these methods because none of them is validated in  
16 that sense.

17 CHAIR APOSTOLAKIS: The least we can do  
18 though is try to understand how the number was  
19 produced. And if it is, again, it is a change from 32  
20 minutes to 29, I have no problem. If you go down to  
21 less than 10 minutes, though, I do.

22 Now you are running over.

23 DR. LOIS: Okay. I think I am done. I  
24 note here that we received a comment that we should  
25 acknowledge that there is activity out there to build

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1 HRA on simulation using simulation modeling.

2 CHAIR APOSTOLAKIS: That is a perennial  
3 problem. I mean you do learn a lot but the question  
4 is how much credit can you give to simulation.

5 DR. LOIS: Well, the person that  
6 recommended this is very enthusiastic about this  
7 prospect. And also a comment which was kind of a  
8 really -- it was surprising to us -- came from a  
9 utility that said why don't you now try to get away  
10 from ASEP and THERP and recommend to use actual plant  
11 experience for pre-initiator event analysis.

12 And he is noting that the industry now has  
13 been collecting pre-initiator type of data through so  
14 many programs which are improving the programs  
15 targeting to reduce the human error. In actuality,  
16 they are collecting both failures and causes of  
17 failures. And also demands. So that was a --

18 CHAIR APOSTOLAKIS: Are you guys dealing  
19 with pre-initiator events?

20 DR. LOIS: What do you mean dealing with?

21 CHAIR APOSTOLAKIS: Maintenance errors.  
22 You are not. ATHEANA is not doing that. You have an  
23 initiating event and then you look at what --

24 DR. LOIS: But the PRA does.

25 CHAIR APOSTOLAKIS: But your report here

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1 did not deal with that.

2 DR. COOPER: Yes, it does.

3 CHAIR APOSTOLAKIS: It does?

4 DR. COOPER: I mean to the extent that  
5 good practices addresses pre-initiator events as well  
6 as post. So I mean it is addressing pre-initiators.

7 MR. KOLACZKOWSKI: George, remember this  
8 is a good practices document. Don't confuse it with  
9 ATHEANA. This is Alan Kolaczowski. Yes, this  
10 addresses both pre -- to what extent methods treat  
11 pre-initiators, how good a job they do, and to what  
12 extent methods treat post-initiating events and how  
13 good a job they do.

14 DR. LOIS: So we are going to publish the  
15 submittal publication by September, plan to  
16 incorporate the points made. We are not quite sure  
17 how yet but we are going to provide clarifications,  
18 correct specific inaccuracies, and acknowledge  
19 successful use of methods, et cetera.

20 CHAIR APOSTOLAKIS: You have to define  
21 what a successful use is. I mean otherwise you are  
22 doing a disservice to the community. Just because  
23 somebody -- I mean this was a perennial problem with  
24 the retrospective analysis. Mr. Joe Smith came down  
25 from the mountain. He said I helped developed this

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1 model. I went back and applied to these events and my  
2 application was very successful. In other words, it  
3 was good, good. Now I did it myself, too, and I was  
4 successful.

5 What is success? What does it mean you  
6 are successful? I mean that is the key. Just because  
7 they use it doesn't make it successful.

8 MEMBER SHACK: It was accepted by the NRC.

9 CHAIR APOSTOLAKIS: It was accepted by the  
10 NRC, then it is successful we must admit.

11 CHAIR APOSTOLAKIS: Okay great.

12 DR. LOIS: So -- and, of course, we are  
13 not --

14 CHAIR APOSTOLAKIS: So what are you going  
15 to say about the HRC? Do you know enough to say  
16 anything meaningful that maybe will satisfy the other  
17 side? I mean especially if you want to meet the  
18 September `06 schedule.

19 DR. LOIS: I believe the -- I think we  
20 have differentiated between HRC and HRC/ORE. And  
21 probably we will remain with the comments we have  
22 right now for HCR/ORE. The reason is that we have  
23 made statements that to the extent to which utilities  
24 are willing to run simulator experiments enough to  
25 comfort themselves that these curves represent their

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1 particular performance for that particular context,  
2 that may be, by itself, a very useful exercise. And,  
3 you know, as might any other HRE method. Probably we  
4 should be acceptable. But we haven't figured it out  
5 yet. We have to talk. And, of course, we are --

6 CHAIR APOSTOLAKIS: Do you have the  
7 reports from EPRI on the ORE and all that?

8 MR. JULIUS: They have at least one.

9 CHAIR APOSTOLAKIS: I mean the curves  
10 themselves. Do you have the report that establishes  
11 the curves?

12 DR. LOIS: The underlying data for them?

13 MR. KOLACZKOWSKI: This is Alan  
14 Kolaczowski. If you mean do we have the underlying  
15 proprietary data, that answer to that is no.

16 CHAIR APOSTOLAKIS: What do you have?

17 MR. KOLACZKOWSKI: We have the published  
18 report on the HCR/ORE method and how to implement it.

19 CHAIR APOSTOLAKIS: Well, that gives you  
20 a --

21 MR. KOLACZKOWSKI: But it has the curves  
22 in them. It has the curves.

23 CHAIR APOSTOLAKIS: But you don't know  
24 what the basis of the curves is.

25 MR. KOLACZKOWSKI: That is correct.

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1 CHAIR APOSTOLAKIS: So this criticism that  
2 the outliers have not been included we cannot pass  
3 judgment about.

4 MR. KOLACZKOWSKI: To my knowledge, I  
5 think that is a true statement.

6 MR. FORESTER: Yes, John Forester, Sandia  
7 Labs. There is volume three, I think, of the results  
8 of the experiments that we are doing.

9 MR. PARRY: Volume two. It is volume two.

10 MR. FORESTER: No, there is volume -- I'm  
11 pretty sure there is a volume three.

12 MR. PARRY: Oh, I'm sorry. You are right,  
13 yes. You are right.

14 MR. FORESTER: The first two volumes, the  
15 second volume does provide some discussion of the  
16 basis for the curves. But the data is not there.

17 MR. PARRY: Right.

18 CHAIR APOSTOLAKIS: Is it one curve? A  
19 family of curves?

20 MR. PARRY: Family with different --

21 MR. FORESTER: But see the issue there of  
22 the data is that everybody has pretty much agreed that  
23 the generic curves that were obtained from ORE  
24 probably shouldn't be generalized to all plants. What  
25 plants should do is run their own simulator exercises

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1 for a range of scenarios, a range of variations of  
2 particular scenarios so that they have enough data  
3 that they are confident that they have represented  
4 that range, they have ran it through enough crews.

5 And if they do all that for all the  
6 scenarios then that is a very useful exercise to do.  
7 But again, as we pointed out, that is a very difficult  
8 and requires a lot of resources. And plants are  
9 probably not intending to do that.

10 So they may use the generic data. And I  
11 think everyone is in agreement that that is not a good  
12 idea.

13 CHAIR APOSTOLAKIS: Well, you have --  
14 there are three volumes and you have two of them.

15 MR. FORESTER: Yes.

16 CHAIR APOSTOLAKIS: And we can get those,  
17 too?

18 MR. FORESTER: Yes.

19 DR. LOIS: Probably we should -- yes, I  
20 think we can forward it to --

21 CHAIR APOSTOLAKIS: I don't know how it  
22 works but I mean if you have given them to the staff,  
23 probably we can get them, too.

24 MR. PARRY: The first two volumes I think  
25 were not proprietary. But the third volume was. But

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1 the first two were not.

2 CHAIR APOSTOLAKIS: The staff can get  
3 proprietary information, too.

4 MR. PARRY: Right. But, George, you might  
5 also ask about the data that underlies the third  
6 because I don't know if anybody has ever reviewed that  
7 either. Certainly not in the last 25 years.

8 CHAIR APOSTOLAKIS: I think it was from  
9 the NRC wasn't it?

10 MR. PARRY: No. I don't think so. Yes,  
11 that was done for -- yes, they developed third. But  
12 the data tables in there and the basis of them, I  
13 think that is lost in time.

14 CHAIR APOSTOLAKIS: But don't they say up  
15 front in the introduction that this is really based on  
16 our overall experience? They never claimed that they  
17 relied on data.

18 MR. FULD: Well, they claim they rely on  
19 data to some extent.

20 CHAIR APOSTOLAKIS: To some extent, yes.

21 MR. FULD: This is Bob Fuld. But the  
22 THERP -- the 1278 I believe is the number is well  
23 caveated with the limitations in data sources.

24 CHAIR APOSTOLAKIS: In fact, I admire that  
25 because they wrote it when it was not fashionable to

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1 do that.

2 MR. FULD: Right.

3 CHAIR APOSTOLAKIS: They said, you know,  
4 we have experience with all sorts of industries but  
5 when it comes down to it, it is our job.

6 MR. PARRY: So you would accept that for  
7 THERP but not for HCR/ORE?

8 DR. COOPER: Susan Cooper, Research. This  
9 methods evaluation has not -- and it wasn't in the  
10 scope of it to examine the technical basis for any of  
11 these methods. Only to examine how the methods match  
12 up to good practices and in some case, you know, if  
13 there are limitations in the way the methods are  
14 supposed to be applied based on their technical basis,  
15 you know I think that the intent was to address that  
16 also.

17 But there was -- it was never within the  
18 scope of this effort to examine the technical basis of  
19 any of the methods.

20 CHAIR APOSTOLAKIS: Okay. I guess we are  
21 done. So we are going to see the revised report at  
22 some point?

23 DR. LOIS: Our objective is to submit it  
24 to publication by September. We can certainly, as  
25 soon as we have the final version, forward it to you.

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1 And typically we give NRR the opportunity and we will  
2 give the opportunity to comment before we publish it.

3 But we do not plan to come back and brief  
4 you again on how we would address those. So if you  
5 have specific recommendations on how we should  
6 address, those comments we would welcome them.

7 CHAIR APOSTOLAKIS: Well, you know, coming  
8 back to the THERP issue, I think the answer to that is  
9 the Agency decided to spend a hell of a lot of money  
10 on developing ATHEANA.

11 So that tells you something about how it  
12 was accepted. Maybe nobody came out like I just did  
13 and said, you know, this is not good. We haven't seen  
14 the basis. But the actions of the Agency do  
15 demonstrate that there was unhappiness with that.

16 And then the industry, at the same time,  
17 did the same thing. So, you know, they didn't come  
18 out and say well gee, you know what is this. But by  
19 their actions, they demonstrated that they were  
20 unhappy with the basis.

21 And for the time being, it was okay. You  
22 know they did the best they could. In fact they  
23 pioneered the whole thing.

24 So, you know, there are many ways you can  
25 look at this. And the second argument is about

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1 precedent. We should not repeat it again.

2 Now we will go -- we don't need a  
3 transcript any more. Thank you very much. It is  
4 over, this discussion is over.

5 (Whereupon, the above-entitled meeting was  
6 concluded at 1:07 p.m.)

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