

ENETRAP III

Guidance to support the implementation of E&T requirements for RPE and RPO

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Framework for consideration

DG ENERGY

- Euratom BSS (2013)
- SET-Plan Roadmap E&T (Strategic Energy Technology) (2014)

DG Education & Culture

- ET 2020 (Strategic framework for European cooperation in education and training) (2009)
- EQF/ECVET (2008/2009)

DG Research and Innovation

- Euratom FP7 and H2020 projects

HERCA TG E&T (2013-2015) - results



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- The Euratom BSS (2013/59/Euratom) specify requirements for the Radiation Protection Expert (RPE) and for the Radiation Protection Officer (RPO).
- Member States must translate the goals and requirements into their national legislation (6 February 2018).

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EU requirements may appear quite clear, however
⇒ varying approaches in implementation

Example: “Qualified Expert” in the previous BSS

Work in ENETRAP and ENETRAP II

⇒ results: presented and discussed in EUTERP Workshops

⇒ input: concepts of RPE and RPO in the Euratom BSS.

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- **Needed:** clear guidance on how the new requirements for RPE and RPO would be best implemented in Member States ensuring a consistent approach
- **ENETRAP III - WP 7** will produce such guidance which will address key issues for RPE and RPO:
 - intended roles/functions/duties of RPE and RPO;
 - required infrastructures and mechanism for RPE recognition;
 - suitability and competence requirements (RPE and RPO);
 - appropriate education, training and work experience (including learning outcomes, EQF level, etc.)

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- The guidance proposed in this WP will complement the guidance developed in the medical field:

RP 174 (Medical Physics Experts) and **RP 175** (MEDRAPET)

- Close collaboration with HERCA and the Art. 31 Group of Experts will ensure an official publication of the new guidelines for the implementation of RPE and RPO E&T requirements in the **Radiation Protection Series** of the DG ENERGY .



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What has been done so far?

- **WP 7 Meeting on 24 September 2014 in Brussels :**
Documents (BSS requirements, RP 174 + 175, results of the activities of the HERCA Task Force on E&T) were reviewed
=> **Outline of the guidance document**
- **WP 7 Meeting on 12/13 February 2015 in Munich :**
Discussion of the first draft of the guidance document
Since then, further elaboration
- **HERCA Workshop RPE-RPO on 6-8 July 2015 in Paris :**
Comments included, new version discussed in Athens



ENETRAP Draft Guidance Document

Title - European Guidance on the Implementation of the Requirements of the Euratom BSS with respect to RPE and RPO

Scope - This report :

- provides guidance to regulatory authorities and professional bodies on the roles of the RPE and RPO, as defined in the BSS.
- specifies the knowledge, competencies and practical skills RPEs and RPOs will need to have for the effective implementation of their roles
- specifies the core training requirements for RPEs and RPOs
- describes a process for the national recognition of RPEs
- provides guidance on the development of mutual recognition processes between Member States.

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- 2. Overview of the Euratom BSS Requirements for RPE and RPO**
 - 2.1 Role, functions and duties of the Radiation Protection Expert (RPE)
 - 2.1.1 Competence
 - 2.1.2 Suitability
 - 2.2 Role, functions and duties of the Radiation Protection Officer (RPO)
 - 2.2.1 RPO Competence and suitability
 - 2.2.2 RPO recognition and appointment
 - 2.3 Interactions between the RPE and other professionals in RP
 - 2.4 Requirements for education and training for RPE and RPO

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- 3. The Radiation Protection Expert (RPE)**
 - 3.1 The activities of the RPE *(Table 1: Advice expected from the RPE (topics for advice and associated activities))*
 - 3.2 RPE development: core competence *(Table 2: Basic requirements for core competence)*
 - 3.2.1 Education
 - 3.2.2 Training and development *(Table 3: Required Skills and competencies for the RPE (for each topic for advice))*
 - 3.2.3 Work/operational Experience / on-the-job training
 - 3.3 Arrangements for RPE Recognition
 - 3.3.1 Establishment of an RPE Recognition Scheme/Framework
 - 3.3.2 Routine Operation *(Table 4: Evidence of competence), (Table 5: Examples of suitable evidence)*
 - 3.4 Transferability/acceptance of RPE status between Member States *(Table 6: Aspects to be addressed in accepting RPE Status in other MS)*
 - 3.4.1 Criteria for mutual recognition
 - 3.5 Mechanism for mutual recognition
 - 3.6 European Qualification arrangements *(Table 7: Descriptors defining EQF levels)*



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4 The Radiation Protection Officer (RPO)

- 4.1 The duties of the RPO *(Table 8: Primary duties of the RPO)*
- 4.2 Core competence requirements *(Table 9 and 10: Core learning outcomes for RPO)*
- 4.3 Educational requirements
- 4.4 Training requirements
- 4.5 Work experience required
- 4.6 Further requirements
- 4.7 Assessment of competence
- 4.8 Maintenance of competence
- 4.9 Recognition and appointment
- 4.10 Mechanism for mutual recognition



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Timetable

- **4 May 2015:** Draft has been sent to HERCA TF on E&T
- **6-8 July 2015:** HERCA Workshop on implementation of RPE & RPO (Montrouge, France): Draft Guidance Document was presented and discussed, comments were included
- **30 Sep:** Collect comments on the guidance document at the EUTERP Workshop in Athens, short meeting of WP7 afterwards to discuss possible implications for the finalization of the document
- Until 15 October: Collect comments from HERCA TF on E&T
- Finalize document by end of **November 2015**



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Important: Keep an eye on other RP E&T activities

- Generating knowledge (research)
- Building competence (training)

Since 2002: 25 E&T projects, EC contribution: 17 Mio

2015 and beyond:

- MELODI WG E&T (and other platforms)
- European Joint Programme for the Integration of Radiation Protection Research (CONCERT): WP 7 (E&T)
- E&T Proposals submitted - Euratom H2020 - NFRP 10 (2014/2015) and NFRP 12 (2016/2017)

Education and Training 2020” (ET 2020) - strategic objectives of the framework:

- making lifelong learning and mobility a reality
- improving the quality and efficiency of education and training – all citizens need to be able to acquire [key competencies](#) and all levels of education and training need to be made more attractive and efficient;
- promoting equity, social cohesion and active citizenship – education and training should enable all citizens to acquire and develop skills and competencies
- enhancing creativity and innovation, at all levels of education and training