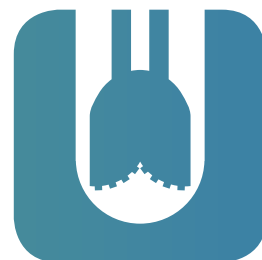# SOGOS ACADEMY

PEOPLE & COMPETENCE

## COMPETENCE ASSURANCE PROGRAMME (CAP)

COMPETENCY MANAGEMENT

INTERACTIVE WORKSHOPS

HIGHLY EXPERIENCED INSTRUCTORS

SKILLS ASSESSMENT

TAILORED PROGRAMS

E-LEARNING

# SOGOS | ACADEMY

## WHAT IS COMPETENCE ASSURANCE

**Competence Assurance is a durable and supported management framework to ensure that all roles in the organisation are filled by employees who can discharge their responsibilities, successfully, efficiently and safely at all times and at all locations. Benefits of a Competence Assurance Programme (CAP) include:**

- *License-to-Operate*
  Demonstrate to all stakeholders that controls are in place to ensure effective and safe operations with a competent workforce
- *Employee*
  Enhanced employability, clarity over the own skill requirements and full ownership of own personal development
- *Managers*
  Demonstrate what capabilities they can expect from their workforce
- *Training*
  Guidance on what the learning & development needs are for the employees
- *Recruitment*
  Guidance on minimum requirements for the recruitment of new employees

## COMPETENCE ASSURANCE PROCESS

**Following is a simplified diagram demonstrating the different components of the CAP and their relationships:**

```
                    ┌─────────────────────┐       ┌──────────────┐
                    │ Skill Unit Catalogue │ ───► │ Job Profiles │
                    └─────────────────────┘       └──────────────┘
                              │                           │
                              ▼                           │
                    ┌─────────────────────┐               │
                    │     Skill Units      │              │
                    └─────────────────────┘               │
                              │                           │
                              ▼                           │
┌──────────────────┐ ┌─────────────────────┐             │
│ Levels of        │►│ Assessment Standards │             │
│ Competence       │ └─────────────────────┘             │
└──────────────────┘           │                         │
                               ▼                          ▼
┌──────────────────┐ ┌─────────────────────┐    ┌──────────────┐
│ Evidence         │►│     Assessments      │◄──│  Key Skills  │
│ of Performance   │ └─────────────────────┘    └──────────────┘
└──────────────────┘           │
                               ▼
                    ┌─────────────────────┐
                    │ Personal Development │
                    └─────────────────────┘
                               │
                               ▼
                    ┌─────────────────────┐
                    │   Training Courses   │
                    └─────────────────────┘
```

## SKILL UNITS

The Skill Units form the heart of the CAP and are developed in a common format for all skills. Alignment between the different disciplines and the use of unique definitions ensure that consistency across the business is achieved.

| Skill Pool | Skill Units | Skill Elements |
|---|---|---|
| Operations | **Facilities & Wells Configuration** | |
| | | Line-up Facilities |
| | | Safeguard Availability Production System |
| | | Maintain Levels of Production Tanks |
| | | Calculate Tank Capacity |
| | **Production Flow Regulation** | |
| | | Calculate Production Capacity |
| | | Select Wells for productiont |
| | | Operate Production Wells and Facilities |
| | | Plan Production |



## JOB PROFILES

With the use of the Skill Unit catalogue, Job Profiles are developed and agreed appropriate to the function. Elements can be added and/or the level of competence can be altered to meet specific local/asset requirements. Only elements from the Skill Unit Catalogue will be used.



| Skill Pool | Skill Units | Skill Elements | Operator |
|---|---|---|---|
| Operations | **Facilities & Wells Configuration** | | |
| | | Line-up Facilities | Skill |
| | | Safeguard Availability Production System | Skill |
| | | Maintain Levels of Production Tanks | Skill |
| | | Calculate Tank Capacity | Skill |
| | **Production Flow Regulation** | | |
| | | Calculate Production Capacity | Knowledge |
| | | Select Wells for productiont | Knowledge |
| | | Operate Production Wells and Facilities | Skill |
| | | Plan Production | Knowledge |

## ASSESSMENT STANDARDS

**Skill Units are not suitable to be used directly for assessing employees. For assessment purposes (collecting evidence) it is necessary to further expand the skills descriptions into standards, the so-called Assessment Standards. These are detailed enough to be able to collect valid and reliable evidence. Agreed competence levels are included.**
**These standards may be customized to meet local requirements**

| | | Required level | Actual level |
|---|---|---|---|
| **Operations** | **Facilities & Wells Configuration** | | |
| | Line-up Facilities | Skill | Skill |
| | Identify and explain all components of production facilities and describe their purpose. Optimise the use of of production facilities (and wells) to meet production targets. Prepare facilities for production. | | |
| | Safeguard Availability Production System | Skill | Knowledge |
| | Specify availability production systems based on daily, weekly and/or monthly maintenance and (well) services plans. Review and use this information. Report availability facilities or wells. | | |

*These standards may be customized to meet local requirements*

**Assessment Process**
Assessments are used to make objective judgements about performance, knowledge and attitude. It involves collecting evidence and making decisions about that person's competence based on that evidence. No fine distinctions are required for assessing competence. A person either meets the standard or does not. The person is either competent or not-yet-competent.

In general the assessment process includes the following:
- Evidence collection
- Formal assessment
- Feedback

**Evidence collection** As competence is a delicate combination of skill, knowledge and attitude it is absolutely vital that the presented evidence contains elements of all three of them.

**Formal assessment** In most instances the formal assessment is nothing more than bringing collected evidence together and to make an objective judgement if the presented evidence is sufficient to declare "Competence".

**Feedback** Although officially not part of an assessment, it is clearly an important part, as assessments are not only meant to measure competence, but also to help employees in their further development. Constructive feedback will increase the self-awareness of employees and will encourage self-development.

## LEVELS OF COMPETENCE

**Job Profiles shall reflect the minimum professional, HS&E, Business and managerial skills that are relevant, and define the required competence levels in terms of:**

| | |
|---|---|
| **Awareness** | Name, List, Recognise |
| **Knowledge** | Describe, Specify, Select |
| **Skill** | Perform, Demonstrate, Operate |
| **Master** | Teach, Challenge, Initiate |
| **Lead** | Champion, Benchmark, Safeguard |

*The "Master" and "Lead" levels are in general not applicable to the Operators and Supervisors level as it is not expected that these groups will be required to solve significant, complex, non-routine problems.*

## KEY SKILLS

It will not be possible to assess employees on all skills as described in a Job Profile.
This would:
a) require an unacceptable high level of effort by all parties concerned
b) highly upset daily operational activities
c) not provide the extra confidence that an employee is competent

It will be more practical to select a number of Key Skills (maximum 20) that form a good representation of all required skills for the function and that will give sufficient confidence that the employee is competent.

A fair selection of key skills across the board will be selected, i.e. skills originating from the own professional Skill Units, but also appropriate skills from HS&E, managerial and other more common Skill Units.

| Skill Elements and Assesment Standards | |
|---|---|
| **Operations** | **Facilities & Wells Configuration** |
| | Line-up Facilities |
| | Safeguard Availability Production System |
| | **Start-up / Shutdown Facilities** |
| | Prepare for start-up |
| | Start-up Facilities |
| | Shut-down Facilities |
| | Plan Production |
| | **Operational Activities Execution** |
| | Handle Chemicals |
| | Take & interpret Readings |
| | Carry out Safety Integrity Checks |
| | Plan Production |
| | **System & Equipment Monitoring** |
| | Monitor & control Process Equipment |
| | Monitor & control Safety Systems |
| | **Well & Facilities Operations** |
| | Regulate Production Flow |
| | Execute Operational Activities |
| **Maintenance** | **Equipment Availability Optimisation** |
| | Analyse interventions |
| | Test Emergency Equipment |
| **HS&E** | **General Safety** |
| | Perform Workplace Safety |
| | Prevent Accidents |
| **Business** | **Maintenance Management** |
| | Use Maintenance Management System Components |
| | Record Maintenance Activities |
| **Leadership, Team & Self** | **Manage Self** |
| | Improve own Performance |

## METHODS OF COLLECTING EVIDENCE

**Following is an overview of systems that can be used to collect evidence:**

- Self-Assessment
- Supervisor Evaluation
- Winess Testimony
- Activity Portfolio

- Observation of Work Performance
- Structured Interview
- 360° Feedback
- Course Certificate

*Selection of the system to be used depends on the type of activity that needs to be assessed*

| Evidence Assessment | | | | |
|---|---|---|---|---|
| Preferred Method of Evidence Collection | Performance | Knowledge | Attitude | Summary of Evidence |
| Observation of Work Performance | Incumbent was observed during the start-up of the facilities. On a number of occasions he failed to take correct actions. One time he had to be stopped while opening the wrong valve. | It was obvious that incumbent fell short on his underpinning knowledge of start-up procedures. When asked he produced 2 incorrect answers and 5 incomplete answers. | Incumbent demonstrated enthousiasm while carrying out his duties, but by doing so lost sight of the necessary safety aspects. He felt uncomfortable when confronted with his lack of knowledge. In general communication needs to be improved. | Knowledge level for starting-up facilities is too low.<br><br>General awareness of safety is lacking.<br><br>Communication skills are insufficient. |

## EVIDENCE PORTFOLIO

**For the collection of the required work-based evidence an evidence portfolio is recommended. This portfolio can be filled with hard copies, but this would involve quite a substantial amount of documentation. For practical reasons it is, therefore, recommended to limit the use of hard copies and where possible revert to electronic means or to use an overview of references to documents or reports.**

The index of the evidence portfolio should contain an overview of the:
- Selected Key Skills for assessment
- Required levels of competence
- Selected methods of collecting evidence for each Key Skill
- Agreed dates for completing the collection of evidence

The portfolio is vital to enable each employee to collect the evidence agreed with the assessor that will demonstrate competence. An employee cannot succeed without it! As a result of the assessment learning suggestions to bridge the gap may be identified.

| Evidence Assessment | |
|---|---|
| Summary of Evidence | Learning Suggestion to Bridge Gaps |
| Knowledge level for starting-up facilities is too low. General awareness of safety is lacking. Communication skills are insufficient. | On-the-Job training to start-up facilities in combination with selected e-learning modules Attendance Basic Process Safety course Discussion with his direct supervsisor to investigate how communication can be improved |

## PERSONAL DEVELOPMENT PLANS

**Eventually each employee will have his own Personal Development Plan (PDP). These plans should be well documented and kept up-to-date to reflect the actual development needs of that employee.**

The PDP should not only be a list of training courses, but merely an overview of identified skill gaps, that can serve as the basis for putting together course curricula. Furthermore the PDP should preferrably reflect the own wishes of the employee. PDP's need to be reviewed and kept up-to-date regularly by the employee and his superiors and this should certainly not only be once a year during the annual review period. However, in all cases items included in an PDP should always be realistic and achievable with a low element of 'nice-to-have'.

# SOGOS
# ACADEMY

PEOPLE & COMPETENCE

**The Sogos Academy is an independent provider of training solutions and competency management services for the international petroleum industry.**

We offer a full range of training courses and workshops in upstream oil and gas industry disciplines.

- Geoscience
- Reservoir Engineering
- Drilling / Well Engineering

- Production Engineering
- Facilities Design & Engineering
- Production Operations & Maintenance

- Health, Safety & Enviroment
- Business
- Leadership, Team & Self

**Methods of delivery:**
● In-Company  ● Public Training  ● On-the-Job Training  ● Distance learning / E-Learning

**Competency management services include:**
- Comprehensive Competence Assurance Programme (CAP)
- Job Profiling
- Competence & Skills Assessment
- Evaluation, revision and advice