Reserves, Resources and Uncertainty Management

GExperts Learning Academy | PC-X20 | PC | 12-18 weeks

Course overview

12-18 weeks PC programme focused on Reserves, Resources and Uncertainty Management, using energy-sector cases and applied decisions.

Designed for: Experienced professionals

Learning outcomes

- Explain core principles and terminology for Reserves, Resources and Uncertainty Management.
- Interpret an applied case using evidence and stated assumptions.
- Identify risks, safeguards, role boundaries and escalation points.
- Prepare a clear recommendation for a multidisciplinary audience.

Course guide

Work through each module objective, lesson and teaching note, complete the applied activity and assessment, then use the separate Academy practice page for practice questions and answer feedback.

Separate practice questions:
https://www.globalexpertsconsultoria.com/training/academy/courses/questions/?course=PC-X20

Academic and certification status

Draft learning resource for study and review. It does not confer accreditation, external certification, a regulated qualification, professional licence, safety-critical competence or site authorisation. Confirm approvals, current laws, standards, approved procedures and awarding-body requirements before delivery.

Module 1: Volumetric estimation

Learning objectives

- Explain volumetric estimation, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Volumetric estimation
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Reserves, Resources and Uncertainty Management

Detailed teaching notes

Teaching notes

Core explanation. Oil initially in place can be estimated from bulk rock volume, net-to-gross, porosity and hydrocarbon saturation, divided by oil formation volume factor. Keep all units consistent. In-place oil is different from recoverable resources, which require recovery and development assumptions.

Decision logic. Avoid combining unrelated optimistic parameters into an unlabelled base case. Preserve dependence between area, thickness and reservoir quality. Present ranges and indicate which measurements drive uncertainty. Recovery factor is a scenario assumption until supported by reservoir evaluation.

Worked example. Using SI volumes: 1 million cubic metres bulk rock, NTG 0.5, porosity 0.2, oil saturation 0.7 and Bo 1.2 gives about 58,333 stock-tank cubic metres in place.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Recalculate after halving net-to-gross and interpret the result.

Model answer guide. The estimate halves to about 29,167 cubic metres; this remains in-place oil, not booked reserves.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Recalculate after halving net-to-gross and interpret the result.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 2: Reserves, Resources and Uncertainty Management: Risk Controls

Learning objectives

- Explain reserves, resources and uncertainty management: risk controls, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Reserves, Resources and Uncertainty Management: Risk Controls
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Reserves, Resources and Uncertainty Management

Detailed teaching notes

Teaching notes

Core explanation. Reserves, Resources and Uncertainty Management: Risk Controls describes a practical part of Reserves, Resources and Uncertainty Management. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for reserves, resources and uncertainty management: risk controls. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans reserves, resources and uncertainty management: risk controls while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for reserves, resources and uncertainty management: risk controls: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a decision brief for reserves, resources and uncertainty management: risk controls: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 3: Reserves, Resources and Uncertainty Management: Systems and I

Learning objectives

- Explain reserves, resources and uncertainty management: systems and interfaces, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Reserves, Resources and Uncertainty Management: Systems and Interfaces
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Reserves, Resources and Uncertainty Management

Detailed teaching notes

Teaching notes

Core explanation. Reserves, Resources and Uncertainty Management: Systems and Interfaces describes a practical part of Reserves, Resources and Uncertainty Management. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for reserves, resources and uncertainty management: systems and interfaces. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans reserves, resources and uncertainty management: systems and interfaces while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for reserves, resources and uncertainty management: systems and interfaces: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a decision brief for reserves, resources and uncertainty management: systems and interfaces: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 4: Production forecasting

Learning objectives

- Explain production forecasting, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Production forecasting
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Reserves, Resources and Uncertainty Management

Detailed teaching notes

Teaching notes

Core explanation. Forecasts combine reservoir behaviour, well availability, ramp-up, capacity constraints and downtime. Distinguish potential reservoir production from saleable output. State units, time basis and whether rates are instantaneous, daily averages or annual totals.

Decision logic. Build low, base and high cases with internally consistent constraints. Bottlenecks can shift as water production rises. Compare forecast to observed history when available and track revisions with reasons. Do not assign actual Namibian first-oil dates from classroom scenarios.

Worked example. A system with 100,000 barrels/day potential and 90% availability yields 90,000 barrels/day average before other constraints.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a one-year forecast with availability falling to 80% for three months.

Model answer guide. Calculate period-weighted output and explain facility versus reservoir constraints separately.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a one-year forecast with availability falling to 80% for three months.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 5: Well testing and pressure interpretation

Learning objectives

- Explain well testing and pressure interpretation, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Well testing and pressure interpretation
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Reserves, Resources and Uncertainty Management

Detailed teaching notes

Teaching notes

Core explanation. A well test records flow and pressure response to infer reservoir and well behaviour. Explain drawdown, buildup, skin and boundary effects conceptually. Measurement resolution, rate history and test duration constrain interpretation.

Decision logic. Different models can fit limited data. Use derivative behaviour and independent geology to test models rather than declaring a unique answer. Short tests may not observe distant boundaries. Operational testing requires an approved programme and safety controls.

Worked example. A short buildup appears stable but has not investigated the reservoir boundary; connectivity remains uncertain.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Review a fictional test summary and list claims supported and unsupported by it.

Model answer guide. Separate local mobility evidence from field-wide connectivity and long-term deliverability claims.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Review a fictional test summary and list claims supported and unsupported by it.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 6: Petroleum economics overview

Learning objectives

- Explain petroleum economics overview, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Petroleum economics overview
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Reserves, Resources and Uncertainty Management

Detailed teaching notes

Teaching notes

Core explanation. Economics translates technical scenarios into cash-flow consequences. Define decision alternatives and the perspective first, then estimate volume, timing, realised prices, costs, fiscal payments and closure. Compare value, affordability and exposure together.

Decision logic. Use transparent assumptions with units and source dates. A model's arithmetic can be correct while its development assumptions are implausible. Separate geological uncertainty, engineering uncertainty and market risk, and show which could reverse the decision.

Worked example. Two fictional projects have equal undiscounted cash surplus but one receives cash five years later.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Explain which may have greater present value and what additional information is required.

Model answer guide. Earlier comparable cash usually has greater present value at positive discount rates; require timing and risk details.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Explain which may have greater present value and what additional information is required.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 7: Sensitivity and scenario analysis

Learning objectives

- Explain sensitivity and scenario analysis, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Sensitivity and scenario analysis
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Reserves, Resources and Uncertainty Management

Detailed teaching notes

Teaching notes

Core explanation. Sensitivity changes one input to understand model response; scenarios change coherent sets of assumptions. A tornado chart ranks tested effects, not the probability of events. Distinguish uncertainty ranges from forecasts and assigned probabilities.

Decision logic. Check dependencies: schedule delay may increase cost and defer revenue together. A correlated downside should not be represented as independent optimistic inputs. Identify decision-changing variables and the evidence that could narrow them.

Worked example. Price down 20% and CAPEX up 20% are separate sensitivities; combined delay, inflation and low price is a downside scenario.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a sensitivity table and one coherent downside scenario.

Model answer guide. Preserve the base case, document changed inputs, and explain causal links in the combined case.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a sensitivity table and one coherent downside scenario.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 8: Reserves, Resources and Uncertainty Management: Communicatio

Learning objectives

- Explain reserves, resources and uncertainty management: communication and escalation, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Reserves, Resources and Uncertainty Management: Communication and Escalation
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Reserves, Resources and Uncertainty Management

Detailed teaching notes

Teaching notes

Core explanation. Reserves, Resources and Uncertainty Management: Communication and Escalation describes a practical part of Reserves, Resources and Uncertainty Management. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for reserves, resources and uncertainty management: communication and escalation. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans reserves, resources and uncertainty management: communication and escalation while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for reserves, resources and uncertainty management: communication and escalation: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a decision brief for reserves, resources and uncertainty management: communication and escalation: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 9: Reserves, Resources and Uncertainty Management: Knowledge Ch

Learning objectives

- Explain reserves, resources and uncertainty management: knowledge check, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Reserves, Resources and Uncertainty Management: Knowledge Check
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Reserves, Resources and Uncertainty Management

Detailed teaching notes

Teaching notes

Core explanation. Reserves, Resources and Uncertainty Management: Knowledge Check describes a practical part of Reserves, Resources and Uncertainty Management. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for reserves, resources and uncertainty management: knowledge check. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans reserves, resources and uncertainty management: knowledge check while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for reserves, resources and uncertainty management: knowledge check: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a decision brief for reserves, resources and uncertainty management: knowledge check: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Module 10: Reserves, Resources and Uncertainty Management: Competence

Learning objectives

- Explain reserves, resources and uncertainty management: competence review, interpret a case, select appropriate controls and justify a documented decision.

Lessons

1. Purpose and key terms of Reserves, Resources and Uncertainty Management: Competence Review
2. Systems and operating context
3. Evidence, assumptions and decision gates
4. Hazards, safeguards and escalation
5. Applied case: Reserves, Resources and Uncertainty Management

Detailed teaching notes

Teaching notes

Core explanation. Reserves, Resources and Uncertainty Management: Competence Review describes a practical part of Reserves, Resources and Uncertainty Management. Learners connect the principles to asset performance, people, operational risk, project value and local context.

Decision logic. Review the objective, evidence, limits, interfaces and applicable controls for reserves, resources and uncertainty management: competence review. Decisions require current information, role-appropriate authority, competent review and documented assumptions.

Worked example. Use an applied Namibia-relevant case in which a team plans reserves, resources and uncertainty management: competence review while balancing safety, integrity, schedule, cost, environmental protection and local capability.

Facilitator prompts. Ask learners to distinguish verified facts from assumptions, identify who has decision authority, name stop-work triggers and state what evidence could change their recommendation. Compare technical, HSE, commercial and community perspectives.

Activity. Prepare a decision brief for reserves, resources and uncertainty management: competence review: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Model answer guide. A sound response defines scope; uses current, traceable evidence; applies approved requirements and controls; records assumptions; assigns competent owners; checks interfaces; and communicates a measurable decision with an escalation path.

Assessment evidence. Score accuracy (30%), use of evidence (20%), safeguards (20%), analysis (20%) and communication (10%).

Applied activity

Prepare a decision brief for reserves, resources and uncertainty management: competence review: scope, evidence, assumptions, hazards, safeguards, owner, decision gate and escalation trigger.

Assessment

Formative: 10-question practice quiz with answer feedback

Summative: Applied decision brief or practical case assessed against the rubric; proposed pass mark 70%, subject to academic approval.

Practice

Use the separate Academy practice questions and answer key page for this module.

Facilitator close-out and resources

Facilitator close-out

Record attendance, assessment evidence, learner support needs, incidents and improvement actions according to approved provider processes. Do not sign learners off for regulated or safety-critical work without the authorised assessment and certification route.

Resources and references

- Supplied GExperts/IUM reference materials; verify reuse rights and currentness.
- Current applicable Namibian legislation, standards and approved site procedures supplied by the provider.
- Case worksheet and instructor slides must be produced and reviewed before course release.