1. Competency Assurance Management System CAMS Mission, Policy and Job Progression

It is essential for the effective implementation and successful maintenance of individuals performance assessment and verification system (Competency Assurance Management System CAMS) for different industrial organizations that it is driven ‘top down’ organizationally, i.e. is mandated and supported by the industrial organization’s corporate management.

The corporate management of an industrial organization has to clearly state the mission of their Competency Assurance Management System (CAMS) and which is generally derived from the following mission statement:

The Competency Assurance Management System CAMS is applied to facilitate the development and implementation of technical and behavioral competence framework of minimum levels (standards) for the industrial organization’s developers. Such Development Framework DFW will ensure that all fresh graduated employees are developed to perform all tasks including HSE (Health, Safety and Environmental) and business critical tasks effectively to the level (standard) required.

In order to support the above mission objective, a corresponding Corporate Level (Standard) Policy has to be established to ensure its realization. This policy, in general, stipulates the following:
A. All work is performed by persons who are competent

B. All job progression is based on demonstrated competence and performance. Progression will not be based on time and/or location.

C. A framework of assessment and verification procedures based on “Minimum Assessment & Verification Standard Processes” is developed. The staff is assessed against agreed minimum competence levels (standards) for the specific job and a system is placed by to verify the assessment.

D. Professionals are developed to a high level of competence in their chosen areas and their levels (standards) are maintained through life-long learning.

E. All business critical activities are performed by persons who can discharge their responsibilities effectively to meet business objectives of the industrial organization.

F. All HSE (Health, Safety and Environmental) critical activities are performed by persons who can discharge their responsibilities effectively with due regard to HSE as laid down in the industrial organization’s Policy.

G. All contractors, vendors or service companies are contractually required to demonstrate adherence to the above principles.

In addition to the above and as a policy for most of the industrial organisations, all job progression are generally based on demonstrated competence and performance. Progression is not based on time and/or location.

2. Development Framework DFW and Evidence Sources

Generally each industrial organization identifies their own procedures and levels of assessment and verification.

The assessment process generally uses different levels of rating criteria with specified competencies. The Competency Assurance Management System CAMS, in general, uses the following four levels of rating criteria:

- Awareness
- Knowledge
- Skill
- Mastery

The Development Framework DFW is the vital reference for competencies against which employees within a professional area of employment will be judging their level of competence. It is an Assessment Document used to record ratings (Awareness, Knowledge, Skill and Mastery) decided during the assessment process.

In the DFW, different levels of assessment and verification are generally used in which various Evidence from individual own work are provided as essential requirement to support the assessments. While the employee is in the course of carrying particular activities, he generally utilizes the following three Evidence Sources:

- Observations made by first line supervisor or other person (O) while the employee is carrying particular activities
Products of the employee’s work (P) (reports, logs, document submissions, etc.)

Questions answered by the employee (Q) during the course of carrying out specified activities

Specifically, the Knowledge and Evidence Criteria (KC & EC) for different levels of assessment enables the employee to objectively decide the appropriate level of competence that has been achieved against levels specified for the particular role.

3. Personal Development Plan PDP

A Personal Development Plan PDP has to be prepared at the beginning of each development assignment for junior employees in the CAMS program. The initial PDP, covering Assignment 1, must be completed within one month of the junior’s report date and is a prerequisite for the On Boarding Course OBC. Updates to the PDP are to be prepared whenever the junior is assessed and progresses to the next stage of his or her development.

The CAMS PDP is made up of two parts: a SUMMARY PDP (one-page document) and a supporting, more detailed CAMS PDP ACTION PLAN. The CAMS PDP is to be completed by the Line Supervisor and CAMS junior in consultation with the Target Post Team Leader and CAMS Technical Mentor.

The SUMMARY PDP is to be completed using the Summary PDP Form available from the CAMS Implementation Team. It focuses on both the short term CAMS development period and the longer-term career goals of the junior employee. It summarizes the junior’s progress to date and defines target completion dates for future assignments. It is a control document and as such is signed by the junior, Team Leader, and CAMS Implementation Team Leader.

The PDP ACTION PLAN is a detailed plan for how the junior will prepare himself or herself for a successful assessment. It links planned work activities with the competencies and evidence criteria from the CAMS Framework. It states in clear terms what will be done, who will do it, and by when it will be accomplished.

4. Minimum Assessment & Verification Standard Processes

The successful implementation of CAMS requires a supporting framework of assessment and verification procedures. These procedures are based on “Minimum Assessment & Verification Standard Processes”.

A 4 levels assessment and verification system generally consists of the following separate two assessment levels and two verification levels:

Level 1: Self-Assessment
Level 2: One-on-one Assessment
Level 3: One-on-one Verification
Level 4: Committee Interview Verification

Two formal assessment levels are implemented across the system where corresponding and relevant records are maintained. It is recognized that in some situations there will be ongoing informal assessments (both at Level 1 and Level 2) carried out. However, it should be noted that informal assessments would not constitute having met the requirements for the formally planned assessments. The system’s procedures are based on British standards.
(The National Training Organization for Employment) for assessment and verification, specifically units A1, A2 and V1.

Level 1: Self-Assessment

It is a pre-requisite for the developpee's assessment that he practices his Self Assessment and have reviewed it with his supervisor in order to identify where is he with regard to his development framework within CAMS.

Plan and Carry Out Self-Assessment Steps

The following are the required steps that must be carried out by a developpee when implementing a self assessment:

- Develop his assessment plan by reference to relevant development framework
- Check that he understands the assessment process using the four levels of rating criteria (awareness, knowledge, skill and mastery) with specified competency. Speak to an appropriate person if he cannot decide on specific assessment rating
- Make valid and reliable decisions about his competence by referring to all of the knowledge and evidence criteria applying to the required level against which he is assessing. Use evidence from as many achievements as possible and explain any apparent inconsistencies in the evidence he is using. Decide how he will handle assessment issues where he has doubt as to availability of evidence
- Identify his achievements that will contribute to his self-assessment
- Record any queries raised during his self-assessment
- Record of agreed date and time for completing his self-assessment
- Prepare for his Internal Verification. The CAMS standards for assessment and verification require that a one-on-one internal verification is carried out by a Technical Verifier. This applies to both Level 1 and 2 assessment processes. Preparation for internal verification requires that the self assessment records (completed self assessment and audit trail of evidence) is made available to the designated Technical Verifier that is assigned to implement the one-on-one verification procedure

Level 2 - One-on-one assessment with trained assessors and Quality Assurance / Quality Control QA / QC of the process

It should be noted that Level 2 is the principle method of assessment. By definition this assessment process focuses on two key persons; the assessor and the employee.

The QA / QC (Quality Assurance / Quality Control) of the process is maintained by means of an Independent person observing a percentage of the assessments to ensure consistency of the overall CAMS assessment process.

Various types of evidence that can be provided from the employee's own work is an essential requirement for the one-on-one assessment process. The three most common types of evidence are observations by own supervisor, work products and answers to questions.

The subsequent Level 3 verification process will assess the assessor in addition to verifying the employee's assessment.

The one-on-one Assessment is made to identify where the employee is with regard to his Development Framework DFW within CAMS.

In order to conduct assessment, assessors have to attend the “Assessor” training course.
Plan and Carry Out One-on-one Assessment Steps

The following are the steps / actions that must be followed by an Assessor to plan and implement a one-on-one assessment:

- Develop and agree an assessment plan with employee
- Check that he understands the assessment process using the four levels of rating criteria (awareness, knowledge, skill and mastery) with specified competencies
- Plan how he will use the different types of evidence to which you have
- Identify his achievements that will contribute to the assessment
- Decide how he will handle assessment issues that may occur where there is doubt as to the availability of evidence
- Agree when and where the assessment will take place
- Use the agreed assessment method based on the relevant development framework
- Refer to list of relevant competencies as shown on assessment form
- Review his achievements and experience with regard to each specific competency and relevant knowledge and evidence criteria (for the 4 levels embedded in the framework) and for the required level and discuss in terms of: Has each criterion been met? If ‘yes’, what evidence is available to support the achievement? If ‘no’, what evidence is required to complete the development?
- Ensure that evidence comes from his own work
- Make a valid and reliable decision about his competence based on evidence
- Use evidence from as many achievements as possible
- Explain any apparent inconsistencies in the evidence being used
- Record results of assessment using the assessment form provided
- Speak to the appropriate person if he cannot agree on the assessment of his achievements
- Give employee feedback in a constructive and encouraging way, which meets their needs and focuses on their future development plans
- Explain situations where there is a need to develop more skills or provide more evidence
- Explain any further steps in the assessment process (if applicable) and how these are going to be achieved
- Follow the agreed complaints and appeals procedures if employee disagrees with your assessment decisions
- Ensure the assessment records are complete, stored and passed to relevant persons
- Provide an audit trail of evidence
- Contribute to assessment and verification procedures so your assessments are in line with other
- Contribute to the quality assurance process
- Prepare for internal verification. This requires that the assessment records (completed assessment and audit trail of evidence) are made available to the designated Technical Verifier assigned to implement the one-on-one verification procedure with the employee.
CAMS Module Assessment Form / Element Assessment Table

The CAMS Assessment Document as related to the Development Framework is an assessment document used to record ratings decided during the one-on-one assessment process taking into consideration the following:

- This Form should contain ALL Skill Elements (refer to the Training & Development Plan in the Guidelines Logbook) for the relevant Module in each of the competence sections: A-Core; B-Support; C-General and D-Personal / Behavioral. Each Skill Element in this Form has its own Element Assessment Table which includes: Element name, code, Required competence level, Assessment date, Assessor’s and Observer’s names, ‘Knowledge and Evidence Criteria’, Results of Assessment (Y, N, E, and T) and a Remarks Box.

- ‘Knowledge and Evidence Criteria’ for every Skill Element should be reviewed and agreed and the Assessment Planning Box should be signed by the Coach, Supervisor / Leader and the Assessed Employee at the onset of the Module during the Module & Assessment Planning Meeting.

- If a required Evidence is presented, it should be reviewed and a ‘ ’ be placed in the ‘E’ column in the Element Assessment Table.

- Type of Evidence presented should be entered in the ‘T’ column in the Element Assessment Table (Discussed at the assessment planning session with the employee) by marking:
  - ‘O’ for observation,
  - ‘P’ for work product,
  - ‘Q’ for answer to a question.

- After the Assessment of each Element, any essential remarks should be entered in the Remarks box at the bottom of the Element Assessment Table.

- Note: A development plan to close any identified competency gaps will be derived from this assessment data.

Checking quality of the assessment process, advising and supporting Assessors (by Independent Observer as a silent Observer)

Independent observation of the assessment process is undertaken by Independent Observer as a silent observer with a view to:

- Ensure assessors have appropriate experience and training
- Ensure assessors expertise matches the assessment
- Ensure assessors following recording and assessment procedures
- Identify assessor development needs in terms of
  - Principles of the assessment process
  - Needs of employees
- Give assessors a chance to develop their assessment skills
- Monitor assessors progress (observe a minimum of 20% of assessments)
- Ensure assessors have opportunities to standardize assessment decision method with other assessors
- Monitor how assessors are maintaining assessment standard
- Typical documents used:
  - Experience and records of each assessor
  - Scheduling of assessment monitoring
  - Employee assessment records
  - Assessor development records
The following are the actions that must be taken by an Independent Observer to check the quality of the assessment process:

- Ensure the assessors are planning
- Ensure the assessors have adequate evidence for making assessment decisions
- Ensure the assessors understand that they make assessment decisions
- Ensure the assessors build good working relationships with employees
- Monitor the assessors feedback to employees
- Monitor the assessors record keeping
- Give the assessors feedback on their assessment decisions after the assessment

Typical documents used:
- Assessment plans
- Records of feedback to employees
- Records of feedback to assessors
- Checking assessors record keeping

Level 3 - One-on-one Verification with Trained Technical Verifiers and Quality Assurance / Quality Control QA / QC of the process

One-on-one verification is the third of 4 levels of assurance in the CAMS assessment & verification standard processes. Such verification provides a process for ensuring the quality of assessment results.

It should be noted that Level 3 is the principle method of verification. As such, verification is a ‘confirming’ process rather than a ‘discovery’ process. Level 2 evidence is not a requirement for the verification process as the objective is to confirm the assessment ratings.

Several unique aspects apply to the verification process, specifically:

- One-on-one verification (Level 3) becomes the essential check within CAMS to ensure the quality of assessments. The verification process is normally scheduled for two hours. This is a separate process from the assessment process i.e. verification is not an assessment process. The verification process becomes an assessment of the assessor.
- An external verification typically carried out by an expert from another company or external consultant becomes an assessment of the verifier.
- One-on-one verification requires the attendance of verifier a “Verifier” training course.

CAMS Assessment & Verification Procedures

The following procedures are generally followed up when implementing assessment and verification process:

- Put organization’s requirements into practice for verifying assessments
- Identify outcomes required from the development frameworks (matching evidence with criteria)
- Carry out admin and record keeping procedures
- Agree on a selection criteria for choosing assessors and prepare list of assessors
- Carry out assessment procedures
• Ensure procedure for poor performance and appeals
• Measure quality of assessment process and adjust assessment procedures
• Make recommendations to improve quality assurance
• Develop and implement improvements plan. Use Change Form for implementing improvements
• Use schedules for monitoring and verification as control documents
• Use Appeal Form for appeals

Checking quality of assessment decisions using verification interview (by Technical Verifier)

The person implementing a verification interview is a Technical Verifier who is trained specifically for this verification role.

Under ‘best practice’ circumstances the Technical Verifier will not have worked with the employee or been part of the assessment process. It should be noted that the assessor (Level 2) does not have any role in the Level 3 verification process.

An interview methodology is used where the Technical Verifier by virtue of his area of expertise ‘knows the answer’ to questions being used to review the employee’s works experience in relation to specific ratings determined during the assessment.

As for QA / QC of the verification process, the Independent Observer will be a silent observer during the verification interview but will subsequently provide feedback to the verifier.

The following are the actions that must be taken by a verifier to implement a one-on-one verification:

• Prepare employee for the verification interview / discussion
  - Arrange for a meeting room area that will be comfortable and free of interruptions
  - Brief the employee on purpose of the discussion i.e. to confirm their assessment
  - Explain the use to be made of the employee’s completed assessment
  - Explain that gap information is for development planning
  - Explain the selection of activities to be reviewed in terms of employee’s experience
  - Explain the three basic questions to be used to review their experience
  - Give employee an opportunity to ask questions about the discussion process

• Lead the discussion and demonstrate the use of verification interview techniques to evaluate assessment decisions
  - Refer to the employee’s completed assessment and identify both visually and verbally the criteria to be discussed
  - While referring to the criteria initiate the discussion about the employee’s experience by asking one or more of the following three types of questions:
    1. Based on your experience when (insert criteria), what are the basic steps you normally carry out?”
    2. When you have been involved in (insert criteria), what kinds of difficulties have you encountered?”
3. When you've encountered these difficulties, what advice have you given on how to deal with them?

- Give the employee time to think and recall his / her experiences i.e. do not rush the employee

  - Listen to employee's response confirming your interest and acknowledge by your manner and facial expression avoiding verbal interruption in the first instance (use note taking as means of drawing attention away from the employee and giving evidence of your interest)
  - Restate the question (without changing the content) when there seems to be some uncertainty on part of employee's understanding
  - Interrupt in a kindly and considerate manner when you have heard enough response from the employee to confirm the assessment rating or you would like to move to another level of questioning about the particular criterion
  - Make an effort to keep to a time scale of approximately 5 minutes per criterion being reviewed and offer explanation about timing to employee as may be appropriate
  - Make judgements for each of the criteria being reviewed about the validity of experience described by the employee
  - Record your judgements during the course of your discussion in a manner that is not obvious to either the employee or any observers (this is typically achieved by making a small differentiation in your method of ‘ticking’ as you complete the discussion of each item)

- Prepare a record of verification interview for submission

  - Submit records to relevant persons in accordance with established procedures
  - Gather and compile documents used to carry out verification interview
  - Make a specific record of criteria or areas where there was evidence of ‘ineffective answers’
  - Make recommendation for adjustments to employee's completed assessment
  - Typical documents are:

    - Completed assessment
    - List of competencies where assessment ratings are checked
    - Records of questions asked and notes covering key words / phrases used by employee in their replies
    - Record of verification decisions
    - Record of questions asked by employee about verification process

**External Verification (External Quality Control QA)**

Preparations for external verification requires that the assessment records (completed assessment and audit trail of evidence) are made available to the designated Technical Verifier assigned to implement the one-on-one external verification procedure with the employee.
The following are the required steps that must be carried out to implement external verification:

- Identify how internal assessments will be checked externally and information needed
- Plan, collect and analyze information on internal assessment decisions
- Agree timing and nature of external assessment verification arrangements
- Explain issues raised by external verifiers and give supporting information
- Raise concerns and disagreements about external verification decisions
- Refer concerns and disagreements to management
- Give assessors feedback on external verification decisions
- Ensure external verification decisions are included in reviews of procedures
- Typical documents are:
  - Policy and procedures for external QA
  - Annual schedule of implementation with contacts in ADNOC E&P Group Companies
  - Records of Level 3 one-on-one verification

The overall quality assurance of CAMS will be maintained by practices involving:

- External verification support provided from ADNOC SPAs to the E&P Group Companies
- External verification support provided on an inter-company basis by SPEs between the E&P Group Companies (this can involve such initiatives as the rotation of assessors and verifiers between companies)
- External consultancy and/or awarding body verifiers as may be deemed appropriate from time to time
- Share learning across ADNOC E&P Group Companies

The owners of the assessment and verification process within the E&P Group Companies would normally be HR or a management nominated body within the various companies. It is anticipated that the Competence Assurance Coordinators CACs for each of the companies will continue their role as system coordinators.

Level 4 - Committee Interview Verification Process

- The committee interview is the fourth of 4 levels of assurance in the CAMS assessment & verification standard processes. It is conducted with a view to provide a process for ensuring the quality of assessment results.

- A committee interview is a verification process involving the employee and multiple interviewers acting as internal verifiers. The committee members are normally made up of 4 to 6 persons carrying out the role of internal verifier, namely:
  - Employee
  - Supervisor
  - HR person (Independent Observer)
  - Technical Verifier (corresponding with relevant development framework)
  - Specified person(s) with attributes to contribute to particular committee interview
Committee interviewing requires committee's members to attend a “Verifier” training course in addition to having a recognized area of expertise in order to actively participate as an interviewer to confirm assessment decisions.

The aim of the committee interview in Level 4 is to add an additional level of assurance to the verification process by involving input and views from a range of people having relevant familiarity and expertise with the employee’s development framework. This additional level of assurance is an option in the CAMS verification process to provide a further quality check on assessment for employee milestone events involving:

- Promotions
- Transfers
- Succession
- Poor performance
- Appeals

Several aspects apply to the verification process, as with Level 3, specifically:

- The verification process becomes an assessment of the assessor
- An external verification typically carried out by a Technical Verifier from another OPCO or external consultant becomes an assessment of the committee interview

Records of Level 3 verification documents include:

- Results of Level 3 verification (verifier's notes, comments and conclusions)
- Assessment document used to record ratings during the Level 2 assessment process

Form for appeals are used in occasions when committee interview is dealing with an appeal

The following are the required steps to be carried out to implement Level 4 Committee Interview Verification Process:

- The committee interview (Level 4) is the optional “extra check” within CAMS to ensure the quality of assessments.
- The committee interview is normally scheduled for two hours (caution should be exercised in order to avoid exceeding 2 hours).
- This is a separate process from the assessment process i.e. A quality check of the Level 2 assessment process will have previously been carried out as part of Level 3 verification process. This quality check should be reviewed by a designated committee member prior to conducting the committee interview. This review should include the following typical documents:
  - Results of Level 3 verification (verifier's notes, comments and conclusions)
  - Assessment document used to record ratings during the Level 2 assessment process
In order to facilitate the running of an effective and time-controlled committee interview, it is essential to prepare an agenda which typically contains the following information:

- Date and location of committee interview
- Name of employee and relevant development framework
- Names of committee members and designated chair person for the interview
- Documents and information available for reference prior to and during the verification interview
- An agreed selection of criteria, including areas of contention (normally ranging from 20 to 30 criteria) to be covered during interview with names of corresponding committee members who will deal with specified criteria
- Proposed order of selected criteria giving consideration to priority areas in earlier part of the interview in event the committee ‘runs out of time’ and is unable to review all of the selected criteria.

The Level 4 committee interview checks the quality of assessment decisions, similar to Level 3 verification. However, the differences are notable and include the following considerations:

- Typically, the committee members will include the assessor/supervisor, HR person, Technical Verifier (e.g. SPE) and several additional members such as the department manager, a CAC, an SPA or others as may be deemed appropriate
- Each of the committee members will normally conduct “mini verification interviews” on selected criteria relating to their area of expertise i.e. each committee member will typically verify ratings relating to 2 to 5 criteria during the course of the committee interview
- The employee’s assessor / supervisor will normally attend where it should be noted that the assessor's role for purposes of the committee interview is that of a verifier, not as an assessor
- By pre-arrangement one or more of the attending committee members may not actively participate in the interview process (this may occur where a manager or observer wish to monitor or gain an understanding of Level 4 verification)

The following interview methodology is used where the committee members by virtue of their area of expertise “know the answer” to questions being used to review the employee’s work experience in relation to specific ratings determined during the assessment.

a) Prepare employee for the interview / discussion (by designated chair person)

- Arrange for a meeting room area that will be comfortable and free of interruptions
- Make effort to start the interview on time (loosing 15 minutes is very detrimental)
- Brief the employee on purpose of the discussion i.e. to confirm their assessment (normal verification, poor performance or appeal)
- Explain the use to be made of the employee’s completed assessment
Explain that gap information is for development planning where appropriate
Explain the selection of criteria to be reviewed in terms of employee’s experience
Explain the three basic questions to be used to review their experience
Give employee an opportunity to ask questions about the discussion process

b) Lead the discussion and demonstrate the use of verification interview techniques

Refer to the employee’s completed assessment and identify both visually and verbally the criterion / task to be discussed
While referring to the criteria initiate the discussion about the employee’s experience by asking one or more of the following three types of questions:

1. Based on your experience when (insert criteria), what are the basic steps you normally carry out?”
2. When you have been involved in (insert criteria), what kinds of difficulties have you encountered?”
3. When you’ve encountered these difficulties, what advice have you given on how to deal with them?”

Give the employee time to think and recall his / her experience i.e. do not rush
Listen to employee’s response confirming your interest and acknowledgement by your manner and facial expression avoiding verbal interruption in the first instance (use note taking as means of drawing attention away from the employee and giving evidence of your interest)
Restate the question (without changing the content) when there seems to be some uncertainty on part of employee’s understanding
Interrupt in a kindly and considerate manner when you have heard enough response from the employee to confirm the assessment rating or you would like to move to another level of questioning about the particular criterion
Make effort to keep to a time scale of approximately 5 minutes per criterion being reviewed and offer explanation about timing to employee as may be appropriate
Make judgements for each of the criterion being reviewed about the validity of experience described by the employee
Notate your judgements during the course of your discussion in a manner that is not obvious to either the employee or any observers (this is typically achieved by making a small differentiation in your method of ‘ticking’ as you complete the discussion of each item)

c) Prepare record of committee interview

Submit records to relevant persons in accordance with established procedures
Gather and compile documents used to carry out verification interview
Make a specific record of criteria or areas where there was evidence of ‘ineffective answers’
Make recommendation for adjustments to employee’s completed assessment
Typical documents are:
- Committee interview agenda
- Records of questions asked and notes covering key words / phrases used by employee in their replies
- Record of verification decisions
External Verification (External Quality Control QA)

Preparations for external verification require that the Level 4 committee interview records are made available to an external verifier (such as CACs from different E&P Group Companies, ADNOC SPAs or a verifier external to ADNOC E&P Group) assigned to implement the external verification.

The following are the required steps that must be carried out to implement external verification:

- Identify how internal assessments will be checked externally and information needed
- Plan, collect and analyze information on internal assessment decisions
- Agree timing and nature of external assessment verification arrangements
- Explain issues raised by external verifiers and give supporting information
- Raise concerns and disagreements about external verification decisions
- Refer concerns and disagreements to management
- Give assessors feedback on external verification decisions
- Ensure external verification decisions are included in reviews of procedures
- Typical documents are:
  - Policy and procedures for external QA / QC
  - Annual schedule of implementation with contacts in ADNOC E&P Group Companies
  - Records of Level 2 assessment and Levels 3 and 4 verification

The overall quality assurance of CAMS will be maintained by practices involving:

- External verification support provided from ADNOC SPAs to the E&P Group Companies
- External verification support provided on an inter-company basis by SPEs between the E&P Group Companies (this can involve such initiatives as the rotation of assessors and verifiers between companies)
- External consultancy and / or awarding body verifiers as may be deemed appropriate from time to time
- Share learning across ADNOC E&P Group Companies

The owners of the assessment and verification process within the E&P Group Companies would normally be HR or a management nominated body within the various companies. It is anticipated that the Competence Assurance Coordinators CACs for each of the companies will continue their role as system coordinators.

5. Glossary of Terms for Assessment & Verification

Assessment
Is the process of collecting and judging evidence of a person’s competence against defined standards.

Assessment guidance
Is a set of procedures for those involved in assessment, setting out:

- The evidence required
- How and when (and how often) assessment takes place
Assessment of competence
Is the means by which evidence of performance is collected, compared with a standard, and a judgment about acceptable performance is made and formally recorded. The person is either Competent or Not Yet Competent. There is no rank order, no grades or banding because an individual's abilities are compared with the standard, not with each other.

Assessment Plan
Is a plan pertaining to carrying an employee's assessment including details relating to the relevant development framework, types of evidence, areas of emphasis, time, place and means by which the assessment process will be implemented.

Assessor
Is an experienced professional who collects evidence, compares it with the performance standards / criteria of the job and then makes a formal assessment of the individual's competence. The assessor formally records the result of the assessment and provides feedback to the individual. The line supervisor / manager normally conduct the first formal assessment of the individual's competence. Other individuals that may be involved in the assessment process could include shift supervisors, shift controllers, job instructors or section heads.

The most recognized assessment and verification methods, include some or all of the following:

- Testing (practical and/or written)
- Interview (individual and/or panel)
- Direct observation
- Examining work samples
- Evaluating reports produced by the individual

Assignment
Is the specific work assigned for employee development purposes and for graduate employees pertains to the Training & Development Road Map.

Assurance Levels
Are assessment and verification levels ranging from “1” to “4” where the higher numeric value indicates a higher level of confidence and certainty in outcome of the process. The four assurance levels of 1, 2, 3 and 4 are Self Assessment, One-on-One Assessment, One-on-One Verification and Committee Interview, respectively.

Attitude
Is the opinion or way of thinking that is reflected in an employee's behaviour. Attitude can be adapted by training but is based on deep seated values held by the individual.

Awareness
Is having a general understanding or a broad perception of particular subject matter. Awareness of a subject alone normally requires consultation with a knowledgeable person when variances in conditions arise. Without awareness the need for consultation may not be recognized.

Business Critical Role
Is the carrying out of a designated function within employees' jobs relating to business critical activities that have been identified as vital to ensure the Company's business objectives are met.

CAMS
Is the Competence and Assurance Management System being implemented in the ADNOC E&P group Companies.

Coach
Is a person who provides training to an individual in order to facilitate their learning experience. The coach's main role is to plan activities that will help the individual grow and develop in the workplace. The coach helps the individual attain the desired outcome and then assess their progress. In some cases the coach may be the person's direct supervisor.

Committee Interview Is the Level 4 verification process, which is implemented by a committee carrying out the verification interview.

Committee Member
Is a person who belongs to the committee having responsibility for implementing the Level 4 verification process.

Competence Is the combination of awareness, knowledge, skills and attitude that enables performance to the required standard in the job, i.e. what is expected in the workplace.

Competence Assurance
Is a management framework to ensure that staff have the required awareness, knowledge, skills and attitudes to perform their roles competently in support of the business.

Competence Assurance Co-ordinators (CACs)
Are those persons within the ADNOC E&P Group Companies who have responsibility for coordinating the implementation of the Competence Assurance Management System.

Competence Module
Is an aggregation of the knowledge and of the tasks, which reflect what a competent person in a particular role, should be able to perform, e.g. Permit-to-Work competence module. The competence modules should include guidance for assessors pertinent to the related standards.

Competency Standard
Is a composite list of units and elements that apply to a designated job family. The competency standard enables an individual's assessment to be carried out to identify 'gaps' and related development needs.

Core Competencies
Is one of the four modules making up a development framework for a specified discipline / profession. Core competencies are characterized by being specific for each discipline and are the most important technical competences required to carry out the roles covered by that specific Development Framework.

Critical Role
Is an identified function in the company performed by one or more individuals who have the direct responsibility for activities where incompetent actions by the individual could lead to serious injury, occupational illness, fatality, or major damage to the business, the installation, or the environment.
Developee / Trainee
Is an individual who is in the process of acquiring the knowledge, skills and abilities required to successfully perform the job he / she has been assigned. The individual must demonstrate competence in the position before being allowed to perform the job without supervision.

Development
Is the process of an individual undertaking and/or participating in learning events of various types that is part an employee’s personal development plan aimed at closing a competence gap.

Development Frameworks
Are documents describing the required competencies for specific disciplines / professions. Development Frameworks DFWs are made up of modules, units and elements of competence along with criteria for 4 levels of competence i.e. awareness, knowledge, skill and mastery.

Disciplines
Are the functional grouping of jobs / job titles. For instance, Mechanical Engineering is a job family that typically covers 5 to 10 jobs / job titles. A job family is sometimes described as a discipline.

Elements (of competence)
Are the fundamental component or part of a competence standard. Units of competence are made up of elements. Assessments are carried out at the element level by virtue of the corresponding criteria for each.

Evidence
Is the compilation of data on which to base proof of being competent to perform a relevant task or the sum total of activities within one’s job. The three most common types of evidence are 1-observation, 2-work products and 3-replies to questions.

Evidence Criteria
Are key statements about tasks or activities in a job which enable an assessor to judge a person’s competence.

External Verification
Is a verification process carried out by persons external to the organization. External verification is aimed primarily at verifying an organization’s own assessment and verification practices and procedures. Relevant records and feedback is given to external verifiers for this purpose.

Formal / Informal
Refers to the type of assessment carried out in terms of being considered formal or informal. Formal assessments are scheduled (either Level 1 or 2), records are kept and a subsequent verification (Level 3) is carried out. Informal assessments may be carried out at any time as a means of maintaining on-going records of achievements. However, it should be noted that informal assessments will not constitute having met the requirements for formally planned assessments.

General Competencies
Is one of the four modules making up a development framework and are common for all disciplines. General competencies are characterized by being the minimum technical competences required by all Engineers and Geoscientists during their development period and career.
Grades
Is a level within an organizational and hierarchical structure that is assigned to an employee.

Graduate Development Matrix
Is the career development path for a new Engineer / Geoscientist from Recruitment until they reach the independent stage.

Guidelines Log Book
Is the personal data folder, which contains all documentation and evidence relevant to each assignment and each module in the training and development roadmap.

HSE Critical Elements
Are tasks that involve the Identification, Assessment, Control or Recovery functions dealing with HSE hazards. Critical elements focus on major hazards, which if not controlled, would create an unacceptable risk to personnel and / or the integrity of the facility.

Independent Observer
Is a person (could be HR or process owner designate) who assists in implementing a competence based assessment and development scheme. This person's primary role is to assist with the QA/QC of the assessment and verification processes and to ensure consistency in practice.

Job Evaluation / Analysis
Is a systematic way to gather and analyze information about the content and human requirements of the job, and the context in which the job is performed. This process identifies the existing tasks, duties and responsibilities of the job and what knowledge, skills and abilities are needed to do the job.

Job Specifications
Are the skill, knowledge and abilities required by an individual to perform the job.

Job Standard Is the level of achievement that an individual is expected to reach by reference to specified rating levels and criteria that have been decided for each task / activity within a job / job title.

Knowledge
Is the condition of possessing a specific understanding through instruction, study, or experience in regard to particular subject matter. Knowledge enables a person to safely and effectively adapt or adjust to varying conditions during the performance of work.

Knowledge Criteria
Are key statements about tasks or activities in a job which enable an assessor to judge an individual's knowledge.

Lesson Plan
Is a detailed method and description covering a period of instruction, typically in one-hour increments. It describes the learning objective, the resources needed to instruct, a breakdown of the steps and sequence to be followed during the learning period and what exercises may be carried out by course members to facilitate learning. A lesson plan may also specify the method to confirm that the specified learning objective is met.

Line Supervisor / Manager
Is the person who is responsible for overseeing the work efforts, actions and outputs of the individual. The supervisor / manager organizes, directs and controls the training and
development of a person by identifying the individual's training needs and organizing an action plan to close the gap between what the person can do and what they need to do to successfully complete their job requirements.

Mentor
Is an experienced professional, normally outside the individual's direct reporting line, who provides the individual with guidance and support in his or her technical and personal development. The mentor has the added responsibility of acting as a liaison between line personnel and the individual when there is an issue or grievance that affects the training and development process.

Minimum Standards
Is the minimum level that is required to be achieved when compared against a defined requirement.

Modules
Are the component parts that make up a development framework for a given discipline or profession. A module -
- Describes a distinct work activity
- Describes the work outputs expected, not what is put into the work
- Describes outputs that can be demonstrated and assessed at work
- Includes precise criteria
- States clearly what is within the scope of the standard
- Guides assessors on how to assess against the standard

The four modules making up a development framework are core competence, support competence, general competence and personal / behavioral competence.

One-On-One Assessment
Is the assessment process focusing on two persons; the assessor and the employee. The assessor 'collects and judges evidence' in a review and discussion with the employee being assessed. This is the principle method of assessment within CAMS. The quality assurance of the process is maintained by means of a Trained Independent Observer (Could be HR) observing a percentage of the assessments to ensure consistency of the overall CAMS process.

One-On-One Verification
Is the verification process focusing on two persons; the Technical verifier (e.g. SPE) and the employee. However, an Independent Observer is also present 100% of the time to 'ensure the process' as a silent observer offering feedback after completion of the verification interview.

Performance Criteria
Are descriptions of the critical results or outcomes of practical work that are essential evidence of competent performance. They answer the question 'How is it known that someone is competent in...?'. They are precise descriptions, which are used to structure assessment.

In the example of Permit-to-Work, performance criteria might include:
- The associated hazard analysis takes account of human and organizational factors as well as hardware.
- Hazard data is complete, recorded on the PTW according to OPCO procedures, and discussed with the permit holder.
Performance Standards

Are precise and clearly defined indicators of what needs to be done to perform the job successfully.

Personal Development Plan PDP
Is a plan that specifies development activities and priorities that are aimed at identified competence 'gaps' where an individual does not meet the job standard.

Personal / Behavioral Competencies
Is one of the four modules making up the development frameworks and are common for all disciplines.
Personal / behavioral competencies are characterized by being the minimum non technical competences required by all Engineers and Geoscientists during their development period and career.

Profiles (Skill Progression)
Are the competence skill levels (A,K,S or M) required for each element at the end of each assignment showing the required skill and competence progression from Assignment 1 through Assignment 4.

Rating Levels
Are descriptions of levels of performance demonstrated by an individual while carrying out specified tasks or activities. The four levels defined in CAMS are awareness, knowledge, skill and mastery.

Safety Critical Role
Is the carrying out of a function within employees' jobs relating to safety critical activities that have been identified as vital to ensure asset integrity, prevent accidents, or / or mitigate adverse HSE effects.

Self Assessment
Is an assessment process where the employee ‘collects and judges evidence’ about themselves. This option for assessment is typically used for informal purposes i.e. does not constitute a scheduled assessment and is not subsequently verified. A self assessment is only deemed formal when at least one Level 1 assessment has been previously carried out and it has been scheduled and agreed with relevant persons.

Shall, Will & Must
Means that an action is compulsory.

Should, Would, If Possible
Means that an action is recommended but is not compulsory.

Skill
Is the ability, dexterity, fluency and / or coordination required to perform the job.

Skill Pool Advisor
Is a person who is deemed to be a Subject Matter Expert SME in discipline area. The person's primary role is to advise and support the implementation of CAMS.

Skill Pool Expert SPE
Is a technical professional, recognized as an expert in his / her given discipline, who is available as an internal consultant on technical issues.

Skill Section
Is the list of Units and Elements in the Core, Support, General and Behavioral competence areas.

**Standard of Competence**  
Is a performance specification describing what is expected of a person performing a particular work activity. It is expressed in elements of work together with performance criteria.

**Support Competencies**  
Is one of the four modules making up a development framework for a specified discipline / profession. Support competencies are characterized by being specific for each discipline but are technical competences which are required from other disciplines to carry out the roles covered by that specific Development Framework.

**Syllabus**  
Is an outline of courses or studies pertaining to specified disciplines / professions.

**Systems Verifiers**  
Are persons nominated by the company to verify the quality of the Competence Assurance system. The Systems Verifier is responsible for:

- Auditing the full E&P Group Companies’ CA system against the corporate standard for core competencies;
- Coordinating and conducting regular meetings with the E&P Group Company’s Competence Assurance Coordinators, Assessors and Verifiers to monitor and review the system management and operation;
- Assuring competence assessments and verification are progressed in a timely planned manner;
- Acting as the focal point for Verifier training

**Training & Development Road Map**  
Is the breakdown of the 4 Assignments into modules detailing the Formal Instructor lead courses and the On the Job training for each specific discipline.

**Verification**  
Is the process by which the validity of the assessment process is ensured (i.e. the checks and balances in the assessment system to ensure that what should happen when people are assessed, does happen). Its primary purpose is quality assurance, confirming that people in different places are assessed in the same way, with a common interpretation of the standards.

There are two levels of verification:

- **Individual (or Technical) Verification** - ensures employee competence by checking individual assessments (often on a sample basis); undertaken by the Verifier

- **Process or Systems Verification** - ensures a systematic process is established and procedures are followed; conducted by ADNOC Skill Pool Advisors as custodians of the corporate Competence Assurance process

**Verification Interview**  
Is an interview methodology where an assessed employee is interviewed by an SPE for the purpose of confirming assessment decisions made previously by an assessor. Questions about the employee’s work experience relating to specific competencies are asked. The SPE
by virtue of his experience ‘knows the answer’ to questions being asked in relation to specific assessment ratings determined during the assessment process. Thus, the verification interview is a means to ‘confirm’ assessment decisions.

Verifiers
Are the persons nominated by each company to verify the quality of the Competence Assurance System within their area of responsibility (discipline or work location). The Verifier is responsible for (within their area of responsibility):
- Assisting assessors to prepare for, and standardize, assessments (Independent Observer)
- Supporting the assessors by offering guidance and expert advice (Independent Observer)
- Verifying that the different evidence collected is suitable for assessing competence (Technical Verifier)
- Observing a sample of assessments taking place to monitor their consistency (Technical Verifier)
- Sampling the records of the Assessors to monitor the consistency of the assessments (Technical Verifier)
- Coordinating the appeals procedure (Independent Observer)

Vocational Qualification
Is an externally recognized qualification of an approved standard, accredited by an Awarding Body.

Assessment & Verification Standards (A1, A2, V1)

Typical Training Requirements for Assessors and Internal Verifiers