School Curriculum and Standards Authority

Board processes and protocols

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1. School Curriculum and Standards Authority Board

1.1 Introduction

The School Curriculum and Standards Authority was established through the School Curriculum and Standards Authority Act 1997 which was proclaimed 1 March 2012. This established a State agency with functions relating to the development and accreditation of courses and the standards, assessment and certification of student achievement, to provide for a database relating to participation in education, training or employment by students during their school years, and for related purposes. This Authority replaced the Curriculum Council.

1.2 Board charter

The School Curriculum and Standards Authority Act 1997 sets out the Authority’s Objects. They are to provide for:

- standards of student achievement and for the assessment and certification of student achievement according to those standards;
- the development of an outline of curriculum and assessment in schools that, taking account of the needs of students, sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement;
- the development and accreditation of courses for schooling; and
- the maintenance of a database of information relating to:
  - the participation by students during their school years in education, training or employment as provided for by the School Education Act
  - the achievements of students during those years; and
  - records of assessment in respect of students.

The functions of the Authority are provided in sections 9-14 of the School Curriculum and Standards Authority Act 1997. In general terms, the functions of the Board include:

In relation to Curriculum and Assessment:

1. establishing an outline of curriculum and assessment in schools that, taking account of the needs of students, sets out the knowledge, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement;
2. issuing guidelines for the development of courses and the assessment of student achievement in those courses;
3. developing courses, and, where appropriate, accrediting courses developed by the Authority or other persons;
4. recognising, as appropriate, courses, standards of achievement and assessment of student achievement that are the subject of agreements between the State and the Commonwealth;
5. determining courses recognised or accredited by the Authority, in which students may be assessed, for the purposes of certification or otherwise;
6. establishing the minimum requirements for graduation from secondary school and for the issue of a certificate of student achievement;
7. evaluating and recognising, the purposes of certification or otherwise, the achievement of students, whether that achievement is attained in the State or elsewhere;
8. maintaining a database of information relating to the participation by students during their school years in education, training or employment; records of assessment; and, for the purposes of graduation from secondary school and the issue of a certificate of student achievement, a register of student achievements in courses and activities that are considered by the Authority to be relevant to those purposes.
In relation to Standards:
1. establishing the standards of student achievement and other requirements that apply to the assessment of student achievement;
2. establishing generic assessment, grading and reporting policies;
3. assessing student achievement, or causing student achievement to be assessed, at the times determined by the Authority;
4. determining the eligibility of students in relation to assessments made;
5. providing for the comparability of assessments of student achievement in the compulsory education period;
6. establishing the criteria for exhibitions and awards to be granted in recognition of student achievement;
7. providing results of, and reports on, the assessment of student achievement to governing bodies, principals of schools, students and parents of students;
8. consulting with universities and vocational education and training bodies with respect to standards of student achievement and other requirements and procedures for admission to university and vocational education and training;
9. providing information to universities and vocational education and training bodies on the achievement of students seeking admission to university or to vocational education and training;
10. preparing reports on standards of student achievement.

In relation to Advising the Minister:
1. advising the Minister on matters arising under the School Curriculum and Standards Authority Act 1997; and
2. advising the Minister on any agreements or arrangements made, or proposed to be made, between the State and Commonwealth that relate to any of the Authority’s other functions.

1.3 Board membership

The Board comprises:

- One person, designated by the Minister, who is the Chairperson; and
- Six other persons appointed by the Minister who have, between them, the knowledge, experience and expertise needed to enable the Authority’s functions under the Act to be performed effectively.

Members of the Board may be appointed for terms not to exceed four years, or in the case of the Chairperson, five years. Board members are eligible for reappointment.

The full list of current Board members is provided in Appendix 1.

1.4 Board committees

Two statutory Committees are directly responsible to the Board.

Curriculum and Assessment Committee
This committee comprises thirteen members and provides advice and makes recommendations to the Board on the provision of an outline of curriculum and assessment for schools; the development and accreditation of courses for schooling; and the establishment and maintenance of a database of information relating to participation, achievements and records of assessment of students.

Standards Committee
This committee comprises five members and provides advice and makes recommendations to the Board on the provision and monitoring of standards of student achievement and the assessment and certification of student achievement according to those standards.
The Board may appoint other committees, advisory groups and reference groups in relation to the performance of the Authority’s functions.

Terms of Reference for both Statutory committees are provided in Appendix 2 and 3.

2. **Board Meetings**

*Frequency*
Meetings are scheduled to be held every four to six weeks.

*Agenda items and papers*
Agenda items are generated by the Board and the secretariat. Agenda papers will be circulated to Board members prior to the meeting.

*Presiding officer*
The Chairperson is to preside at all meetings of the Board at which he or she is present. If the Chairperson is absent from a meeting the members present are to appoint one of their number to preside.

*Quorum*
A quorum for the Board is five members.

*Voting*
At any meeting of the Board each member present has a deliberative vote. If the votes cast on a question are equally divided the question is taken to have been resolved in the negative.

*Minutes*
Accurate minutes will be kept of the proceedings of the Board meetings. These minutes will be made publicly available on the Authority’s website.

*Administrative support*
The Executive Officer is the CEO of the School Curriculum and Standards Authority or nominee. Administrative support is provided by members of the Secretariat.

*Participant observers*
The CEO of the School Curriculum and Standards Authority and/or nominated members of the Executive will attend meetings of the Board as participant observers.

*Telephone, video and electronic meetings*
A telephone, video or electronic meeting of the Board is a valid meeting if each participating member is capable of communicating with every other participating member at all times during the meeting.

*Disclosure of interests*
A member who has a material personal interest in a matter being considered or about to be considered by the Board must, as soon as possible after the relevant facts have come to the member’s knowledge, disclose the nature of the interest at a meeting of the Board.

*Confidentiality of meeting papers*
There may be occasions when the Board will need to consider matters that are confidential. These will be identified in a ‘Confidential’ section of the meeting papers.
3. **Other Committees and Forums**

3.1 **External Stakeholder Committees**

3.1.1 *School Systems and Sector Executive Forum*
This committee provides advice to the Authority on matters related to the school/Authority interface.

3.1.2 *VET Forum*
The TAFE/VET Forum provides advice to the Authority on matters related to the school/TAFE/VET interface.

3.1.3 *University Forum*
The University Forum provides advice to the Authority on matters related to the school/university interface.

3.1.4 *Secondary Principals' Forum*
The Secondary Principals’ Forum advises the Authority on matters related to the secondary school curriculum, assessment and standards.

3.1.5 *Primary Principals' Forum (ECE/Primary)*
The Primary Principals' Forum advises the Authority on matters related to the early childhood and primary school curriculum, assessment and standards.

3.1.6 *Expert Measurement Advisory Committee*
The Expert Measurement Committee provides advice to the Standards Committee, and the Authority more broadly, on measurement issues associated with student assessment including moderation, comparability and scaling.

3.1.7 *Equity Advisory Committee*
The Equity Advisory Committee provides advice to the Authority relating to a range of equity issues that impact on particular student groups and the curriculum, assessment and standards; including gender issues, Indigenous issues, cultural sensitivity and inclusiveness, and students with special needs.

3.1.8 *Course Advisory Committees*
The Course Advisory Committees are responsible for providing advice to the Authority on matters related to syllabus development, resources, examinations, review and accreditation; school assessment and moderation; the design and appropriateness of external assessments; Year 11 and 12 national curriculum courses and trends and issues related to the implementation of courses.

Course Advisory Committees comprise teachers from all school systems and sectors, and university, TAFE, industry and community representatives, as appropriate. In general, one Course Advisory Committee exists for each WACE course. Also a VET Course Advisory Committee provides advice on VET industry specific courses and recognition of VET courses within the WACE; and the Endorsed Programs Advisory Committee provides advice on applications for endorsed programs submitted by university, community organisation and personal development program providers.
3.2 Secretariat Committees

3.2.1 Executive Group
The Executive Group comprises the Chief Executive Officer, four Directors and the Senior Manager of Corporate Services. The group meets every fortnight to discuss matters relating to the business of the Authority.

3.2.2 Management Group
The Management Group comprises the Executive Group and all Level 8 Managers. The group meets every fortnight to discuss matters relating to the management of the Authority.

3.2.3 Risk Management and Business Continuity Committee
This committee manages the risk assessment by identifying, documenting and ensuring that policies and procedures are in place to address potential risks. A Business Continuity Management plan sets out the principles to be followed, actions to be taken and resources to be used in the event of prolonged business interruption.

3.2.4 Internal Audit Committee
The object of the Internal Audit Committee is to assist the Authority in discharging its responsibilities with respect to overseeing all aspects of financial reporting, control, risk management systems and compliance with laws, regulations and codes of conduct.

3.2.5 Occupational Safety and Health Committee
The purpose of this committee is to ensure compliance with the Occupational Safety and Health Act 1984 (WA) (section 38).

3.2.6 Disability Access and Inclusion Committee
The Disability Access and Inclusion Committee helps ensure people with disabilities can access the Authority’s services and facilities. Members work towards identifying initiatives to achieve the Disability Access and Inclusion Plan.

3.2.7 Workforce and Diversity Committee
The Workforce and Diversity Committee prepares, implements and monitors an integrated workforce and diversity plan. The Committee evaluates the effectiveness of the plan’s individual strategies against performance indicators as well as the effectiveness of the overall plan in achieving whole-of-sector initiatives.

3.3 Specific-purpose Committees

3.3.1 Exhibitions and Awards Committee
This Committee determines WACE Exhibitions and Awards winners.

3.3.2 Sickness/Misadventure Committee
This Committee determines whether an estimated examination mark should be approved for a candidate who has been disadvantaged due to sickness or misadventure occurring close to or during the WACE examinations.
3.3.3 WACE Requirements Special Considerations Committee
The role of this committee is to review situations where students have not met the Western Australian Certificate of Education (WACE) requirements. The committee could recommend to the chief executive officer whether a WACE be granted.

3.3.4 Examination Breaches Committee
This committee determines, in the context of the guidelines and procedures approved by the Authority, if the actions of an examination candidate, reported by the room supervisor, constitute a breach of examination rules.

3.3.5 Awards Advisory Committee
This committee considers suggestions for changes to the Exhibitions and Awards policy and guidelines. Recommendations from this group are considered by the standards committee.

3.4 Appeals Committees
The following committees meet to consider appeals related to the Authority’s policies:

- School Assessment Appeals Committee
- Eligibility for Second Language Status Appeals Committee
- Special Examination Arrangements Appeals Committee
- Sickness/Misadventure Appeals Committee
- Breaches of Examination Rules Appeals Committee
- Non-Genuine Attempt Appeals Committee

4. Code of conduct

4.1 Vision and Values
The vision of the School Curriculum and Standards Authority is to provide quality curriculum assessment and reporting of standards of achievement of all students studying the Western Australian Curriculum so that they become confident, creative learners and active, informed citizens who contribute positively to society.

In all of our operations and relationships we value:
- quality
- integrity
- respect.

4.2 Code of Conduct

Personal behaviour
Board members will:
- act ethically and with integrity;
- act according to the legislative requirements, policies and ethical codes that apply;
- consider work habits, behaviour and personal and professional workplace relationships, including an individual commitment to understanding the Board’s role and public duties;
- endeavour to be active and participative Board members, attend meetings, be well-prepared and work cooperatively with fellow Board members;
• commit to a safe and productive work environment, treat members of the public and colleagues with respect, courtesy, honesty and fairness, and with proper regard for their interests, rights, safety and welfare;
• make decisions fairly, impartially and promptly, giving consideration to all available information, legislation and Board’s procedures; and
• provide a workplace free of harassment, bullying or discrimination against colleagues or members of the public.

Communication and official information
Board members will:
• not disclose official information or documents acquired in the course of the Board’s business, other than as required by law or where proper authorisation is given;
• not misuse official information for personal or commercial gain for themselves or their associates;
• respect the confidentiality and privacy of all information as it pertains to individuals; and
• raise concerns of improper communications to the Board Chairperson, or other relevant authority, about decisions or actions contrary to the Board’s public duty.

Fraudulent and corrupt behaviour
Board members will:
• not engage in fraud or corruption (fraud is a dishonest activity that causes actual or potential financial loss to any person or the Authority; corrupt conduct occurs when an officer uses or attempts to use their position for personal advantage);
• report any fraudulent or corrupt behaviour to the Board Chairperson, or other relevant authority;
• report any breaches of the code of conduct to the Board Chairperson, or other relevant authority; and
• understand and apply the accountability requirements that apply.

Use of public resources
Board members will:
• be accountable for expenditure associated with Board-related or Authority-related activities;
• use the Authority’s resources diligently and efficiently (including expenditure on hospitality, travel, engaging contractors and suppliers; the use of office facilities and equipment, vehicles and cab charge vouchers; and the use of corporate credit cards);
• avoid inappropriate use of office time or resources for party political work or for private financial gain; and
• abide by the Authority’s policies and guidelines in the use of computing and communication facilities and use these resources in a responsible manner.

Record keeping and use of information
Board members will:
• record actions and reasons for decisions to ensure transparency;
• ensure the secure storage of sensitive or confidential information;
• comply with the Authority’s record keeping plan; and
• be aware that, when working from home, the confidentiality and privacy of relevant information is respected and that documents may be accessible through FOI.

Conflicts of interest
Board members will:
• ensure that their personal, financial or political interests do not conflict with their performance, or their ability to perform in an impartial manner;
• declare and manage in the public interest conflicts of interest which may arise between the performance of public duty and personal interests, whether they be actual, or be perceived to exist or potentially exist in the future (examples of situations that may give rise to conflicts of interest include relationships with people the Board is dealing with that go beyond the level of a professional working relationship; financial interests in a matter the Board is dealing with or being aware of friends or relatives with such an interest; shareholdings or other interest in a company or business likely to benefit from a Board decision; employment or membership of another organisation likely to benefit from a Board decision; and the receipt of gifts or benefits).

Improper conduct

Board members will:
• report to the Board Chairperson, or other relevant authority, improper conduct or misconduct which has been, or may be, occurring in the workplace.

4.3 Public Sector Requirements


5. Related documents

• Curriculum and Assessment Committee Terms of Reference. (See Appendix 2)
• Standards Committee Terms of Reference. (See Appendix 3)
• School Curriculum and Standards Authority Act 1997
• WA Public Sector Commission Code of Ethics which can be found on http://www.publicsector.wa.gov.au/publications-resources/psc-publications
Appendix 1: Board membership

Emeritus Professor Patrick Garnett (Chair)
A former deputy vice-chancellor of Edith Cowan University (ECU), Professor Garnett has extensive teaching and research experience in chemistry and science education. He has significant experience in educational leadership and management including teaching and learning, research and research training, student load planning, quality assurance, human resources, risk management and audit assurance. After beginning his career as a secondary school teacher Professor Garnett maintained his interest in school education through his involvement with the Board of Secondary Education, the Secondary Education Authority and the Curriculum Council. He had a long involvement with the Chemistry Joint Syllabus Committee and was a member and chair of the Year 12 Chemistry Examining Panel.

Professor David Andrich
Professor Andrich is the Chapple Professor of Education at The University of Western Australia. He began his career in education as a teacher in Western Australian public schools before moving into academe. He has an outstanding research record in educational assessment and measurement and has given invited lectures, plenary conference presentations and workshops in many countries. He has conducted research at national and state levels on certification and selection into tertiary education. Professor Andrich’s internationally recognised expertise in measurement and standards will be a valuable asset for the Board.

Lucina Cross
Ms Cross is a Martu and Yamatji woman with considerable experience in education, particularly in the mid-west and north-west of Western Australia. She has taught and provided educational leadership at the primary, secondary and tertiary levels and in Indigenous activities. She is a former teacher and school principal and has extensive experience in Indigenous education.

Margaret Herley
Ms Herley has extensive experience in a range of teaching and educational roles including secondary teacher, head of department, deputy principal, principal and consultant. For 15 years she was the Principal of Iona Presentation College. She has acted as a consultant to the Western Australian Catholic Education Office and the Department of Education Services and recently completed a two-year contract with Curtin University as Director of Partnerships in the School of Education. Ms Herley has also had significant involvement in a range of professional organisations and activities.

Dr Bruce Matthews
Dr Matthews has a great deal of experience in schools, including appointments in numerous public and independent schools. He held positions as Dean and Deputy Headmaster of Guilford Grammar School prior to his appointment as Headmaster at Bunbury Cathedral Grammar School from 1998 to 2011. Dr Matthews brings to the Board considerable recent and relevant experience in school education in a regional setting.

Dr Ruth Shean
Dr Shean is the Director General of the Western Australian Department of Training and Workforce Development. She has previously held a range of executive leadership positions including the Australian Council on Smoking and Health, the Disability Services Commission, the Department for Community Development, and Public Sector Standards. Dr Shean has a long history of involvement in education in Western Australia, including previous experience as a public school teacher, and brings to the Board a great depth of knowledge of the vocational education and training sector.

Dr Lennie Barblett
Dr Barblett is a Senior Lecturer in Early Childhood Studies at the School of Education, Edith Cowan University. As a scholar/teacher her work includes course development, lecturing, tutoring and mentoring in Early Childhood education at the university together with research and development in early childhood education. Her research encompasses a wide range of topics in early childhood education including care innovation and workforce best practice; community partnerships; social and emotional development in young children; and an evaluation of the kindergarten and pre-primary profile. She is a highly experienced educator who has chaired the National Early Childhood Biannual Conference, been a national board member of Early Childhood Australia and the National Facilitator DEEWR/ECA Professional Learning Program on the Early Years Learning Framework.
Appendix 2: Curriculum and Assessment Terms of Reference

Object/Purpose

To advise and make recommendations to the Board of the School Curriculum and Standards Authority on the provision of an outline of curriculum and assessment for schools; the development and accreditation of courses for schooling; and the establishment and maintenance of a database of information relating to participation, achievements and records of assessment of students.

Roles and responsibilities

The roles and responsibilities of the Curriculum and Assessment Committee are set out in Section 9 of the School Curriculum and Standards Authority Act 1997. In general terms, advice and recommendations to the Board by the Curriculum and Assessment Committee are provided in relation to:

1. establishing an outline of curriculum and assessment in schools that, taking account of the needs of students, sets out the knowledge, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement;
2. issuing guidelines for the development of courses and the assessment of student achievement in those courses;
3. developing courses, and, where appropriate, accrediting courses developed by the Authority or other persons;
4. recognising, as appropriate, courses, standards of achievement and assessment of student achievement that are the subject of agreements between the State and the Commonwealth;
5. determining courses recognised or accredited by the Authority, in which students may be assessed, for the purposes of certification or otherwise;
6. establishing the minimum requirements for graduation from secondary school and for the issue of a certificate of student achievement;
7. evaluating and recognising, for the purposes of certification or otherwise, the achievement of students, whether that achievement is attained in the State or elsewhere;
8. maintaining a database of information relating to the participation by students during their school years in education, training or employment; records of assessment; and, for the purposes of graduation from secondary school and the issue of a certificate of student achievement, a register of student achievements in courses and activities that are considered by the Authority to be relevant to those purposes; and
9. the consideration of matters referred to the Committee by the Board.

Membership

- One person who is a member of, and appointed by, the Board, who is the Chairperson on the Curriculum and Assessment Committee; and
- Twelve persons appointed by the Board, with the approval of the Minister, who have between them, in the opinion of the Board, qualifications, experience and expertise in the development and implementation of courses in government schools or non-government schools and the options for employment or further study available to students leaving secondary school.

Members are appointed for a three year term and are eligible for reappointment.
Meeting protocols

Frequency
Meetings are scheduled to be held every four to six weeks.

Agenda items and papers
Agenda items are generated by the Board and the secretariat. Agenda papers will be circulated to Committee members prior to the meeting.

Presiding officer
The Chairperson is to preside at all meetings of the Committee at which he or she is present. If the Chairperson is absent from a meeting the members present are to appoint one of their number to preside.

Quorum
A quorum for the Committee is nine members.

Voting
At any meeting of the Committee each member present has a deliberative vote. If the votes cast on a question are equally divided the question is taken to have been resolved in the negative.

Minutes
Accurate minutes will be kept of the proceedings of the Committee meetings. These minutes will be made publicly available on the Authority’s website.

Administrative support
The Executive Officer is the CEO of the School Curriculum and Standards Authority or nominee. Administrative support is provided by members of the Secretariat.

Participant observers
The CEO of the School Curriculum and Standards Authority and/or nominated members of the Executive will attend meetings of the Committee as participant observers.

Telephone, video and electronic meetings
A telephone, video or electronic meeting of the Committee is a valid meeting if each participating member is capable of communicating with every other participating member at all times during the meeting.

Disclosure of interests
A member who has a material personal interest in a matter being considered or about to be considered by the Committee must, as soon as possible after the relevant facts have come to the member’s knowledge, disclose the nature of the interest at a meeting of the Committee.

Confidentiality of meeting papers
There may be occasions when the Committee will need to consider matters that are confidential. These will be identified in a ‘Confidential’ section of the meeting papers.
Appendix 3: Standards Committee Terms of Reference

Object/Purpose

To advise and make recommendations to the Board of the School Curriculum and Standards Authority on the provision and monitoring of standards of student achievement and the assessment and certification of student achievement according to those standards.

Roles and responsibilities

The roles and responsibilities of the Standards Committee are set out in Section 9 of the School Curriculum and Standards Authority Act 1997. In general terms, advice and recommendations to the Board by the Standards Committee are provided in relation to:

1. establishing the standards of student achievement and other requirements that apply to the assessment of student achievement;
2. establishing generic assessment, grading and reporting policies;
3. assessing student achievement, or causing student achievement to be assessed, at the times determined by the Authority;
4. determining the eligibility of students in relation to assessments made;
5. providing for the comparability of assessments of student achievement in the compulsory education period;
6. establishing the criteria for exhibitions and awards to be granted in recognition of student achievement;
7. providing results of, and reports on, the assessment of student achievement to governing bodies, principals of schools, students and parents of students;
8. consulting with universities and vocational education and training bodies with respect to standards of student achievement and other requirements and procedures for admission to university and vocational education and training;
9. providing information to universities and vocational education and training bodies on the achievement of students seeking admission to university or to vocational education and training;
10. preparing reports on standards of student achievement; and
11. the consideration of matters referred to the Committee by the Board

Membership

- One person who is a member of, and appointed by, the Board, who is the Chairperson on the Standards Committee; and
- Four persons appointed by the Board, with the approval of the Minister, who have between them, in the opinion of the Board, qualifications, experience and expertise in the development and measurement of standards of student achievement.

Members are appointed for a three year term and are eligible for reappointment.
Meeting protocols

Frequency
Meetings are scheduled to be held every four to six weeks.

Agenda items and papers
Agenda items are generated by the Board and the secretariat. Agenda papers will be circulated to Committee members prior to the meeting.

Presiding officer
The Chairperson is to preside at all meetings of the Committee at which he or she is present. If the Chairperson is absent from a meeting the members present are to appoint one of their number to preside.

Quorum
A quorum for the Committee is three members.

Voting
At any meeting of the Committee each member present has a deliberative vote. If the votes cast on a question are equally divided the question is taken to have been resolved in the negative.

Minutes
Accurate minutes will be kept of the proceedings of the Committee meetings. These minutes will be made publically available on the Authority’s website.

Administrative support
The Executive Officer is the CEO of the School Curriculum and Standards Authority or nominee. Administrative support is provided by members of the Secretariat.

Participant observers
The CEO of the School Curriculum and Standards Authority and/or nominated members of the Executive will attend meetings of the Committee as participant observers.

Telephone, video and electronic meetings
A telephone, video or electronic meeting of the Committee is a valid meeting if each participating member is capable of communicating with every other participating member at all times during the meeting.

Disclosure of interests
A member who has a material personal interest in a matter being considered or about to be considered by the Committee must, as soon as possible after the relevant facts have come to the member’s knowledge, disclose the nature of the interest at a meeting of the Committee.

Confidentiality of meeting papers
There may be occasions when the Committee will need to consider matters that are confidential. These will be identified in a ‘Confidential’ section of the meeting papers.