



EUROPEAN FRAMEWORK AGREEMENT ON COMPETENCE PROFILES FOR PROCESS OPERATORS AND FIRST LINE SUPERVISORS IN THE CHEMICAL INDUSTRY

Purpose and ambition

For competitiveness reasons, to maintain high standards of health and safety, and to promote the contribution of the European chemical industry to the economic, social and environmental life of our continent, it is critical to ensure a high competence level of all workers at all levels in the sector. An effective way of delivering this, and of spreading best practice, is to promote the transparency of qualifications. Demographic change has become one of the most pressing challenges Europe is facing at the beginning of the 21st century. Ensuring best possible accessibility and integration, especially of women and young workers, is therefore essential. One of the most dramatic, and indeed imminent, consequences of our ageing society concerns the shortage of skilled workforces. The social partners in the chemical industry at European level (ECEG and EMCEF), therefore, have decided to agree on a framework concerning competence profiles for two key roles – process operator and first line supervisor.

Giving employees the ability to acquire new skills and qualifications throughout their life in order to adapt to change and possible shifts in their career is a major challenge for businesses and employees. This helps to manage industrial, economic and technological changes in the chemical industry by offering high levels of mobility and development.

As part of an open and constructive dialogue at the appropriated level, employers and employees of the chemical industry have an important role to play in tackling this challenge, including at the European level. This agreement allows us to work to support the new “Europe 2020” strategy of the EU.

As a first step, ECEG and EMCEF want to sign a European Framework Agreement on “Competence Profiles for Process Operators and First Line Supervisors in the Chemical Industry”.

Nature of the Agreement

This Framework Agreement is an autonomous initiative and the result of negotiations between European social partners as part of their social dialogue work programme.

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It is in keeping with the political and policy initiatives in the European Union such as Employment Council conclusions on new skills for new jobs; establishment of European sector councils on employment and skills at EU level and other initiatives.

It commits the members of ECEG and EMCEF to take into account the guidelines of the agreement in as it affects the jobs of process operator and supervisor in accordance with the procedures and practices specific to management and labour in the Member States.

As a framework agreement, it does not intend to replace provisions taken in the same field at the national, regional or company level. It will not impact on national collective bargaining and remunerations levels in the chemical industry.

The following is agreed between the European social partners for the chemical industry: ECEG (European Chemical Employers Group), representing the employers of the chemical sector and its member organisations and EMCEF (European Mine, Chemical and Energy workers' Federation), representing the employees of the chemical sector and its member organisations.

Both organisations commit to promote the disposals defined in the present Framework Agreement through their members at European, national, sectoral, regional, local and company level.

1. Definition of minimum core competences: European reference for the occupations of Process Operator and First Line Supervisor in European Chemical Industry

- ECEG and EMCEF define minimum core competences for the occupations of Process Operator and First Line Supervisor across Europe (including short job descriptions for each role as national terminology may vary); see appendix A and B
- They include :
 - o The description of key tasks and responsibilities.
 - o The competence areas identified and required competencies for the occupations, recognisable for the chemical industry.

2. Aim of the agreement

By delivering this tool to its members, ECEG and EMCEF intend to improve the quality of guidance:

- to contribute to an equal quality and value of education and training for employability and mobility in the European chemical industry sector, and ensure the conformity of these competences inside Europe facilitating their transferability;
- to allow through these core competences benchmarks for national qualifications, national Vocational Education and Training (VET) programs and companies for their human resources

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development, where recognition of existing qualifications gained through 'learning by doing' or training on the job might be part of the training;

- to favour the active support of the Social Partners in adapting and modernising VET systems at European and national levels and in-company training and lifelong learning;
- to further encourage dialogue between employers and workers in the field of job design and development.

The core competences defined in this Framework Agreement are explicitly not replacing nor overriding existing national, regional or company qualifications for the occupations or pay levels of Process Operator and First Line Supervisor.

3. Monitoring and follow-up

Member organisations will report yearly on actions based on this agreement to the Sectoral Social Dialogue Committee (SSDC) of the chemical industry.

This yearly report will also take into account the possibility to modify the present agreement by complementary provisions furthering education, training and lifelong learning in the European chemical industry.

A common evaluation of the realization of this agreement will be carried out by ECEG and EMCEF three years after the date of signature of this agreement.

BRUSSELS 15 April 2011

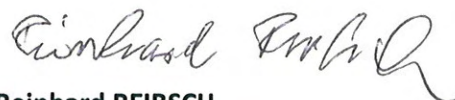
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Appendix A: Process Operator in the European Chemical Industry

Definition

The Process Operator in a chemical plant supervises and operates a production process equipment requiring a specific procedure in respect of health and safety, quality and environmental protection. For this the operator uses a great variety of monitoring and operating equipment, ranging from simple equipment to a central control room with integrated measuring and regulating functions for the supervision and control of the production process.

Competence Profile¹

1	Technical Competence	<p>the individual works safely to...</p> <ul style="list-style-type: none"> • prepare to start up a process • start up a process • monitor and maintain a process • complete/shutdown a process <p>process operations additionally an operator can....</p> <ul style="list-style-type: none"> • handover the process • maintain product quality • manage materials into and between production stages and separate & dispose of by-products and waste as appropriate • clean and prepare items of plant and equipment • support the maintenance activities on the plant and equipment <p>process technology the individual has the underpinning science and technology knowledge for the chemical sector & job role</p>
2	Business Improvement	<p>the individual...</p> <ul style="list-style-type: none"> • applies measurement and charting techniques • uses problem solving techniques • contributes to a structured improvement project <p>...to solve problems and improve efficiency</p>
3	Compliance	<p>the individual understands...</p> <ul style="list-style-type: none"> • the reasons for and application of a variety of safety management systems such as Permit to Work, Standard Operating Procedures and Risk Assessment. • the implications and relevance of company policy, external legislation and regulation on working practices (including environmental control).
4	Functional and Behavioural	<p>Skills for Life the individual has...</p> <ul style="list-style-type: none"> • basic skills in communications, numeracy and ICT <p>Autonomy the individual can...</p> <ul style="list-style-type: none"> • take responsibility for completing tasks and procedures • exercise autonomy and judgement subject to overall direction or guidance <p>Working with others the individual can...</p> <ul style="list-style-type: none"> • develop co-operative relationships with others • plan work with others and review progress against objectives • contribute towards the improvement of collaborative working • take responsibility for supervising or guiding others where appropriate <p>Personal Development the individual can...</p> <ul style="list-style-type: none"> • take responsibility for personal development by setting targets and planning how they will be met • review progress towards targets and establish evidence of achievements

¹ The minimum competences described for the Process Operator can be allocated to competence levels of each country's NQF, which corresponds to the European Qualification Framework (EQF). As the systematic relation between the NQF and the EQF may vary throughout EU member states, this agreement will not replace nor override any allocation of national, occupational profiles, which is made by the parties responsible on national level.

Appendix B: First Line Supervisor in the European Chemical Industry

Definition

A First Line Supervisor controls a production unit and solves common problems according to a defined schedule and in respect of health and safety, quality and environmental protection regulations and procedures. He leads a team of operators.

Competence Profile¹

1	Technical Competence	<p>managing process operations the individual can...</p> <ul style="list-style-type: none"> • develop and monitor plans and procedures • allocate personnel to maintain processing • respond to and solve operational problems • adapt plans and procedures • allocate personnel to prepare for/carry out maintenance <p>process technology the individual understands...</p> <ul style="list-style-type: none"> • science/technology theory and principles • analytical procedures & interpretation of results • the industrial applications of chemical science • how to use maths, IT and problem solving techniques <p>process operations the individual understands...</p> <ul style="list-style-type: none"> • how the process is started and shutdown • how the process is controlled and maintained <p>the operating procedures & how to manage safety critical process operations</p>
2	Business Improvement	<p>the individual understands...</p> <ul style="list-style-type: none"> • the theory, principles and practice associated with business improvement techniques <p>and can...</p> <ul style="list-style-type: none"> • solve process problems using business improvement techniques • encourage innovation within his/her team
3	Compliance	<p>the individual understands...</p> <ul style="list-style-type: none"> • the reasons for and application of safety management systems • the implications and relevance of company policy, legislation and regulation on working practices • responsibilities for controlling workplace hazards and managing the health and safety of others • how to ensure compliance with legal, regulatory, ethical and social requirements • making plant safe for maintenance or in emergency shutdown • environmental & sustainability responsibilities
4	Functional and Behavioural	<p>Autonomy the individual can...</p> <ul style="list-style-type: none"> • take responsibility for planning and developing courses of action, including responsibility for the work of others • exercise autonomy and judgement within broad but generally well-defined parameters <p>Management and Leadership the individual can...</p> <ul style="list-style-type: none"> • develop and implement operational plans for his/her area of responsibility • manage diversity & discrimination issues • provide leadership for his/her team • implement change

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Competence Profile¹

	<p>Working with others the individual can...</p> <ul style="list-style-type: none">• develop and maintain productive working relationships with colleagues and stakeholders• allocate and monitor the progress and quality of work within his/her area of responsibility• provide learning opportunities for colleagues <p>Personal Development the individual can...</p> <ul style="list-style-type: none">• manage his/her professional development by setting targets and planning how they will be met• review progress towards targets and establish evidence of achievements <p>Communication the individual can...</p> <ul style="list-style-type: none">• put across ideas in clear and concise manner and present a well structured case• communicate complex information to others• handover at end of shift <p>Business Awareness the individual...</p> <ul style="list-style-type: none">• understands the business environment in which the company operates• has an appreciation of the industry sector and competitors• understands the customer base and is aware of customer requirements
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¹ The minimum competences described for the First Line Supervisor can be allocated to competence levels of each country's NQF, which corresponds to the European Qualification Framework (EQF). As the systematic relation between the NQF and the EQF may vary throughout EU member states, this agreement will not replace nor override any allocation of national, occupational profiles, which is made by the parties responsible on national level.

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