

1. How will this affect workers taking a career break?
 - A. The intent of the TS Competency Management Procedure is to ensure that TS technical and engineering personnel hold the required level of competency to effectively discharge their respective functions. If the staff member returns to a different role they will undertake a competency assessment for the new role. If they return to the same role then the duration of the career break will determine whether a competency assessment is required, also if there are changes in knowledge in their competency areas while they are on the career break an assessment against the new knowledge would be required.
2. TfNSW has stated that this is not about performance or career progression, how is this possible?
 - A. An individual has their current competencies assessed which in conjunction with the capabilities required in the role description, they bring to bear on their day today work. Competence assessments are to assure TfNSW that the individual continues to hold the knowledge and skill to the standard of performance required in the workplace. Their performance in their role is judged against how they went on achieving the outcomes required by the role. Career progression is a combination of aspiration, ability, and opportunity. A person who aspires to move to higher positions and whose performance in their role, development activities, and at interview demonstrates ability to perform at higher levels will, if there are available opportunities, move to higher roles. Performance and progression processes will not change as a result of the Competency Management Procedure.
3. If this is not driven by PDs, then how can competency be managed? PDs are supposed to align with Business Objectives
 - A. In the FAQ document we outlined why we need documented competency requirements when staff already have a role description The answer is outlined here. "TfNSW's role descriptions have been deliberately written to be generic and broad in content, allowing them to be used by staff in roles that have significant variations of duties. The competency requirements that are documented for each

role are more detailed, outlining the knowledge and skills that are required to be assessed, and their associated proficiency levels.”

4. It has been suggested in the workshops that workers may be expected to undertake functions for which you are competent but are not a function of your role. Surely the recruitment process would assess competency to begin with, why double-up by requiring a competency assessment within six months of employment?
 - A. In the FAQ document we covered the question of why we need to do competency assessments when staff have gone through a recruitment process for their role. The answer is provided here. “Recruitment at TfNSW uses the capabilities outlined in the NSW Public Sector Capability Framework to provide broad role requirements, such as ‘communicate effectively’ and ‘work collaboratively’. In Transport the term ‘capabilities’ is used to describe generic attributes people need to be successful in given roles.
A competency assessment is more detailed, examining evidence provided by the candidate to demonstrate that they can consistently apply knowledge and skills to the standard of performance required in the workplace. This reviewing of evidence provides greater confidence to TfNSW and its stakeholders that the individual has the necessary competency to undertake the required engineering and technical activities.
An engineering and technical competency assessment includes specific competencies that are determined for a role, such as the systems engineering example of knowledge and skills in interface management or the electrical example of knowledge and skills in earthing and bonding.”
5. Is it really the best practice for managers to have lower proficiency levels than their personnel?
 - A. It is good practice to have staff with good leadership and management competency leading staff. This may involve them leading staff that have greater technical competency in some areas than them. The fact that the staff member has a required competency at a high proficiency level means TfNSW is assured that our people have the necessary skills and knowledge to do the work that they are asked to complete.
6. Who is writing/determining the competency criteria to be used, how will competency be measured and what does competency look like? This is relevant to the Road Design group, for example given they are the SMEs for what they do
 - A. A consistent process will be used across Technical Services. The functional discipline leads are establishing the library of technical competencies. From this list of technical competencies the line manager selects for their staff the required

competencies and associated proficiency levels. A consistent descriptor is used for these proficiency levels, which guides expectations for the level. Through a competency assessment the staff member provides evidence for how they demonstrate each of the identified competencies, with the assessor reviewing this evidence for currency, sufficiency, validity, and authenticity.

7. What evidence is expected to be produced to support or address these competencies?
 - A. In the competency assessment tool we have provided a list of example evidences. The assessment interview is also a form of evidence. Some of the example evidence is:
 - provision of specialist advice for a complex project, within the individual's discipline area
 - formulation of policies, within the individual's discipline area
 - peer-reviewed projects
 - eligibility for membership of relevant professional associations or representative bodies
8. Who will determine if someone is competent if they themselves are not SMEs in technical competencies required – and not just 'having worked' in the area in question but have actual technical expertise/ experience in what the staff actually do?
 - A. In the draft TS Competency Management Procedure we noted in Section 5 that “In a competency assessment, there shall be at least one person who holds the relevant competencies at the same proficiency level or higher as the competency being assessed. This could be the person in the competency assessor role or another individual who holds the required level of competencies. This means that assessors don't have to be a subject matter expert (SME) unless they are assessing someone who is at a high proficiency level.” This is in line with the requirements for assessors outlined by the Australian Skills Quality Authority (ASQA).
9. Those in TS are considered a service provider within Transport, all be it with some influence, but in the end there are numerous other staff in other divisions who are involved in a wide range of activities such as writing and establishing/setting technical policies and standards, writing strategies as well as briefs and scoping documents that determine results or are the actual approvers of technical work who are making decisions who are not being assessed in this manner. Why are they not included if Transport is about becoming an organisation with technical staff assessed as being competent in line with the ISO standard being quoted to them
 - A. The Technical Capability Framework (TCF) is applicable to all Transport staff. The Technical Services Competency Management Procedure is the way TS meets the requirements of the TCF. One of the TCF requirements is that “each TfNSW agency / division is accountable and responsible for developing and deploying procedures to manage the competence of their staff.” The majority of technical activities in IP come from TS, so this is where the procedure focuses. How other branches and

divisions approach compliance to the TCF will be taken forward by their own competency management resources.

10. What happens if someone is deemed not competent in a role that they have won on merit selection?

A. This was answered in the FAQ with the question having slightly different wording. The response we gave was that "Transport needs to ensure that you are competent to undertake any activities that they ask you to do. If there are any activities where you require a higher level of competency, then Transport will provide you with the support to close this gap. This can include coaching, training, mentoring or other development approaches, to ensure the required competency level is attained within an agreed timeframe."

11. Is there an expectation that TS workers undertake continuous accreditation training?

A. There are a few possible interpretations to this training, so we will respond to the possible ones we have identified:

- In section 6 of the draft TS Competency Management Procedure we have highlighted that "Continuing professional development (CPD) is important to ensure that employees maintain their knowledge and skills in relation to their professions."
- In section 3.4.3 of the draft TS Competency Management Procedure we have highlighted that "an individual's competency is to be reviewed and assessed:
 - four years after their previous assessment
 - when the individual changes roles
 - after an extended period of leave or alternative duties."
- If there was a specified accreditation/registration/license etc identified as required for a staff member, and it had an expiry, then there would be a need for the staff member to take steps to renew it. For example, high risk work licenses requiring renewal as outlined by SafeWork NSW.