

Merit Selection Transparency Framework – PROPOSAL

Notes contained throughout e.g. (1), (2), (3), etc. have clarification provided below the table.

INSPECTOR CLASSIFICATION	SI	ASI	Value score
Inspector Qualifications	4 = Adv Dip Gov (WI) 3 = 10-14 units of Adv Dip Gov (WI) 2 = Dip Gov (WI) 1 = Some units of Dip Gov 0 = No qualification	4 = Adv Dip Gov (WI) 3 = 10-14 units of Adv Dip Gov (WI) 2 = Dip Gov (WI) 1 = Some units of Dip Gov 0 = No qualification	
Regulatory skills and experience	4 = Regulatory skills/experience in Australian WHS Regulator 3 = Regulatory skills/experience in field based Australian regulatory body 2 = Regulatory skills/experience in non-field based Australian regulatory body 1 = Other regulatory skills / experience 0 = No regulatory skills / experience	4 = Regulatory skills/experience in Australian WHS Regulator 3 = Regulatory skills/experience in field based Australian regulatory body 2 = Regulatory skills/experience in non-field based Australian regulatory body 1 = Other regulatory skills / experience 0 = No regulatory skills / experience	
WHS Qualifications	4 = Bachelor or above in WHS (Australian based) 3 = Diploma/Advanced diploma in WHS (Australian based) 2 = Certificate in WHS (Australian based) 1 = Other general WHS qualifications /training 0 = No WHS qualifications/training	4 = Bachelor or above in WHS (Australian based) 3 = Diploma/Advanced diploma in WHS (Australian based) 2 = Certificate in WHS (Australian based) 1 = Other general WHS qualifications /training 0 = No WHS qualifications/training	
WHS Skills and experience	4 = 10 years in WHS field 3 = 5 years in WHS field 2 = 1-5 years in WHS 1 = Up to 12 months in WHS 0 = None	4 = 10 years in WHS field 3 = 5 years in WHS field 2 = 1-5 years in WHS 1 = Up to 12 months in WHS 0 = None	
High level Skills and experience – Regulatory/WHS (3)	4 = High level – Business Leader, Management 3 = Mid Level – participated in high level activities 2 = Low level – participated in any related activities 1 = Initiate, minimal involvement 0 = None	4 = High level – Business Leader, Management 3 = Mid Level – participated in high level activities 2 = Low level – participated in any related activities 1 = Initiate, minimal involvement 0 = None	

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Other qualifications in the field being sought (1)	4 = Bachelor or above (Australian based) 3 = Diploma/Advanced diploma (Australian based) 2 = Certificate (Australian based) 1 = Other general qualifications /training 0 = No qualifications/Training	4 = Bachelor or above (Australian based) 3 = Diploma/Advanced diploma (Australian based) 2 = Certificate (Australian based) 1 = Other general qualifications /training 0 = No qualifications/Training	
Industry skills and experience in the field being sought (1)	4 = 10 years 3 = 5 years 2 = 1-5 years 1 = Less than 12 months 0 = None	4 = 10 years 3 = 5 years 2 = 1-5 years 1 = Less than 12 months 0 = None	
High level Skills and experience in the field being sought (4)	4 = High level – Business Leader, Management 3 = Mid Level – participated in high level activities 2 = Low level – participated in any related activities 1 = Initiate, minimal involvement 0 = None	4 = High level – Business Leader, Management 3 = Mid Level – participated in high level activities 2 = Low level – participated in any related activities 1 = Initiate, minimal involvement 0 = None	
Communication (3), (4)	4 = Developed and originated complex written communications and report writing at high level 3 = Contributed to complex written communications and report writing at high level 2 = Took part in complex written communications and report writing at high level 1 = minimal involvement Complex written communications and report writing at high level 0 = None	4 = Developed and originated complex written communications and report writing at high level 3 = Contributed to complex written communications and report writing at high level 2 = Took part in complex written communications and report writing at high level 1 = minimal involvement complex written communications and report writing at high level 0 = None	
	4 = Developed, organised, convened and managed Stakeholder engagement at a high level including external stakeholders 3 = Contributed to or convened Stakeholder engagement at a high level including internal stakeholders 2 = Participated in Stakeholder engagement at a high level 1 = Minimal involvement 0 = None	4 = Stakeholder engagement at a high level including external stakeholders Developed, organised and managed 3 = Contributed to Stakeholder engagement at a high level including internal stakeholders 2 = Participated in Stakeholder engagement at a high level 1 = Minimal involvement 0 = None	

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	<p>4 = Develop and provide formal & complex technical / legal advice at a high level</p> <p>3 = Contribute to development and provision of formal & complex technical / legal advice at a high level</p> <p>2 = Take part in development or provision of formal & complex technical / legal advice</p> <p>1 = Minimal involvement</p> <p>0 = None</p>	<p>4 = Develop and provide formal & complex technical / legal advice at a high level</p> <p>3 = Contribute to development and provision of formal & complex technical / legal advice at a high level</p> <p>2 = Take part in development or provision of formal & complex technical / legal advice</p> <p>1 = Minimal involvement</p> <p>0 = None</p>	
Research / Analysis	<p>4 = Manage and coordinate research / analysis of complex WHS issues and risks</p> <p>3 = Organise and present research / analysis of complex WHS issues and risks</p> <p>2 = Take part in research / analysis of complex WHS issues and risks</p> <p>1 = Minimal involvement</p> <p>0 = None</p>	<p>4 = Manage and coordinate research / analysis of complex WHS issues and risks</p> <p>3 = Organise and present research / analysis of complex WHS issues and risks</p> <p>2 = Take part in research / analysis of complex WHS issues and risks</p> <p>1 = Minimal involvement</p> <p>0 = None</p>	
	<p>4 = Manage and Coordinate research / analysis of complex State-wide issues and risks</p> <p>3 = Organise and present research / analysis of complex State-wide issues and risks</p> <p>2 = Take part in research / analysis of complex State-wide issues and risks</p> <p>1 = Minimal involvement</p> <p>0 = None</p>	<p>4 = Manage and Coordinate research / analysis of complex State-wide issues and risks</p> <p>3 = Organise and present research / analysis of complex State-wide issues and risks</p> <p>2 = Take part in research / analysis of complex State-wide issues and risks</p> <p>1 = Minimal involvement</p> <p>0 = None</p>	
	<p>4 = Coordinate and manage research / analysis of Workers compensation and injury analysis</p> <p>3 = Organise and present research / analysis of Workers compensation and injury analysis</p> <p>2 = Take part in research / analysis of Workers compensation and injury analysis</p> <p>1 = Minimal involvement</p> <p>0 = None</p>	<p>4 = Coordinate and manage Research / analysis of Workers compensation and injury analysis</p> <p>3 = Organise and present</p> <p>2 = Take part in...</p> <p>1 = Minimal involvement</p> <p>0 = None</p>	

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Project Management	<p>4 = Development /implementation of Projects requiring compliance with legislation for WHS / Workers compensation & RTW</p> <p>3 = Projects with WHS /Workers compensation & RTW not requiring compliance to legislation</p> <p>2 = State or region wide projects</p> <p>1 = Local projects</p> <p>0 = None / inadequate</p>	<p>4 = Projects requiring compliance with legislation for WHS / Workers compensation & RTW</p> <p>3 = Projects with WHS /Workers compensation & RTW not requiring compliance to legislation</p> <p>2 = State or region wide projects</p> <p>1 = Local projects</p> <p>0 = None / inadequate</p>	
Strategic Leadership	<p>4 = Strategic Leadership in a WHS and field based regulatory capacity</p> <p>3 = Strategic Leadership in a WHS non-field based regulatory capacity</p> <p>2 = Strategic Leadership – state or regional, non WHS and non-regulatory</p> <p>1 = Local, non-regulatory, low impact</p> <p>0 = None, under developed</p>	<p>4 = Strategic Leadership in a WHS and field based regulatory capacity</p> <p>3 = Strategic Leadership in a WHS non-field based regulatory capacity</p> <p>2 = Strategic Leadership – state or regional, non WHS and non-regulatory</p> <p>1 = Local, non-regulatory, low impact</p> <p>0 = None, under developed</p>	
Has the person performed the role previously? (5)	<p>4 = Performs above current grade</p> <p>3 = Performed satisfactorily in acting capacity at applied for grade</p> <p>2 = Performed adequately but not all focus capabilities of applied for grade (partial)</p> <p>1 = Performs current role well</p> <p>0 = Needs capability development</p>	<p>4 = Performs above current grade</p> <p>3 = Performed satisfactorily in acting capacity at applied for grade</p> <p>2 = Performed adequately but not all focus capabilities of applied for grade (partial)</p> <p>1 = Performs current role well</p> <p>0 = Needs capability development</p>	
Total Score			

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Notes to the table:

- (1) “In the field being sought” refers to the particular specialist expertise that is being recruited for, which varies with the role – e.g. including but not limited to occupational hygienist, psychosocial expert, electrical engineering, plant specialist, chemical engineering. Industry skills includes skills obtained by internal applicants that can demonstrate experience in the field being sought.
- (2) Where skills and experience are being assessed together, this relates to how application/use of the skills has been demonstrated through experience
- (3) “Developed and originated” refers to a person drafting or producing the communication, examples include:
 - Guidance materials and COPs – Australian standards, information sheets, media releases,
 - Briefing notes,
 - “House” files
 - Ministerials
 - Complex technical / compliance reports
 - WHS policies and procedures in a regulatory framework
 - Policies and procedures in a regulatory framework
- (4) Reference to “High level” throughout the table refers to the need to demonstrate higher level of sophistication in application of the capability, not to indicate a summarisation or minimalised presentation of issues
- (5) Included to ensure adequate recognition of internal applicant’s past or current performance.

Further inclusions in MOU:

- A. Ensure internals also have ability to get the same period of time as external applicants to achieve competency, (e.g. 12 months?)
- B. Ensure external applicants complete a disclosure statement to declare any prior instances of adverse conduct and that failure to disclose may affect their employment (Note: This is to address an identified weakness in the system.)
- C. Conduct and performance to be better defined to avoid differences in interpretation between recruiting People Leaders

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- D. Recruitment for SI/ASI's will include candidates being assessed for inspectorial and regulatory skills, as is required with entry level inspectors.
- E. Successful external candidates to be adequately assessed during the probationary period to ensure they have obtained the skill set to undertake the role to the required level
- F. That an independent State Inspector/ Assistant State Inspector form part of the recruitment/assessment panel. (An independent ASI/SI on a panel is better placed to assess a candidate's suitability to the role than a non-inspector manager.)
- G. That external SI/ASI candidates make a declaration that they have adhered to codes of conduct and have no adverse records for conduct issues and that non-disclosure could affect their employment. (All internal applicants are subject to a conduct assessment of their record of employment within the organisation whereas external applicants are not held to the same rigour.) Clear definitions of "Conduct" and "Performance", for consistency of application of these terms and to avoid differences in interpretation between recruiting People Leaders
- H. Internal applicants should also to have ability to achieve required competencies for a role in the same time as external applicants (e.g. 12 months)

Definitions (to be agreed):

Conduct

Negative conduct may constitute a barrier, otherwise conduct should not be a consideration.

The difference between conduct of internal/external applicants should be addressed to provide a balance – external candidate: there needs to be a consideration of conduct through reasonable attempts to search information publicly available about the applicant and require a disclosure statement on application as in Point G

Performance

Performance relates to the ability to translate the competencies into demonstrated achievement of focus capabilities. There needs to be agreement on how this is applied to both internal and external applicants during recruitment.