



SYLLABUS DEVELOPMENT HANDBOOK

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Disclaimer

This handbook has been developed to provide an outline of the process of syllabus development and revision. It has been designed principally for those involved directly through Board of Studies, Teaching and Educational Standards NSW (BOSTES) committees in the process of curriculum development. It includes sections on the operation of BOSTES, procedures for syllabus development, the components of a syllabus and administrative information for project members.

The handbook is a basic description of syllabus development concepts and processes. It is not intended to be exhaustive and should not be seen as statute. Persons involved in syllabus development should always check with the appropriate BOSTES Officers before acting on any of the information in this document.

This disclaimer notwithstanding, the handbook reflects decisions of BOSTES in relation to the nature of BOSTES syllabuses and the syllabus development process and is correct at the time of printing. BOSTES reserves the right to change any of the information without notice.

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SECTION 1

THE BOARD OF STUDIES, TEACHING AND EDUCATIONAL STANDARDS NSW AND ITS COMMITTEE STRUCTURE

SECTION 1 – THE BOARD OF STUDIES, TEACHING AND EDUCATIONAL STANDARDS NSW (BOSTES) AND ITS COMMITTEE STRUCTURE

1.1 The Board of Studies, Teaching and Educational Standards NSW – role and responsibilities

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) is responsible under the *Board of Studies, Teaching and Educational Standards Act 2013* ('the Act') for ensuring that the school curriculum, forms of assessment and teaching and regulatory standards are developed, applied and monitored. BOSTES also has responsibility for duties as set out in the *Education Act 1990*, specifically:

- developing the curriculum for Kindergarten to Year 12
- developing and conducting the Record of School Achievement and Higher School Certificate programs and
- registering and accrediting non-government schools.

BOSTES' curriculum responsibilities involve the development of detailed syllabuses in the various key learning areas. To assist with this task, BOSTES establishes Board Curriculum Committees and project teams.

1.2 Composition of BOSTES

The membership of BOSTES is prescribed by the Act. It consists of a full-time President appointed by the Governor, three members nominated by the Director-General of the NSW Department of Education and Communities with knowledge and expertise in primary and secondary school education and vocational education and training, and 19 other members appointed by the Minister. The appointed members are as follows:

- a) one nominee of the New South Wales Vice-Chancellors' Committee
- b) two nominees of the Council of the Federation of Parents and Citizens Associations of New South Wales, one nominee to represent parents of primary school children and the other to represent parents of secondary school children
- c) one nominee of the Catholic Education Commission, New South Wales
- d) one nominee of the Association of Independent Schools of NSW
- e) one non-government school teacher (other than a principal), being a nominee of the New South Wales Independent Education Union
- f) one parent of a child attending a non-government school, being a nominee of the Council of Catholic School Parents and the New South Wales Parents' Council

- g) two principals of government schools, one being a nominee of the New South Wales Primary Principals Association and the other a nominee of the New South Wales Secondary Principals' Council
- h) two nominees of the New South Wales Teachers Federation, one being a primary government school teacher (other than a principal) and the other a secondary government school teacher (other than a principal)
- i) one person with knowledge and expertise in early childhood education
- j) an Aboriginal person with knowledge and expertise in the education of Aboriginal people and
- k) six other persons having, in the Minister's opinion, qualifications or experience that enables them to make a valuable contribution to primary or secondary education in New South Wales.

The Act prescribes that, as far as practicable, BOSTES is to include:

- a) members who have professional experience or relevant expertise in gender issues in education, and
- b) members who have professional experience or relevant expertise in teacher education and continuing professional development, and
- c) at least one member who has professional experience or relevant expertise in the education of children with disabilities, and
- d) at least one member who has professional experience or relevant expertise in Aboriginal education, and
- e) at least one member who has professional experience or relevant expertise in the education of children from non-English speaking backgrounds, and
- f) at least one member who has professional experience or relevant expertise in addressing the educational needs of regional and rural communities.

BOSTES members are appointed for a period not exceeding three years. However, BOSTES members may serve more than one three-year term.

1.3 BOSTES committees

Quality Teaching Council

This committee advises BOSTES in relation to its functions under the *Teacher Accreditation Act 2004*. Membership comprises the BOSTES President, 10 members elected by teachers and 10

members appointed by the Minister. The following three committees advise the Quality Teaching Council:

Initial Teacher Education Committee

This committee oversees the process of approval of initial teacher education programs delivered in NSW. The committee consists of members covering a range of expertise and balance of interests, including nominees of the Quality Teaching Council, representatives of the NSW Vice-Chancellors' Committee and the NSW Council of Deans of Education, and sector representatives.

Professional Learning Education Committee

This committee makes endorsement recommendations and monitors endorsed provision of professional development. Membership features a balance of representatives from government, Catholic and Independent school sectors, the union and professional teaching associations.

Moderating and Consistency Committee

This committee supports consistent teacher accreditation decisions by considering accreditation submissions along with their recommendations from Teacher Accreditation Authorities. Membership comprises primary and secondary school teachers, principals, and representatives from Teacher Accreditation Authorities.

Registration and Accreditation Committee

This committee considers applications from non-government schools for registration (approval to operate) and/or accreditation (approval to present candidates for the award of the Record of School Achievement and the Higher School Certificate) and makes recommendations to BOSTES. The committee includes BOSTES members and representatives of non-government schools.

VET Advisory Committee

The VET Advisory Committee advises BOSTES on matters relating to vocational education and training (VET), including the development of VET courses as part of the Higher School Certificate. This committee ensures that there is a consistent approach across VET curriculum frameworks. Membership is detailed in Section 3 of this handbook.

Aboriginal Education Advisory Committee

This committee advises BOSTES on broad policy issues relating to Aboriginal education. It is chaired by the President of the Aboriginal Education Consultative Group Inc (who is also a member of BOSTES) and consists of representatives from the NSW Department of Aboriginal Affairs, the Aboriginal Education Consultative Group Inc, the NSW Department of Education and Communities, the Department of Education, Employment and Workplace Relations, the Catholic Education Commission NSW, the Independent Education Union, the New South Wales Teachers Federation, and the Higher Education Network Aboriginal Corporation. It also has representation from the Aboriginal Teachers' Membership Committee (one secondary teacher and one primary teacher).

Primary Curriculum Committee

This committee advises BOSTES on strategic issues relating to primary education, including the links between the formal school curriculum and early childhood and the promotion of continuity from Kindergarten to Year 12. It consists of BOSTES members and additional persons with expertise in primary education.

Special Education Committee

This committee advises BOSTES on matters that relate to providing for students with special education needs through the development of K–12 curriculum and support materials, and credentialling and examination programs. Its membership comprises a BOSTES member and representatives from the Australian Association of Special Education, the Association of Independent Schools of NSW, the Department of Education and Communities, the Catholic Education Commission, NSW, the New South Wales Teachers Federation and the Independent Education Union.

Research and Development Committee

This committee serves to ensure a coherent and coordinated approach to the data available to BOSTES and to instigate appropriate analysis of data from across sectors, in cooperation with the sectors and with universities. It will advise BOSTES on research and development related to BOSTES' statutory functions in curriculum, assessment, credentialling and teaching and regulatory standards. It will develop and monitor protocols for sharing data, advise on effective developments about learning measurement and identify and consider research opportunities including proposals for use of data from universities. Membership includes the BOSTES President, one representative from each of the school sectors, two universities' vice-chancellors, two deans and other BOSTES members deemed appropriate.

Teacher Education Policy Advisory Committee (TEPAC)

The TEPAC serves to ensure engagement between all school sectors and universities, including proactive response to school needs and to student outcomes data. It will enable effective liaison between universities and providers of schooling, monitor effective implementation of joint activities such as practicum, and develop policy advice to improve initial teacher education including advice on policy providing depth study work. Membership includes the BOSTES President, two nominees of the NSW Vice-Chancellors Committee, two nominees of the NSW Council of Deans, one representative from each of the school sectors, and three BOSTES members (one of whom must be a teacher and one a principal).

The following subcommittees support the Examinations and Curriculum programs.

Examination Rules Committee

This committee meets at the end of each year to consider alleged breaches of HSC examination rules, and to determine penalties to be applied. Its membership comprises three BOSTES members, including one parent representative and one school representative.

Board Appeals Committee

These committees are appointed to investigate and determine any requests for reconsideration of decisions made by BOSTES.

HSC Consultative Committee

This committee meets with representatives of the Examination Committee following completion of marking to consider Higher School Certificate examination test marks within parameters set by BOSTES. The committee includes persons with appropriate expertise from schools and universities, and relevant BOSTES staff.

Technical Advisory Group

This committee meets as required by BOSTES to provide technical advice on examinations and assessment moderation issues. It comprises BOSTES members, BOSTES staff and university personnel with expertise in statistics and educational measurement.

HSC Examination Committees

This committee sets the BOSTES Higher School Certificate examinations. They also prepare marking guidelines for the examinations, and contribute to the preparation of reports on students’

examination performance. The committee normally comprises practising teachers and representatives of tertiary institutions.

Board Endorsement Panels

On delegation from BOSTES, Board Endorsement Panels endorse school proposals for Board-endorsed courses for Years 7–12 in accordance with guidelines developed by BOSTES and approved by the Minister, and determine procedures for meetings and recording deliberations. Membership consists of BOSTES officers (ex-officio) who are appointed annually.

Board Curriculum Committees

Board Curriculum Committees are established by BOSTES for a specific syllabus development project or set of projects, as BOSTES determines. They monitor the progress of each project to ensure the integrity of the process and the quality of the product, making recommendations directly to BOSTES. The processes and structures for syllabus development, including further information about Board Curriculum Committees, are set out in detail in Section 2 of this handbook.

Industry Curriculum Committees

These committees serve a similar purpose to Board Curriculum Committees for VET courses. Further details in relation to syllabus development processes for VET courses and Industry Curriculum Committees can be found in Section 3.

SECTION 2

SYLLABUS DEVELOPMENT PROCESS AND STRUCTURES

General education

SECTION 2 - SYLLABUS DEVELOPMENT PROCESS AND STRUCTURES: General education

The process used for general and Vocational Education and Training (VET) curriculum development is similar. However, as there are some differences, the processes are described separately in this document. This section describes the structures and processes to be used for general education syllabus projects, including re-developments (major changes), revisions (moderate changes) or amendments (minor changes or new syllabuses). The process for VET projects is described in Section 3.

Syllabus re-development projects (or major changes to syllabuses) can occur as a result of changes to the overall curriculum structure in NSW or where there is a major change in the knowledge, understanding and approach within a subject discipline. Revisions (or moderate changes to syllabuses) are consistent with the original broad directions for writing the syllabus but the nature and scope of change may require significant changes. The development of a Content Endorsed Course (CEC) is also considered a syllabus revision. In this instance, a popular Board Endorsed Course or group of Board Endorsed Courses is revised in order to create a CEC. Amendments of syllabuses (or minor changes) are also consistent with the broad directions for writing the syllabus but the nature and extent of change does not greatly impact on the syllabus. Examples of amendments include moving a topic from one stage to another, clarifying the meaning or intent of one or more outcomes, and errata or changes needed to maintain the currency of a syllabus with changes in laws, charters or policies.

2.1 Australian curriculum

NSW has joined with the Australian Government and all other states and territories in a joint endeavour to develop an Australian curriculum. The development of the Australian curriculum is being coordinated by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Implementation of the Australian curriculum is the responsibility of states and territories. In NSW, the Australian curriculum is implemented through new syllabuses and as such follows syllabus development processes for syllabus re-developments.

2.2 Process of syllabus development

2.2.1 Background

The Board of Studies, Teaching and Educational Standards (BOSTES) is committed to a syllabus development process that:

- is consistent with agreed procedures
- is transparent
- involves wide consultation

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- produces quality syllabus documents
- contributes to high standards of teaching and learning.

The process, using a project management approach, involves four phases:

1. Syllabus Review
2. Writing Brief Development
3. Syllabus Development
4. Implementation.

Major features of the process are as follows:

- Advice is sought at key points from teachers, significant individuals and organisations. In particular, professional teachers associations play an important role.
- BOSTES appoints Board Curriculum Committees to assist with its monitoring and quality assurance role. These committees report directly to BOSTES on the quality of the material produced by project teams and ensure the integrity of the syllabus development process.
- A project manager, appointed either internally or externally by BOSTES, manages the syllabus development project, developing the initial proposal, establishing consultative networks, managing consultation, and drafting and revising syllabus documentation. Project teams will, at various stages of the syllabus development process, include Curriculum and Assessment Standards, Examinations, Reporting and Credentials and Digital Strategies and Services officers.

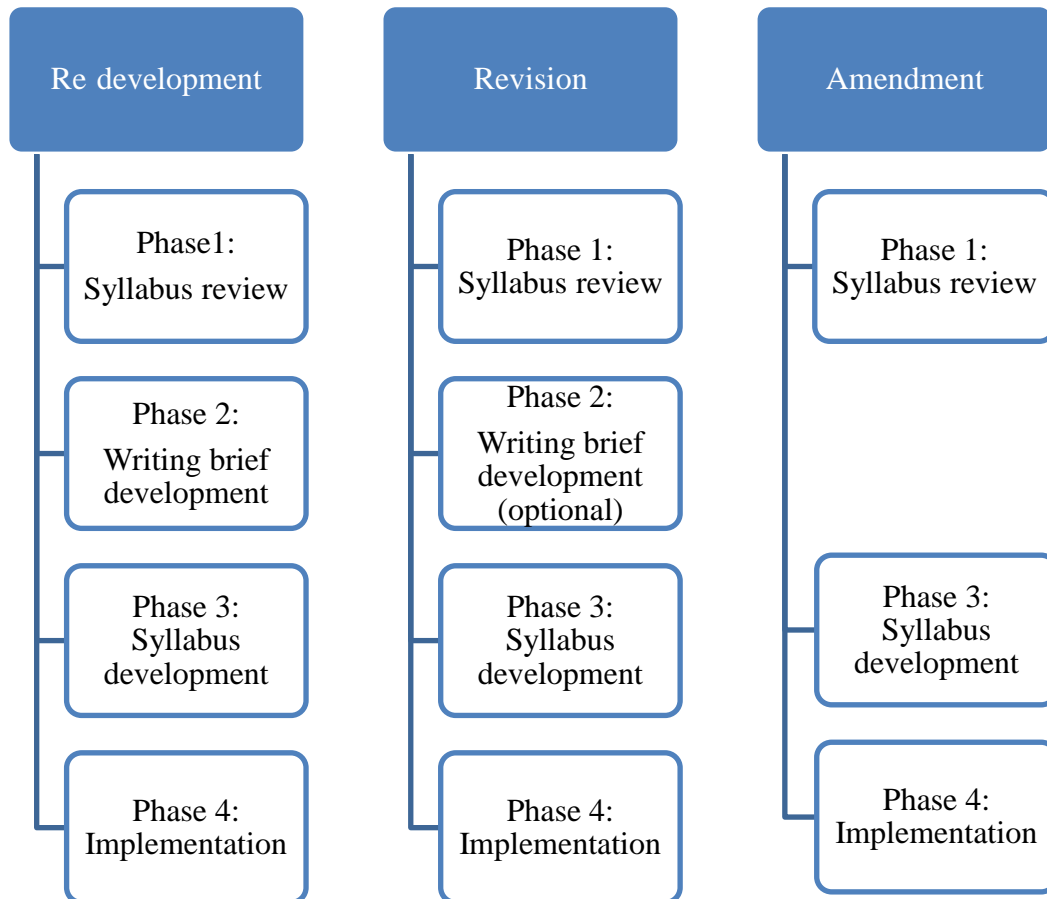
The process produces a syllabus package which, dependent on years of schooling, will include some or all of the following elements:

- syllabus¹
- support material providing
 - advice on implementation
 - advice on assessment
 - sample teaching and learning programs
 - sample assessment activities accompanied as appropriate by marking guidelines
- annotated student work samples
- performance descriptions
- specimen test or examination papers
- principal's support package
- parent and community support material.

¹ An overview of syllabus specifications can be found in Appendix A.

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The phases of syllabus development for the re-development, revision or amendment of syllabuses are outlined below:



The process is described in detail on the following pages.

2.3 Phase 1: Syllabus review

2.3.1 Syllabus re-developments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>A review of the existing syllabus provision and a plan for the re-development of the syllabus.</p>	<p>Note: The proposal for the development of a syllabus is presented to BOSTES in the annual Syllabus Evaluation Paper. If accepted, the development is then incorporated into the BOSTES work program.</p>
<p>Following consideration of relevant data BOSTES determines whether a review of existing syllabus provision will be conducted.</p> <p>The review phase will typically involve:</p> <ul style="list-style-type: none"> establishment of the project plan which includes consultation and a time line informing schools of the project plan including the time line for consultation establishment of a Board Curriculum Committee to monitor the syllabus development process and provide advice throughout the project evaluation of the existing syllabus against the syllabus criteria approved by BOSTES consultation with teachers and key groups regarding the existing syllabus and the general directions for the syllabus development research, including a review of literature and practice in Australia and overseas³ recommendation by the Board Curriculum Committee to BOSTES of the broad directions for syllabus development in response to the review findings³ 	<ol style="list-style-type: none"> Project manager appointed. Project plan (following a standard format) developed and approved by the Director, Curriculum and Assessment Standards. The project plan will include: <ul style="list-style-type: none"> a description of the reason for the initiation of the project a time line for the project from initial steps through to handover for implementation a list of the key groups, including professional associations, to be consulted throughout the development of the syllabus package² specification of research, including review of literature and other practices to be reviewed.³ It may include: <ul style="list-style-type: none"> a brief for the consultation facilitator/researcher as appropriate. Key aspects of the project plan publicly disseminated, including to the key groups that will be consulted throughout the development of the syllabus package.

² The elements of the syllabus package may vary according to which syllabus is being prepared and for which stage of schooling it is being prepared. The specific elements of the package will be specified in the project plan. Refer to Appendix B for a list of typical elements required for a variety of syllabus packages.

³ May not be required for syllabus development projects involving Australian curriculum content.

DESCRIPTION OF THE PHASE	KEY TASKS
<ul style="list-style-type: none"> BOSTES endorsement of broad directions for syllabus development.³ <p>Outcomes</p> <ul style="list-style-type: none"> information provided to schools about the consultation and time line for the syllabus development endorsement by BOSTES of the broad directions for syllabus development. 	<ol style="list-style-type: none"> Board Curriculum Committee established to monitor the project; induction workshop conducted. Project planning team⁴ established. Writing team appointed. Contracts developed or release negotiated with schools Consultation with key groups, target groups and/or sample groups undertaken regarding the broad directions for syllabus development.³ Research undertaken including the review of literature and practice.³ Consultation Report prepared based on findings from consultation and research and including broad directions for syllabus development.³ Consultation Report and accompanying Board paper submitted to the BOSTES for endorsement.³ Consultation Report to the Minister for noting, with Ministerial briefing.³

⁴ The project planning team will vary in size and membership throughout the project, although core members will be generally involved in all stages of the project.



2.3.2 Syllabus revisions

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>A review of the existing syllabus provision and a plan for the revision of the syllabus.</p>	<p>Note: The proposal for the revision of a syllabus is presented to BOSTES in the annual Syllabus Evaluation Paper. If the proposal is endorsed, the revision of the syllabus is then incorporated into the BOSTES work program.</p> <ol style="list-style-type: none"> 1. Project manager appointed. 2. Project plan (following a standard format) developed and approved by the Director, Curriculum and Assessment Standards. The project plan will include: <ul style="list-style-type: none"> • a description of the reason for the initiation of the project • a time line for the project from initial steps through to handover for implementation • a list of the key groups, including professional associations, to be consulted throughout the development of the syllabus revisions.⁵ 3. Key aspects of the project plan publicly disseminated, including to the key groups that will be consulted throughout the syllabus revisions. 4. Reference Group established to monitor the project; induction workshop conducted.
<p>Following consideration of relevant data BOSTES determines whether a review of existing syllabus provision will be conducted.</p> <p>The review phase will typically involve:</p> <ul style="list-style-type: none"> • establishment of the project plan which includes consultation and a time line • informing schools of the project plan including the time line for consultation • establishment of a Reference Group to monitor the syllabus development process and provide advice throughout the project. <p>Outcomes</p> <p>Information provided to schools about the consultation and time line for the syllabus revisions.</p>	

⁵ The elements of the syllabus package may vary according to which syllabus is being prepared and for which stage of schooling it is being prepared. The specific elements of the package will be specified in the project plan. Refer to Appendix B for a list of typical elements required for a variety of syllabus packages.



2.3.3 Syllabus amendments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>A review of the existing syllabus provision and a plan for amendments to syllabuses.</p>	<p>Note: The proposal for amendments to syllabuses may be included in the annual Syllabus Evaluation Paper and therefore form part of BOSTES' work program. In the case where amendments have not been identified in the Syllabus Evaluation Paper, a proposal would need to be approved by the Director, Curriculum and Assessment Standards for inclusion in BOSTES' work program.</p>
<p>As a result of syllabus review, or in response to feedback received, a plan is established to amend the syllabus.</p> <p>The plan would typically involve:</p> <ul style="list-style-type: none"> • key tasks required to amend the syllabus • time line for finalising amendments and publishing the amended syllabus. <p>Note that where an amendment is considered contestable, a Reference Group may be formed to meet prior to the distribution of the draft amended syllabus.</p> <p>Outcomes</p> <p>Plan to amend syllabuses.</p>	<ol style="list-style-type: none"> 1. Plan for amendment of syllabuses developed, including time line. 2. Reference Group established, if required.

2.4 Phase 2: Writing brief development

2.4.1 Syllabus re-developments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>The development of a writing brief for the draft syllabus that takes account of the broad directions established during the syllabus review phase.</p>	<ol style="list-style-type: none"> 1. Draft writing brief prepared, taking into account input from consultation and research conducted in the syllabus review phase. 2. Drafts made available for specified period for comment and response by: <ul style="list-style-type: none"> • teachers • key groups, including professional associations and school systems • Board Curriculum Committee • BOSTES committee members, such as the Primary Curriculum Committee, Special Education Committee or Aboriginal Education Advisory Committee. 3. Drafts modified in response to feedback. 4. Draft writing brief submitted to Board Curriculum Committee for recommendation to BOSTES. The writing brief will be accompanied by a briefing which addresses: <ul style="list-style-type: none"> • key issues to be considered in relation to the writing brief • the consultative process and the outcomes of the consultation • resource implications associated with the development and implementation of the syllabus • training and development implications • media, community and/or industry implications. 5. Draft writing brief, with Board paper, submitted to BOSTES for endorsement. 6. Endorsed writing brief, with Ministerial briefing, submitted to the Minister for
<p>The phase will typically involve:</p> <ul style="list-style-type: none"> • preparation of a draft writing brief by the project team, taking into account information from consultation and research undertaken (if applicable) during the previous phase • widespread consultation on the draft writing brief, involving: <ul style="list-style-type: none"> – teachers – key groups, including professional associations and school systems – the Board Curriculum Committee – other relevant BOSTES committees • preparation of a report that identifies issues emerging from the consultation and the action to be taken in response to those issues • modification of the draft writing brief in response to consultation feedback • consideration of the amended draft writing brief by the Board Curriculum Committee for recommendation to BOSTES • submission of the draft writing brief, consultation report and Board Curriculum Committee recommendation to BOSTES for endorsement 	

DESCRIPTION OF THE PHASE	KEY TASKS
<ul style="list-style-type: none"> • submission of the endorsed writing brief to the Minister • dissemination of endorsed writing brief. <p>Outcome</p> <p>A writing brief, noted by the Minister, which provides the detailed blueprint for the development of the syllabus and against which the final syllabus is judged.</p>	<p>noting.</p> <p>7. Consultation report and endorsed writing brief published on the BOSTES website.</p>



2.4.2 Syllabus revisions⁶

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>The development of a writing brief for the draft syllabus that takes account of the broad directions established during the syllabus review phase.</p>	<ol style="list-style-type: none"> 1. Draft writing brief prepared. 2. Drafts made available for specified period for comment and response by: <ul style="list-style-type: none"> • teachers • key groups, including professional associations and school systems • Reference Group • BOSTES members and, where appropriate, other BOSTES committee members, such as the Primary Curriculum Committee, Special Education Committee or Aboriginal Education Advisory Committee. 3. Drafts modified in response to feedback. 4. Draft writing brief submitted to BOSTES for endorsement. 5. Endorsed writing brief, with Ministerial briefing, submitted to the Minister for noting. 6. Consultation report and endorsed writing brief published on BOSTES website.
<p>The phase will typically involve:</p> <ul style="list-style-type: none"> • preparation of a draft writing brief by a project team, taking into account information from consultation and research undertaken (if applicable) during the previous phase • consultation⁷ on the draft writing brief, involving: <ul style="list-style-type: none"> – teachers – key groups, including professional associations and school systems – the Reference Group – other relevant BOSTES committees • preparation of a report that identifies issues emerging from the consultation and the action to be taken in response to those issues • modification of the draft writing brief in response to consultation feedback • submission of the draft writing brief and consultation report to BOSTES for endorsement • submission of the endorsed writing brief 	

⁶ The development of a writing brief is optional for syllabus revisions.

⁷ Consultation may be widespread or targeted.

DESCRIPTION OF THE PHASE	KEY TASKS
<p>to the Minister</p> <ul style="list-style-type: none"> dissemination of endorsed writing brief. <p>Outcome</p> <p>A writing brief, noted by the Minister, which provides the detailed blueprint for the development of the syllabus and against which the final syllabus is judged.</p>	

2.5 Phase 3: Syllabus development

2.5.1 Syllabus re-developments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>The development of the syllabus package⁸ as defined by the project plan.</p>	<ol style="list-style-type: none"> 1. Determination of online format of final syllabus and support materials. 2. Draft syllabus prepared, according to specifications in the endorsed writing brief and publication template (eg interactive online syllabus template).
<p>This phase will typically involve:</p> <ul style="list-style-type: none"> • preparation of a draft syllabus and initial support materials by a project team, according to the endorsed writing brief • draft syllabus available for consultation to: <ul style="list-style-type: none"> – teachers – key groups, including professional associations and school systems – the Board Curriculum Committee – other relevant BOSTES committees – interested members of the public • preparation of a report that identifies issues emerging from the consultation and the action to be taken in response to those issues • modification of the draft syllabus in response to consultation feedback • development of initial support materials, as specified in the syllabus package • consideration of the amended draft syllabus by the Board Curriculum 	<ol style="list-style-type: none"> 3. Draft made available for specified period for comment and response by: <ul style="list-style-type: none"> • teachers • key groups, including professional associations and school systems • Board Curriculum Committee • relevant BOSTES committees, such as the Primary Curriculum Committee, Special Education Committee and Aboriginal Education Advisory Committee • interested members of the public. 4. Amendments to the draft syllabus in response to consultation feedback. 5. Initial support materials developed. 6. Draft syllabus and consultation report submitted to the Board Curriculum Committee for recommendation to BOSTES. Report to the Board Curriculum Committee will include advice on how matters raised during consultation have been addressed.

⁸ The elements of the syllabus package may vary according to which syllabus is being prepared and for which stage of schooling it is being prepared. Refer to Appendix B for a list of typical elements required for a variety of syllabus packages.

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Committee for recommendation to BOSTES</p> <ul style="list-style-type: none"> • submission of the draft syllabus, consultation report and Board Curriculum Committee recommendation to BOSTES for endorsement • submission of the syllabus to the Minister for approval • publication of the consultation report, syllabus and initial support materials • communication to schools in relation to publication and implementation of the syllabus and initial support materials • briefing of school authorities, teacher training institutions and professional teacher associations to effect handover of syllabus for implementation in schools • development of additional support materials, as specified in the syllabus package • publication of additional support materials, if required • communication to schools in relation to publication of additional support materials. <p>Outcomes</p> <ol style="list-style-type: none"> 1. a syllabus approved by the Minister 2. publication and distribution of the syllabus package. 	<ol style="list-style-type: none"> 7. Draft syllabus and consultation report, with Board paper addressing how BOSTES' criteria for approval of syllabuses have been met, submitted to BOSTES for endorsement. 8. Syllabus, with briefing, submitted to the Minister for approval. 9. Syllabus, consultation report and initial support materials edited and published on the BOSTES website. 10. Briefings with school authorities, teacher training institutions and professional teacher associations and 'handover' of syllabus. 11. Schools notified of publication and implementation. 12. Additional support materials developed, if required. 13. Additional support materials edited and published on the BOSTES website. 14. Schools notified of publication of additional support materials.



2.5.2 Syllabus revisions

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>The revision of the syllabus as defined by the project plan.</p>	<ol style="list-style-type: none"> 1. Determination of online format of final syllabus and support materials. 2. Draft syllabus prepared, according to specifications in the endorsed writing brief and publication template (eg interactive online syllabus template).
<p>This phase will typically involve:</p> <ul style="list-style-type: none"> • preparation of a draft syllabus and initial support materials by a project team, according to the endorsed writing brief • distribution of the draft syllabus for consultation to: <ul style="list-style-type: none"> – teachers – key groups, including professional associations and school systems – the Reference Group – other relevant BOSTES committees. • preparation of a report that identifies matters raised during consultation and the action to be taken in response to those matters • modification of the draft syllabus in response to consultation feedback • submission of the draft syllabus and consultation report to BOSTES for endorsement • submission of the syllabus to the Minister for approval • publication of the consultation report, syllabus and initial support materials • communication to schools in relation to publication and implementation of the syllabus and initial support materials • development of additional support materials, as specified in the syllabus 	<ol style="list-style-type: none"> 3. Draft made available for specified period for comment and response by: <ul style="list-style-type: none"> • teachers • key groups, including professional associations and school systems • Reference Group • relevant BOSTES committees, such as the Primary Curriculum Committee, Special Education Committee and Aboriginal Education Advisory Committee. 4. Amendments to the draft syllabus in response to consultation feedback. 5. Initial support materials developed. 6. Draft syllabus and consultation report, with Board paper addressing how BOSTES' criteria for approval of syllabuses have been met, submitted to BOSTES for endorsement. 7. Syllabus, with briefing, submitted to the Minister for approval. 8. Syllabus, consultation report and initial support materials edited and published on the BOSTES website. 9. Schools notified of publication and implementation. 10. Additional support materials developed, if required.



DESCRIPTION OF THE PHASE	KEY TASKS
<p>package (if applicable)</p> <ul style="list-style-type: none"> • publication of additional support materials • communication to schools in relation to publication of additional support materials. <p>Outcomes</p> <ol style="list-style-type: none"> 1. a syllabus approved by the Minister 2. publication and distribution of the syllabus and associated support materials (if applicable). 	<ol style="list-style-type: none"> 11. Additional support materials edited and published on the BOSTES website. 12. Schools notified of publication of additional support materials.

2.5.3 Syllabus amendments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>Amendments to the syllabus as defined by the project plan.</p>	<ol style="list-style-type: none"> 1. Draft syllabus amendments prepared. 2. Draft syllabus amendments made available for specified period for comment and response, if required. Consultation could include: <ul style="list-style-type: none"> • teachers • key groups, including professional associations and school systems • relevant BOSTES committees, such as the Primary Curriculum Committee, Special Education Committee and Aboriginal Education Advisory Committee.
<p>The phase will typically involve:</p> <ul style="list-style-type: none"> • preparation of the draft syllabus amendments • submission of the draft syllabus amendments to BOSTES for endorsement • submission of the syllabus amendments to the Minister for noting • publication of the syllabus amendments • communication to schools in relation to publication and implementation of the syllabus amendments. <p>The following components are optional in this phase for syllabus amendments:</p> <ul style="list-style-type: none"> • consultation on draft syllabus amendments • consideration of the draft syllabus amendments by the Reference Group for recommendation to BOSTES • preparation of support materials to accompany the syllabus amendments. 	<ol style="list-style-type: none"> 3. Draft syllabus amendments presented to the Reference Group with briefing outlining the rationale for the amendments, for recommendation to BOSTES, if required. 4. Draft syllabus amendments submitted to BOSTES for endorsement, with Board paper outlining reasons for amendments. 5. Endorsed syllabus amendments submitted to the Minister for noting, with Ministerial briefing. 6. Endorsed syllabus edited and published on the BOSTES website. 7. Schools notified of publication and implementation of the syllabus amendments.
<p>Outcome</p> <p>Publication of a syllabus incorporating the syllabus amendments.</p>	<ol style="list-style-type: none"> 8. Support materials developed to assist with implementation of the syllabus amendments, if required.

2.6 Phase 4: Implementation

2.6.1 Syllabus re-developments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>Implementation of the syllabus is conducted by schools. BOSTES' role in this is the ongoing collection of data on the use of the syllabus and related resources to ascertain whether the intentions of the syllabus are being achieved.</p>	<ol style="list-style-type: none"> 1. Collection, collation and analysis of data received from key stakeholders, examination centres and teacher professional associations on the use of the syllabus and related resources. This data will establish baseline data for the evaluation process and for determining the extent of success of any changed syllabus. 2. Identification and recording of issues that need to be taken into account in subsequent syllabus revision. 3. Evaluation of syllabus provision, including recommendations for re-developments, revisions or amendments provided in the annual Syllabus Evaluation Paper.
<p>The phase will typically involve:</p> <ul style="list-style-type: none"> • collection, collation and analysis of data on the use of the syllabus • collection, collation and analysis of data on the use of related resources, such as interactive online syllabuses, support materials and Program Builder • identification and recording of issues that need to be taken into account in subsequent syllabus revision • evaluation of syllabus provision presented to BOSTES. <p>Outcome</p> <p>Data on the use of the syllabus that can be used to inform a future syllabus review.</p>	



2.6.2 Syllabus revisions

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>Implementation of the syllabus is conducted by schools. BOSTES' role in this is the ongoing collection of data on the use of the syllabus and related resources to ascertain whether the intentions of the syllabus are being achieved.</p> <p>The phase will typically involve:</p> <ul style="list-style-type: none"> • collection, collation and analysis of data on the use of the syllabus • collection, collation and analysis of data on the use of related resources, such as interactive online syllabuses, support materials and Program Builder • identification and recording of issues that need to be taken into account in subsequent syllabus revision • evaluation of syllabus provision presented to BOSTES. <p>Outcome</p> <p>Data on the use of the syllabus that can be used to inform a future syllabus review.</p>	<ol style="list-style-type: none"> 1. Collection, collation and analysis of data received from key stakeholders, examination centres and teacher professional associations on the use of the syllabus and related resources. This data will establish baseline data for the evaluation process and for determining the extent of success of any changed syllabus. 2. Identification and recording of issues that need to be taken into account in subsequent syllabus revision. 3. Evaluation of syllabus provision, including recommendations for revisions or developments, provided in the annual Syllabus Evaluation Paper.



2.6.3 Syllabus amendments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>Implementation of the syllabus is conducted by schools. BOSTES' role in this is the ongoing collection of data on the use of the syllabus and related resources to ascertain whether the intentions of the syllabus are being achieved.</p> <p>The phase will typically involve:</p> <ul style="list-style-type: none"> • collection, collation and analysis of data on the use of the syllabus • collection, collation and analysis of data on the use of related resources, such as interactive online syllabuses, support materials and Program Builder • identification and recording of issues that need to be taken into account in subsequent syllabus revision • evaluation of syllabus provision presented to BOSTES. <p>Outcome</p> <p>Data on the use of the syllabus that can be used to inform a future syllabus review.</p>	<ol style="list-style-type: none"> 1. Collection, collation and analysis of data received from key stakeholders, examination centres and teacher professional associations on the use of the syllabus and related resources. This data will establish baseline data for the evaluation process and for determining the extent of success of any changed syllabus. 2. Identification and recording of issues that need to be taken into account in subsequent syllabus revision. 3. Evaluation of syllabus provision, including recommendations for revisions or developments, provided in the annual Syllabus Evaluation Paper.

2.7 Consultation in syllabus development

The BOSTES syllabus development process is designed to provide opportunities for consultation with interested individuals and groups during the review, writing brief and syllabus development phases. The purpose, procedures and time line for each period of consultation are included in the project plan and information is published at the start of a project and at key points throughout.

Appendix C: *Consultation in Syllabus Development* gives details of the nature of the consultation in each of the phases of syllabus development.

2.8 Board Curriculum Committees

A Board Curriculum Committee will be established by BOSTES for a specific project or set of projects⁹, as BOSTES determines.

2.8.1 Purpose

As a committee of BOSTES, the Board Curriculum Committee will monitor the progress of a project to ensure the overall quality of the product and the integrity of the process.

2.8.2 Membership

Membership will be on a representative basis. The Board Curriculum Committee will comprise nominees who are in a position to advise BOSTES on the quality of the product at each phase as well as the integrity of the process.

A Board Curriculum Committee will include:

- 1–2 members of BOSTES
- 2 tertiary sector nominees, nominated by the NSW/Territories Committee of Chairs of Academic Boards/Senates
- 2 NSW Department of Education and Communities nominees
- 1 NSW Department of Education and Communities nominee with TAFE background
- 2 NSW Teachers Federation nominees
- 1 NSW/ACT Independent Education Union nominee
- 1 NSW Aboriginal Education Consultative Group Inc nominee
- 1 Catholic Education Commission NSW nominee
- 1 NSW Federation of Parents and Citizens Association nominee

⁹ A Board Curriculum Committee may monitor more than one project when the projects are related in some way. For example, one Board Curriculum Committee might monitor work on Years K–10 and Years 11–12 History syllabuses or one Board Curriculum Committee might monitor several Years 11–12 Technology related projects.

- 1 Association of Independent Schools of NSW nominee
- 1 representative with a background in Special Education
- nominees from the learning area professional association, nominated by the Professional Teachers' Council NSW, as required:
 - one nominee for K–6 (K–10 committees)
 - one nominee for Years 7–12 (K–10 committees or senior years committees)
- 1 NSW Parents' Council nominee
- 1 Council of Catholic Schools Parents NSW nominee
- 1 NSW Secondary Principals' Council Inc nominee
- 1 NSW Primary Principals' Association Inc nominee (K–10 committees only)
- 1 NSW Federation of School Community Organisations Inc nominee (K–10 committees only)
- 1 Early Childhood Australia NSW nominee (K–10 committees only)

While members will be appointed on Board Curriculum Committees on the basis of their expertise and/or interest in the activity, the committee is not to be seen as the only source of expertise. Expert advice will also be sought through consultation by identifying key individuals and groups who will be involved in the process (see Appendix C: *Consultation in Syllabus Development*).

Members of a Board Curriculum Committee cannot also be members of the associated syllabus project teams.

2.8.3 Election of Board Curriculum Committee Chairpersons

Once a proposal for the revision or development of a syllabus has been accepted by BOSTES and incorporated into BOSTES' work program, the President of BOSTES considers recommendations for position of Chairperson and makes the final nomination on behalf of BOSTES. The Board Curriculum Committee Chairperson is usually a member of BOSTES.

2.8.4 Appointment to Board Curriculum Committees

The President of BOSTES writes to the organisations listed in section 2.8.2 requesting their nominations for representative(s) to the Board Curriculum Committee.

Where BOSTES identifies the need for additional expertise, a limited number of additional members with the required expertise may be seconded to the Board Curriculum Committee. No more than two extra appointments will be made to any Board Curriculum Committee. In such cases, a Reference Group made up of members with specific expertise may be formed instead and included in BOSTES' syllabus development consultation processes.

2.8.5 Role of Board Curriculum Committees

The role of Board Curriculum Committees is to:

- provide advice to project teams at defined stages throughout the project
- provide advice on the groups or individuals to be consulted during the development of the syllabus document
- review documentation prepared during the curriculum development process
- recommend syllabus documents to BOSTES for endorsement.

Board Curriculum Committees will advise BOSTES on:

- whether the agreed processes have been followed
- whether due attention has been given to the views identified during consultation
- whether the syllabus development processes have been followed
- the quality of the syllabus in relation to the writing brief endorsed by BOSTES.

2.8.6 Role of the Board Curriculum Committee Chairperson

The Chairperson will:

- be responsible for the conduct of the meetings of the Board Curriculum Committee
- ensure that the minutes are an accurate record of the activities of the Board Curriculum Committee
- recommend syllabus documents to BOSTES
- regularly liaise with the project manager during the life of the project so that the Board Curriculum Committee can undertake its role and contribute to the successful completion of the project.

2.8.7 Code of conduct for Members of Board Curriculum Committees

As a committee of BOSTES, members of Board Curriculum Committees must execute their duties in accordance with the standards of professional behaviour as described in the *BOSTES and Committees Code of Conduct* (Section 6).

2.8.8 Board Curriculum Committee induction

The roles and responsibilities of members of Board Curriculum Committees in the syllabus development process will be described at the first meeting of the committee.

2.8.9 Support for Board Curriculum Committees

An executive officer and administrative support for each Board Curriculum Committee will be provided by staff from BOSTES. The executive officer is usually the project manager.

2.8.10 Reporting to BOSTES

BOSTES will receive regular reports on the progress of curriculum projects. Officers of BOSTES may be required to prepare a report or presentation to BOSTES. In addition, BOSTES members who are members of the Board Curriculum Committee will be able to report on the work of that committee. They will also be able to report BOSTES perspectives and decisions to the Board Curriculum Committee.

2.8.11 Meetings

The syllabus development process involves four phases:

1. Syllabus Review
2. Writing Brief Development
3. Syllabus Development
4. Implementation.

In order to carry out its role, a Board Curriculum Committee must be closely involved in the first three phases of this process. In the normal course of events a Board Curriculum Committee would be expected to meet between three and six times over the life of the project in order to monitor the process effectively and ensure the quality of the syllabus package.

Meeting dates will be determined at the outset of the project as part of the project management planning process.

If members are unable to attend any meetings throughout the course of the project their nominating organisation may choose to send an alternative representative. In such cases the nominating organisation should advise the committee's administrative officer.

2.9 Reference Groups

A Reference Group may be convened for syllabus revisions and syllabus amendments if formal consultation with key stakeholders is required. Membership of a Reference Group may be drawn from practising teachers from each school sector, representatives of professional associations and networks and academics (if appropriate). The project manager will determine membership of the Reference Group applicable to the syllabus development project.

2.10 Project management

Re-development or revision of syllabuses requires a project management approach to be undertaken.

2.10.1 The project manager

BOSTES appoints project managers for each syllabus development project. In some cases, a BOSTES officer will act as the project manager. Within the framework agreed to by BOSTES, a project manager will manage the development of syllabus and support documentation, including developing the initial proposal, establishing consultative networks, managing wide-ranging consultation and drafting and revising syllabus documentation.

The project manager will:

- manage all financial resources to ensure completion of all tasks within the specific budget
- assemble the project team necessary to carry out the process
- coordinate and manage the production of a syllabus development proposal, writing brief and draft syllabus package by the project team
- inform the Board Curriculum Committee on issues identified during consultation
- co-ordinate research to evaluate particular syllabuses and make appropriate recommendations to the BOSTES
- receive and act on advice from the consultative network including:
 - teachers
 - key groups, such as professional associations and school systems
 - the Board Curriculum Committee.

2.10.2 The project team

Project teams will comprise various personnel from the BOSTES as well as external writers.

Given the nature of the two roles (development and monitoring) members of the project teams cannot also be members of the Board Curriculum Committee.

Selection and appointment of project team members will be undertaken by the BOSTES. Further information in relation to the selection of writers for project teams can be found in Section 5.

2.11 Literature review

A key element of Phase 1, Syllabus Review, of the BOSTES syllabus development process is ‘research, including a review of literature and practice in Australia or overseas’. The literature review will be commissioned following the development of a project brief.¹⁰ Conduct of the literature review includes sourcing relevant articles (both national and international) in relation to the review of the KLA/subject, including significant issues, pedagogy, best practice and evidence-based research.

In some cases, the literature review may be completed by an external writer contracted by BOSTES.

¹⁰ In syllabus development projects involving the Australian curriculum, a literature review may not be required as the scope of research undertaken by ACARA may be deemed sufficient.

SECTION 3

SYLLABUS DEVELOPMENT PROCESS AND STRUCTURES

Vocational Education and Training (VET)

SECTION 3 - SYLLABUS DEVELOPMENT PROCESS AND STRUCTURES: Vocational Education and Training (VET)

BOSTES VET courses must align to industry competency standards and other requirements of the relevant industry Training Package(s). The curriculum development process for Stage 6 VET Industry Curriculum Frameworks (VET Frameworks) must address issues of qualification pathways, course structures and requirements and implementation (such as workplace learning, teacher qualifications, resource requirements and assessment and reporting).

The content of VET Framework courses is largely determined by the Training Package(s). The need for consultation and agreement with NSW industry and other VET stakeholders is the critical issue with the development of VET curriculum compared to general education curriculum. While the process for development of VET curriculum broadly follows the same syllabus development process as used for general education curriculum – re-development, revision and amendment – the activities within each phase require some modification.

Re-development of VET curriculum occurs when major changes are required for an existing VET Framework. Revision of curriculum occurs when moderate changes are required for an existing VET Framework. Amendments involve minor updates to an existing VET Framework.

(Development of new VET Frameworks follows the same processes as the re-development of an existing VET Framework.)

The following sections describe the process as it applies to the development of Stage 6 VET Industry Curriculum Frameworks by the BOSTES.

3.1 Process of development of VET Industry Curriculum Frameworks

3.1.1 Background

The BOSTES is committed to a syllabus development process that:

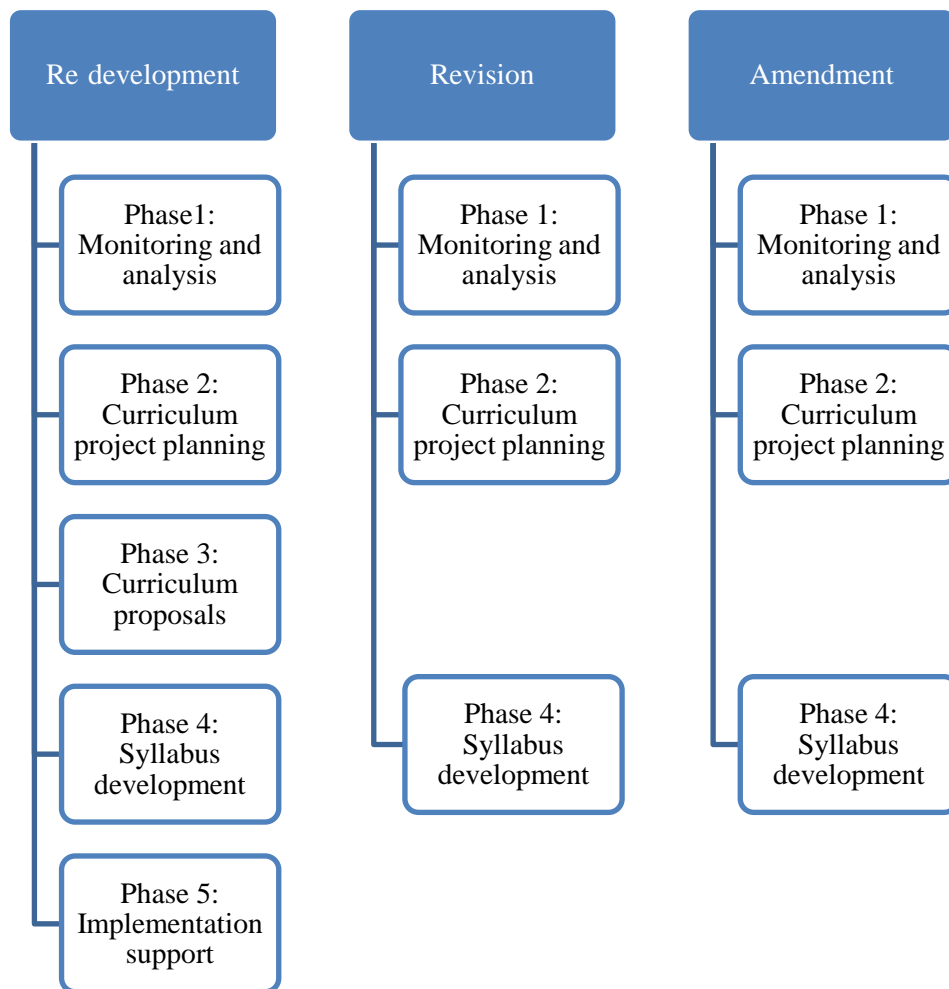
- is consistent with agreed procedures
- is transparent
- involves wide consultation
- produces quality curriculum documents
- contributes to high standards of teaching and learning.

The process of VET curriculum development, using a project management approach, involves five phases:

1. Monitoring and analysis
2. Curriculum project planning
3. Curriculum proposals
4. Syllabus development
5. Implementation support.

Syllabus Development Handbook

The phases of syllabus development for the re-development, revision or amendment of VET Frameworks are outlined below:



These phases are described in detail on the following pages.

3.2 Phase 1: Monitoring and analysis

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>Provide information to the BOSTES regarding the ways in which the nominated industry area satisfies BOSTES criteria for the development or maintenance of a VET Framework.</p> <p>Monitor the development and continuous improvement of Training Package(s) and assess the extent and significance of the changes on VET Frameworks and their requirements.</p> <p>Outcomes</p> <p>Recommendations for:</p> <ul style="list-style-type: none"> curriculum development and revision processes for VET Frameworks that are proportionate to the degree of change the curriculum products to be developed or revised. <p>These recommendations would take into account:</p> <ul style="list-style-type: none"> the totality of VET curriculum revision required in a particular period resources available to BOSTES the need to ensure a timely response to any changes in accordance with relevant legislation and regulation. 	<ol style="list-style-type: none"> Collect, collate and analyse data related to: <ul style="list-style-type: none"> participation in VET Framework courses and qualification pathways syllabus implementation issues to be considered in subsequent VET curriculum development and/or revision. Monitor the development and continuous improvement of Training Package(s). Determine the extent and significance of Training Package(s) changes and the likely impact of these changes on VET Frameworks and their requirements. Review viability of VET Frameworks against BOSTES criteria for the development or maintenance of (see Appendix D): <ul style="list-style-type: none"> potential new VET Framework: <ul style="list-style-type: none"> feasibility study: <ul style="list-style-type: none"> research and analysis focus group report to VETAC and the BOSTES¹¹ existing VET Frameworks: <ul style="list-style-type: none"> redevelop or discontinue revise or amend. Determine the curriculum development and revision processes required for VET Frameworks: <ul style="list-style-type: none"> development for new and re-development for major changes <ul style="list-style-type: none"> recommendations to VETAC and the BOSTES revision for moderate changes and amendment for minor changes <ul style="list-style-type: none"> advise VETAC and/or the BOSTES. If it is determined that a VET Framework should be discontinued, recommendation to VETAC and the BOSTES.



¹¹ If it is determined that a VET Framework should not be developed for an industry area, consideration should be given to qualification pathways being made available through Board Endorsed VET courses (VET BECs).



RE-DEVELOPMENT



REVISION



AMENDMENT

DESCRIPTION OF THE PHASE	KEY TASKS
	<p>7. BOSTES criteria for the development/maintenance of a VET Framework:</p> <ul style="list-style-type: none"> • essential criteria: <ul style="list-style-type: none"> • the availability of current industry Training Package(s) • entry-level qualifications that align to industry competency standards at a level which can be accommodated within an HSC Framework • identified NSW Industry Training Advisory Body (ITAB) and industry support for courses in their industry area being included as Framework courses as part of the HSC • current and future employment opportunities, state and nationwide • industry support for workplace training and the availability of work placements in the industry • the availability of appropriately qualified staff for training and assessment: <ul style="list-style-type: none"> ▪ within schools, and/or ▪ by outsourcing, and/or ▪ through partnership arrangements • the existence of appropriate facilities and equipment or the capacity to access appropriate facilities and equipment: <ul style="list-style-type: none"> ▪ within schools, and/or ▪ by outsourcing, and/or ▪ through partnership arrangements • other criteria: <ul style="list-style-type: none"> • the potential for articulation into further education and training (VET/higher education) • the appropriateness of the industry itself to 16 to 18 year-olds, in relation to regulatory arrangements (including work health and safety and child protection issues) and assumptions regarding the work-related experience and Certificate level qualifications of its entry-level employees • the potential for registered school-based apprenticeships and/or traineeships in the industry • projected levels of student interest.

3.3 Phase 2: Curriculum project planning

3.3.1 Framework re-developments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose Plan for development/re-development (major change) of a VET Framework.</p> <p>Outcomes Appointment of a project manager. Development of a project plan. Key stakeholders advised of the project.</p>	<ol style="list-style-type: none"> 1. Proposal for the development of a new VET Framework endorsed by the BOSTES and incorporated within the BOSTES' work program or Proposal for the re-development of an existing VET Framework incorporated within the BOSTES' work program. 2. Project manager nominated. 3. Project plan developed and approved by the Director, Curriculum and Assessment Standards. The project plan will include: <ul style="list-style-type: none"> • scope of the project • project milestones • time line for the project (from planning through to 'handover' for implementation)¹² • stakeholders to be consulted during development/re-development. 4. Industry Curriculum Committee convened. 5. Key aspects of the project communicated to VETAC. 6. Project publicised via a news item in the <i>BOSTES Bulletin</i>. 7. Potential curriculum writers and reviewers from the VET Register identified. 8. Project team established.

¹² It should be noted that changes to the time frame for the review/development of a Training Package, in particular delays in its endorsement and release on training.gov.au, will impact on curriculum project time lines.



3.3.2 Framework revisions

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose Plan for revision (moderate change) of a VET Framework.</p> <p>Outcomes Appointment of a project manager. Key stakeholders advised of the project.</p>	<ol style="list-style-type: none"> 1. Proposal for the revision of an existing VET Framework incorporated within the BOSTES' work program. 2. Project manager nominated. 3. Key aspects of the project communicated to VETAC.



3.3.3 Framework amendments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose Plan for amendment (minor change) of a VET Framework.</p> <p>Outcomes Appointment of a project manager. Key stakeholders advised of the project.</p>	<ol style="list-style-type: none"> 1. Proposal for the amendment of an existing VET Framework incorporated within the BOSTES' work program. 2. Project manager nominated. 3. Key aspects of the project communicated to VETAC.

3.4 Phase 3: Curriculum proposals

3.4.1 Framework re-developments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose Development of curriculum proposals for new or re-developed VET Frameworks.</p> <p>Outcomes Scoping paper for consultation. Feedback on curriculum proposals to guide development of the VET Framework syllabus and associated documents.</p>	<ol style="list-style-type: none"> Further analysis of Training Package(s) to determine particular issues for consultation and feedback from stakeholders. Develop scoping paper setting out curriculum proposals and syllabus design issues that need to be addressed in the VET Framework design for the industry area. This may include proposed: <ul style="list-style-type: none"> qualification pathway(s) course structures HSC mandatory and/or stream focus areas and their associated units of competency elective units of competency HSC indicative hours for units of competency work placement requirements HSC examination specifications. <p>Potential Stage 6 and/or Stage 5 VET BECs may also be included in the scoping paper.</p> Industry Curriculum Committee meeting: <ul style="list-style-type: none"> VET in Stage 5 and Stage 6 comparison of 'old' and 'new' Training Packages (re-development only) curriculum proposals – scoping paper plans for consultation. Consultation: <ul style="list-style-type: none"> scoping paper and consultation survey available on the BOSTES website (minimum three school weeks) feedback sought from teachers, registered training organisations (RTOs), employers, industry representatives, school systems and other interested stakeholders. <p>Notification of consultation via news item in the <i>BOSTES Bulletin</i>.</p> Prepare draft consultation feedback report identifying issues emerging from consultation and the proposed actions to be taken in response for consideration by and advice from the Industry Curriculum Committee.

3.5 Phase 4: Syllabus development

3.5.1 Framework re-developments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose Development of a new VET Framework or Re-development of an existing VET Framework.</p> <p>Outcomes VET Framework syllabus approved by the Minister. Other VET Framework curriculum documents and consultation feedback report published on the BOSTES website.</p>	<ol style="list-style-type: none"> 1. Determine HSC course structures and requirements and develop draft syllabus. 2. HSC Content drafted by BOSTES officers and/or VET curriculum writers. 3. HSC Content reviewed and refined by VET curriculum writers. 4. Industry Curriculum Committee meeting: <ul style="list-style-type: none"> • comments and issues raised during initial consultation • draft syllabus. 5. Finalise draft syllabus for final consultation, taking into account consultation feedback and advice from the Industry Curriculum Committee 6. Consultation and validation: <ul style="list-style-type: none"> • final draft syllabus, including HSC Content, available on the BOSTES website (minimum two school weeks) • feedback sought from teachers, RTOs, employers, industry representatives, school systems and other interested stakeholders • HSC Content validated by VET curriculum reviewers. 7. Update draft consultation feedback report following final consultation. 8. Modify draft syllabus, as appropriate, taking into account consultation feedback. 9. Develop associated curriculum documents. 10. Develop draft syllabus amendment document (if required). 11. Final Industry Curriculum Committee meeting: <ul style="list-style-type: none"> • finalise draft syllabus and consultation feedback report • Industry Curriculum Committee 'sign-

DESCRIPTION OF THE PHASE	KEY TASKS
	<p>off and recommendation to VETAC</p> <ul style="list-style-type: none"> • transition and teach-out (if required). <p>12. Draft syllabus and consultation feedback report finalised.</p> <p>13. Draft syllabus and consultation feedback report submitted to VETAC and BOSTES for endorsement.</p> <p>14. Endorsed syllabus submitted to the Minister for approval.</p> <p>15. Publication of new or re-developed syllabus, consultation feedback report and associated documents on the BOSTES website.</p> <p>16. Notification of new/re-developed VET Framework and implementation time frame via official notice in the <i>BOSTES Bulletin</i>.</p> <p>17. For re-developed VET Frameworks, if required, syllabus amendment document published on the BOSTES website and signalled via an official notice in the <i>BOSTES Bulletin</i>.</p>



3.5.2 Framework revisions

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>To revise an existing VET Framework to align with the latest version of a Training Package(s).</p> <p>Outcomes</p> <p>Revised VET Framework curriculum documents published on the BOSTES website.</p>	<ol style="list-style-type: none"> 1. Determine changes required for VET Framework curriculum documents. 2. Convene an Industry Advisory Group (IAG) (if required). 3. Further analysis of Training Package(s) to determine particular issues for discussion with stakeholders (if required). 4. Develop revised syllabus. 5. IAG meeting (if required): <ul style="list-style-type: none"> • comparison of 'old' and 'new' Training Packages • proposal(s) for revised VET Framework • draft revised syllabus. 6. Finalise revision to syllabus, associated documents and modification history. 7. Approval of revision by delegated BOSTES officer. 8. Publication of revised syllabus, associated documents and modification history on the BOSTES website. 9. Notification of revised VET Framework and implementation time frame via official notice in the <i>BOSTES Bulletin</i>.



3.5.3 Framework amendments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>To amend an existing VET Framework to align with the latest version of a Training Package(s).</p> <p>Outcomes</p> <p>Amended VET Framework curriculum documents and/or official notice published on the BOSTES website.</p>	<ol style="list-style-type: none"> 1. Determine changes required for VET Framework curriculum documents. 2. Approval of amendment by delegated BOSTES officer. 3. Notification of amended VET Framework and implementation time frame via official notice in the <i>BOSTES Bulletin</i>. 4. (optional) Amend syllabus, associated documents and modification history and publish on the BOSTES website.

3.6 Phase 5: Implementation support

3.6.1 Framework re-developments

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose</p> <p>To assist in the initial implementation of a new or re-developed VET Framework.</p> <p>Outcomes</p> <p>Support material and HSC examination material published on the BOSTES website.</p> <p>Development of support material and HSC examination material is based on:</p> <ul style="list-style-type: none"> assessed need resources available. 	<ol style="list-style-type: none"> Develop support material and publish on the BOSTES website. Notify schools of availability via news item in the <i>BOSTES Bulletin</i>. Conduct information session ('handover') for school system and RTO representatives. Develop/update HSC examination material and publish on the BOSTES website: <ul style="list-style-type: none"> sample HSC examination questions (if required)¹³ performance band descriptions rubric. <p>Notify schools of availability via news item in the <i>BOSTES Bulletin</i>.</p> Prepare and submit request for ATAR categorisation (if required). Following announcement by UAC, include as news item in the <i>BOSTES Bulletin</i>.

¹³ Sample HSC questions are only published for new VET Frameworks or where a VET Framework is re-developed and there are significant changes.

3.7 Consultation in syllabus development

The BOSTES syllabus development process for VET Frameworks is designed to provide opportunities for consultation with interested individuals and groups during the curriculum proposals and syllabus development phases. The time line and stakeholders to be consulted for each period of consultation are included in the project plan and information is published at the start of a project and at key points throughout.

3.8 Committees for VET curriculum development

The committee structure for development, re-development, revision and/or amendment of VET Frameworks includes:

- VET Advisory Committee (VETAC)
- Industry Curriculum Committee
- Industry Advisory Group.

Other BOSTES committees such as the Aboriginal Education Advisory Committee (AEAC) and the Special Education Committee also provide advice as required on particular curriculum development initiatives.

3.9 VET Advisory Committee (VETAC)

3.9.1 Purpose

As a BOSTES committee, VETAC advises on matters relating to vocational education and training (VET), including the development of VET courses as part of the HSC.

This committee will ensure that there is a consistent approach across VET Frameworks, and will assist with communication between BOSTES and individual Industry Curriculum Committees.

3.9.2 Membership

- 1–2 members of BOSTES
- Director, Curriculum and Assessment Standards (BOSTES) or nominee
- 1 NSW Department of Education and Communities nominee
- 1 TAFE NSW nominee
- 1 Catholic Education Commission NSW nominee
- 1 Association of Independent Schools of NSW nominee
- 1 tertiary sector nominee (nominated by the NSW/Territories Committee of Chairs of Academic Boards/Senates)
- 1 NSW Aboriginal Education Consultative Group Inc (AECG) nominee
- 1 NSW Industry Training Advisory Board (ITAB) nominee
- 1 Unions NSW nominee
- 1 employer representative

- 3 practising teachers:
 - 2 representing the NSW Teachers Federation (1 school and 1 TAFE NSW)
 - 1 representing the NSW/ACT Independent Education Union
- 1 representative from the Federation of Parents and Citizens Association
- 1 Association of Heads of Independent Schools of Australia (AHISA) nominee
- 1 Association of NSW Catholic School Principals NSW nominee
- 1 NSW Secondary Principals Council Inc nominee
- 1 NSW Parents' Council nominee
- other(s) deemed necessary by BOSTES.

The Board Inspector, Vocational Education is the Executive Officer of VETAC.

3.9.3 Role of VETAC

VETAC will:

- ensure that any VET Framework documentation referred to it by the Industry Curriculum Committee is consistent with BOSTES policy
- provide a means for sector endorsement of the VET Framework documentation before its submission to BOSTES
- refer curriculum and other documents relating to VET in the HSC to BOSTES for endorsement.

3.10 Industry Curriculum Committee(s)

3.10.1 Purpose

The Industry Curriculum Committee provides advice to project officers to inform them of the development of each VET Framework, as well as to represent the views and interests of the industry, training, university and school sectors. Each committee will have a particular industry area focus.

3.10.2 Membership

For each industry area, one committee consisting of:

- 2 industry nominees:
 - 1 ITAB NSW representative
 - 1 employer representative
- 3 NSW Department of Education and Communities nominees:
 - 2 from Secondary Education – Senior Pathways (including 1 from VET Teacher Training)
 - 1 from State Training Services

- 1 TAFE NSW nominee
- 1 Catholic Education Commission NSW nominee
- 1 Association of Independent Schools of NSW nominee
- 1 private provider, if appropriate to the industry
- 1 university representative from related industry area
- 3 practising teachers:
 - 2 representing the NSW Teachers Federation (1 school and 1 TAFE NSW)
 - 1 representing the NSW/ACT Independent Education Union
- other(s) deemed necessary by BOSTES.

BOSTES officer(s) provide executive support to each Industry Curriculum Committee.

3.10.3 Election of Industry Curriculum Committee Chairperson

The Board Inspector, Vocational Education takes the role of the chairperson on Industry Curriculum Committees.

3.10.4 Appointment to Industry Curriculum Committees

The President of the BOSTES writes to the organisations listed in section 3.10.2 requesting their nominations for representative/s to the Industry Curriculum Committee.

3.10.5 Role of the Industry Curriculum Committee

Each Industry Curriculum Committee will:

- monitor whether industry-specific VET Frameworks meet the needs of the various sectors
- review documentation prepared during the curriculum development process and provide advice to the project team on matters of curriculum, assessment and implementation
- support the consultation which takes place during the development of the curriculum and ensure this includes appropriate levels of consultation with:
 - industry, including consultation about such issues as work placement
 - schools and colleges about implementation issues
- refer documentation to VETAC, as appropriate, during the curriculum development process.

3.10.6 Code of Conduct for members of Industry Curriculum Committees

As a BOSTES committee, members of an Industry Curriculum Committee must execute their duties in accordance with the standards of professional behaviour as described in the *BOSTES and Committees Code of Conduct* (Section 6).

3.10.7 Industry Curriculum Committee induction

The roles and responsibilities of members of an Industry Curriculum Committee in the syllabus development process will be described at the first meeting of the committee.

3.10.8 Meetings

The syllabus development process involves five phases:

1. Monitoring and analysis
2. Curriculum project planning
3. Curriculum proposals
4. Syllabus development
5. Implementation support

In order to carry out its role, an Industry Curriculum Committee must be closely involved in Phases 3 and 4 of this process. In the normal course of events an Industry Curriculum Committee would be expected to meet three times over the life of the project. For some VET Frameworks more meetings may be required for the committee to monitor the process effectively and to ensure the quality of the syllabus.

Meeting dates will be determined at the outset of the project as part of the project management planning process.

If members are unable to attend any meetings throughout the course of the project their nominating organisation may choose to send an alternative representative. In such cases the nominating organisation should advise the committee's administrative officer.

3.11 Industry Advisory Groups

An Industry Advisory Group is a specific-purpose reference group with representation from key stakeholders. An Industry Advisory Group may be convened when revision of a VET Framework involves moderate changes that require some formal consultation with key stakeholders.

3.12 Project team(s)

3.12.1 Purpose

Project team(s) undertake the development of VET Frameworks, including developing an initial proposal (scoping paper), establishing consultative networks, conducting consultation and drafting and revising documentation. Each team will have a particular VET Framework area focus.

3.12.2 Membership

For each VET Framework:

- Project manager (Inspector/Principal Project Officer/Senior Project Officer)
- other BOSTES officer(s), as appropriate
- contracted writers and/or reviewers.

3.12.3 Role

Project teams will:

- undertake research to determine the ways in which particular industries meet the criteria for VET Framework development and make appropriate recommendations to BOSTES through the Director, Curriculum and Assessment Standards
- review Training Package(s)
- produce briefs, drafts and curriculum documentation for discussion by the Industry Curriculum Committee, for the use of writers/reviewers and for consultation
- receive and act on advice from the consultation network
- provide advice to the Industry Curriculum Committee regarding issues identified during consultation processes
- finalise documentation for endorsement and approval.

SECTION 4

POLICIES AND REQUIREMENTS

SECTION 4 - POLICIES AND REQUIREMENTS

This section describes policies and requirements that apply to the development of BOSTES syllabuses and support materials and who is accountable for ensuring that they are met. Many of the policies of BOSTES and the government relate to fairness and equity.

4.1 Government policies

The *Melbourne Declaration on Educational Goals for Young Australians* (December 2008) provides the policy framework for curriculum in Australia. It includes two national goals:

- Australian schooling promotes equity and excellence; and
- all young Australians become successful learners, confident and creative individuals, and active and informed citizens.

BOSTES is committed to ensuring that the national goals for education are central to curriculum development in NSW as reflected through BOSTES statements on values and equities and its syllabus development process.

The *Education Act 1990* is based on four principles, the first being that ‘every child has the right to receive an education’.¹⁴ An inclusive approach must, therefore, be taken to the development of all BOSTES syllabuses and support materials. In doing so, the BOSTES considers the principles of the Education Act, with particular regard to:

- mitigating educational disadvantages arising from the child’s gender or from geographic, economic, social, cultural, lingual or other causes,
- provision of an education for Aboriginal children that has regard to their special needs,
- development of an understanding of Aboriginal history and culture by all children,
- provision of an education for children from non-English speaking backgrounds that has regard to their special needs,
- recognition of the special problems of rural communities, particularly small and isolated communities,
- provision of opportunities to children with special abilities,
- provision of special educational assistance to children with disabilities.¹⁵

In relation to both primary and secondary education, under the Act courses of study in a key learning area are to be appropriate to the children concerned having regard to their level of achievement and needs.¹⁶

¹⁴ *Education Act 1990*, s 4(a).

¹⁵ *Education Act 1990*, s 6(e)–(k).

¹⁶ *Education Act 1990*, ss 8(1)(d), 10(1)(c).

The *Royal Commission into Aboriginal Deaths in Custody 1991* outlines a set of directions for consideration in relation to curriculum development. The recommendations include provision of curriculum that reflects Aboriginal history and Aboriginal viewpoints on social, cultural and historical matters.¹⁷

The *Disability Standards for Education 2005* formulated under the *Disability Discrimination Act 1992* provides a framework to ensure that students with disability can access and participate in education on the same basis as other students. The Standards for curriculum development, accreditation and delivery (Part 6) outline the obligations of BOSTES in the development of syllabuses and support materials.

Focusing on Learning: Report of the Review of Outcomes and Profiles in New South Wales Schooling (1995) also sets out requirements that syllabuses be clear and explicit about what is expected of students at each stage of schooling (stage outcomes) from Stages 1 to 5.

4.2 Board of Studies, Teaching and Educational Standards policies – applying to all syllabuses

BOSTES has a number of policies which apply to all BOSTES syllabuses and support documents. These policies are expressed in BOSTES papers and documents such as:

- Statement of Equity Principles
- Statement of Values
- Learning across the curriculum statements
- K–10 Curriculum Framework (2002)
- Assessing and Reporting Using Stage Outcomes, Part 1: Assessing (1996)
- Principles for Examination and Assessment in HSC Syllabuses (2004).

In August 2009, BOSTES endorsed a set of guidelines and criteria to assist in considering the quality and suitability of the Australian curriculum and subsequent NSW syllabuses.¹⁸ These guidelines require that syllabus development projects consider:

- how the syllabuses cater for the full range of students
- curriculum coherence with other courses in the discipline, other discipline areas and the mandatory pattern of study required in the NSW curriculum
- rigour and curriculum differentiation with respect to providing appropriate challenge for all students to meet high but realistic expectations and ensuring the overall suite of courses presents an appropriate degree of differentiation
- enabling an appropriate and relevant progression of learning within the course structure
- how research and best practice in a discipline is reflected in the syllabus content

¹⁷ *Royal Commission into Aboriginal Deaths in Custody*, National Report Volume 4, 33.1.33, Recommendation 290.

¹⁸ *A Framework for Considering Features of a Quality Curriculum*, Document No: B09-8-E14.

- the amount of content prescribed in a syllabus with respect to providing opportunities for appropriate depth and breadth of learning
- providing meaningful opportunities for cross-curriculum learning
- how standards-based assessment and the mandatory reporting requirements in NSW is supported through the syllabus and support material
- how the syllabus content supports sustained use in public examinations.

It is the project manager's responsibility to ensure that BOSTES guidelines and policies are made available to project and committee members.

4.3 Accountabilities

It is a core responsibility of all project team members involved in the syllabus development process to ensure that all syllabuses and support documents meet the requirements of the government and BOSTES policies above, particularly with regard to equity. Project team members have different responsibilities.

Project managers have a responsibility to:

- be familiar with government and BOSTES requirements in relation to equity
- make these policies available to project teams.

Project teams have a responsibility to:

- be familiar with government and BOSTES requirements in relation to equity
- ensure that all curriculum materials developed comply with equity requirements and policies.

Board Curriculum Committees, the VETAC and Industry Curriculum Committees have a responsibility to:

- be familiar with government and BOSTES requirements in relation to equity
- advise the project team of issues related to equity requirements, as well as possible solutions
- report to BOSTES on the extent to which the draft syllabus meets the requirements of BOSTES and government policies (Board Curriculum Committees and VETAC).

SECTION 5

WRITERS

Guidelines for the appointment of writers

SECTION 5 - WRITERS: Guidelines for the appointment of writers

Writers are used at various points in the syllabus development process to assist with the development of key documents. In syllabus development projects involving a project team, writers are members of the project team.

5.1 Steps in the writer selection process

There are three steps in the process for writer selection. They are:

1. establishing a register of writers
2. identifying the specific nature of the writing task and contacting qualified writers from the register
3. selecting writers according to the defined process.

Appendix E: *Steps in the writer selection process* provides details of the operational procedures used by BOSTES to select writers for syllabus development projects.

5.2 Appointment of writers

5.2.1 Register of curriculum writers and register of VET curriculum writers and reviewers

BOSTES will regularly include in the *BOSTES Bulletin* an invitation for expressions of interest from qualified individuals to become curriculum writers and/or reviewers. These expressions of interest will be used to create registers of writers/reviewers who may be suitable for inclusion on project teams. The registers are always open.

Selection of potential writers from the register will involve consideration of the following criteria:

- demonstrated knowledge of subject area (evident through educational qualifications and work resumé)
- practical teaching experience in relevant areas (evident in work resumé)
- demonstrated experience in relevant areas (evident in work resumé)
- demonstrated experience in curriculum review and/or development in an educational environment (evident in work resumé and curriculum writing experience)
- high level of writing skills (evident in curriculum writing experience).

Once a proposal for the redevelopment, revision or amendment of a syllabus or VET Framework has been accepted by BOSTES, registers will be used to select writers as required throughout the syllabus development process.

The project manager selects writers for syllabus development projects from the registers of writers/reviewers, taking into consideration the scope of the project and the criteria above. More than one writing team may be formed to undertake different phases of the project. The project manager presents selected writers to their supervisor or manager for approval, outlining reasons for the selection.

Writing teams will then be endorsed by the Director, Curriculum and Assessment Standards, prior to the appointment of the writers.¹⁹

Writers cannot also be members of Board Curriculum Committees.

5.2.2 Contracts

Depending on the nature of their current employment situation, selected writers will be contracted or deployed (subject to approval of the current employer) to undertake the writing tasks.

Writers will be required to give an undertaking that they will maintain confidentiality in relation to the project being undertaken.

5.3 Guidelines for Writers

The *BOSTES Style Guide for Writers* provides guidance to the writers of BOSTES documents on matters such as:

- presenting documents in electronic form
- copyright issues and acknowledgement
- plain English
- references and bibliographies
- spelling and usage.

All writers should obtain a copy of this document and familiarise themselves with it. Preparing material in accordance with the guidelines reduces delays and re-working at the document publication stage. Writers of BOSTES documents should ensure the documents are practical and ‘user friendly’ for teachers and that parents, media and other interest groups are able to understand the overall intent of the document.

¹⁹ Only writers selected for syllabus development projects require endorsement by the Director.

SECTION 6

COMMITTEES

Administrative information

SECTION 6 - COMMITTEES: Administrative information

6.1 Travel

Members of Board Curriculum Committees and Industry Curriculum Committees are entitled to claim reimbursement of the cost of travelling to meetings. Travel may be by bus, train or, under certain conditions, and with BOSTES approval, by private motor vehicle, taxi or plane. Reimbursement is paid up to specified maximum rates within the *Crown Employees (Public Service Conditions of Employment) Award 1997*. Details of current rates are available from BOSTES.

6.1.1 Bus/train

BOSTES will not authorise air travel from Newcastle or Wollongong to Sydney.

Bus/train expenses should be made using the *Expense Claim* form available from the committee's administrative officer, and receipts should be attached (City Rail staff can provide receipts on request at the point of purchase. Travel tickets may suffice as receipts). If a receipt cannot be provided, as in the case of travel using an Opal Card, a statutory declaration is required on the *Expense Claim* form.

6.1.2 Private motor vehicle use

BOSTES is willing to consider the use of private motor vehicles where this is a more cost-effective mode of travel. Consideration will be given to public transport availability, trip duration and large amounts of materials that require delivery in any decision to approve motor vehicle use.

Claims for the use of private motor vehicles cannot be paid unless prior approval has been obtained from BOSTES.

This requires the submission of an *Application for Private Motor Vehicle Use* obtainable from the committee's administrative officer. Applicants are required to provide a photocopy of their current comprehensive motor vehicle insurance policy. Reimbursement for fuel consumption is paid according to the casual rates for the use of private motor vehicles specified in the *Crown Employees (Public Service Conditions of Employment) Award 1997*. Details of current rates are available from BOSTES.

6.1.3 Taxis

Taxis should be used only in exceptional circumstances. Members who claim reimbursement for travel by taxi will be required to indicate why public transport was not used. Fares will not be reimbursed unless BOSTES agrees prior to the journey that the use of a taxi is appropriate, and a receipt has been provided.

6.1.4 Air travel

Members requiring air travel are advised to confirm their need for a booking well in advance of meetings. This can be done by contacting the committee's administrative officer.

The administrative officer will arrange a pre-paid ticket for collection on the day of the flight. If a seat on a preferred flight is unavailable, BOSTES will contact the member concerned to negotiate an alternative flight. Inconvenience in this regard can largely be eliminated if bookings are made well in advance.

The administrative officer will confirm all bookings, generally via email. If members require telephone confirmation they should provide an additional telephone number where a message can be left.

Members should confirm their flights at least 24 hours before departure. In order to collect their tickets on the day of departure, members need only identify themselves to the airline staff at the airport concerned.

Should a member decide to cancel a flight they should contact the administrative officer immediately. A minimum of 24 hours' notice is required for BOSTES to obtain a full refund of the ticket price.

6.2 Accommodation

Overnight accommodation can be arranged by BOSTES for non-metropolitan members who can demonstrate that they are unable to attend a meeting and return home on the same day.

Members requiring accommodation should contact the committee's administrative officer.

While members are free to arrange their own accommodation, they will need to meet all costs at the time and seek reimbursement from BOSTES. Alternatively, BOSTES will arrange members' accommodation and meet the costs directly. Reimbursement is paid up to specified maximum rates within the *Crown Employees (Public Service Conditions of Employment) Award 1997*. Details of current rates are available from BOSTES.

6.3 Meals

BOSTES will reimburse meal expenses to a specified maximum amount within the *Crown Employees (Public Service Conditions of Employment) Award 1997*. Details of current rates are available from BOSTES. Reimbursement is provided only when a member leaves home before 6.30 am (in the case of breakfast claims) or arrives home after 7.00 pm (in the case of dinner claims). BOSTES does not meet lunch expenses.

Receipts must be provided for all meal claims.

6.4 Record of attendance

A *Record of Attendance* is used by BOSTES to verify claims for teacher relief and other expenses. This form must be signed by all members on the day of the meeting. The *Record of Attendance* is then stored according to BOSTES' records management policy.

6.5 Teacher relief

Principals of government and registered non-government schools are entitled to claim the cost of employing a casual teacher to replace a teacher attending a Board Curriculum Committee or Industry Curriculum Committee meeting. Members requiring teacher relief should advise the committee's administrative officer.

Government schools claim the cost of teacher relief through the Department of Education and Communities by using CEPS Code 304.

Non-government schools are reimbursed by BOSTES on submission of the relevant form (*Claim for Reimbursement – Non-Government Relief Days*) issued to members on the day of the meeting if requested.

TAFE employees who are employed in a teaching capacity may also claim teacher relief for attendance at committee meetings, to the maximum daily salary rate for teachers. In this instance, an invoice should be supplied to the committee's administrative officer after the committee member's attendance at the meeting.

6.6 BOSTES member sitting fees

Members of BOSTES who are not public servants and do not claim teacher relief are eligible to claim sitting fees for their attendance at BOSTES committee meetings, providing they are not representing another organisation. Members seeking this provision should inform the administrative officer before the meeting.

SECTION 7

CODE OF CONDUCT FOR BOSTES AND ITS COMMITTEES

SECTION 7 - CODE OF CONDUCT FOR BOSTES AND ITS COMMITTEES

7.1 Introduction

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) under the *Board of Studies, Teaching and Educational Standards Act 2013*, is responsible for providing advice to the Minister for Education on curriculum for Kindergarten to Year 12, for assessing and examining student achievements for the award of the Record of School Achievement and the Higher School Certificate, and for recommending and monitoring regulatory standards.

BOSTES seeks to provide excellence in its services to schools, students, other education clients and the public in general, and to provide leadership to the educational community in those areas for which BOSTES has responsibility.

The *BOSTES and Committees Code of Conduct* establishes standards of professional behaviour expected of members of BOSTES and its committees. Another code of conduct, the *Board of Studies, Teaching and Educational Standards Code of Conduct and Ethics*, applies to BOSTES staff. The codes have been developed to assist personnel in clarifying their professional and ethical responsibilities, thereby encouraging public confidence in the work of BOSTES.

An important purpose of the *BOSTES and Committees Code of Conduct* is to foster, among BOSTES and committee members, a spirit of cooperation. The code seeks to promote the highest standards and a commitment to equity in carrying out BOSTES' responsibilities. The code is not intended to be read as a series of rules but as a set of broad guidelines to appropriate and ethical behaviour.

Members of BOSTES and its committees should familiarise themselves with this code of conduct and should ensure they follow its intent.

7.2 Principles

The community is entitled to expect the business of the state to be conducted with efficiency, economy, fairness, impartiality and integrity.

The following principles apply to BOSTES and members of its committees:

- being familiar with the relevant policies, priorities and decisions of the government of the day
- promoting confidence in the integrity of BOSTES and its decisions
- being honest and fair in the conduct of official duties and in dealings with the public
- making decisions and carrying out actions that are reasonable, fair and appropriate to the circumstances
- acting in the public interest
- observing confidentiality of information
- providing accurate and unbiased advice
- ensuring effective and efficient use of public resources, with due care for the environment

- ensuring non-discriminatory behaviour towards colleagues and clients.

7.3 BOSTES policies

In carrying out their responsibilities, members of BOSTES and its committees should be aware of government policies and the implications of relevant specific sections of legislation where these affect their role. Such legislation may include the *Education Act 1990*, the *Independent Commission Against Corruption Act 1988*, the *Government Information (Public Access) Act (GIPA) 2009*, the *Anti-Discrimination Act 1977*, the *Public Finance and Audit Act 1983*, the *Protected Disclosures Act 1994*, the *Industrial Relations Act 1996*, the *Crimes Act 1900*, and the *Government Sector Employment Act 2013*.

Members of BOSTES and its committees are required to carry out their roles in accordance with BOSTES policies, procedures and principles which are to be applied during the development of all BOSTES materials and to all areas of BOSTES activities.

7.4 Conflicts of Interest

Conflicts of interest occur where there is a likelihood that a BOSTES or committee member possessing a particular interest could be influenced or might appear to be influenced in the performance of their role or duties on a particular matter.

Some related interests that may give rise to a conflict of interest include:

- financial interests in a matter BOSTES or its committees deal with, or having friends or relatives with such interest
- personal beliefs or attitudes that influence the impartiality of advice given
- personal relationships with the people BOSTES or its committees are dealing with or investigating
- party political activities or making adverse political comments that relate to and may compromise the integrity of BOSTES.

One specific example of a potential conflict of interest would be where a Board Curriculum Committee is considering texts for inclusion on the Higher School Certificate (HSC) Course Prescriptions List or for a resource list and a member has written or contributed to a book in the area. BOSTES has developed procedures for committees to follow in such a case to ensure that a conflict of interest does not occur.

BOSTES also provides guidelines for members of BOSTES and its committees who are intending to write or otherwise become involved in the preparation of books or other material intended for use by students in schools. These procedures are set out in section 7.10, 'Authorship of texts'. Further, BOSTES provides guidelines which apply where there is a proposal to meet with commercial publishers during the development of syllabuses. These guidelines are set out in section 7.11, 'Meetings of syllabus writers with commercial publishers'.

Special procedures apply in relation to the preparation of HSC examinations to ensure that no conflict of interest can occur. Members of BOSTES or its committees with a close relative presenting for the HSC must inform the President of this fact in writing at the beginning of the year in which their relative will be undertaking the HSC examinations.

In all circumstances where a member has an actual or possible conflict of interest, he or she must inform the President of BOSTES and seek discussions in an attempt to resolve any conflicts of interest that may exist.

7.5 Gifts and benefits

If BOSTES or committee members are offered a gift or benefit which is intended to influence them in carrying out their duties, or if other people could reasonably think that the gift or benefit is meant to influence them, they **must not** accept it. The timing and value of the gift or benefit are crucial.

BOSTES or committee members may accept token gifts or benefits offered to them in their capacity as committee member, where it is evident that the donor will not receive any unfair advantage. It would be advisable for the member to inform the President of BOSTES or the Chairperson if he/she accepts such a gift or benefit.

Publishing companies frequently send books or other materials to BOSTES for review by BOSTES personnel or committees. It is legitimate for BOSTES to retain such books and materials in the library provided that publishers are not promised that, if free copies are provided, their publications will be included in BOSTES HSC Course Prescriptions/reading lists. Books donated for review by BOSTES officers or committees remain the property of BOSTES itself. In the case of books not needed by, or not suitable for, BOSTES, a suitable way of disposing of these should be negotiated.

7.6 Public comment and the use of official information

Effective communication is a key objective of BOSTES. Students, schools, school communities and the general public should be kept informed of matters concerning the role, function and operation of BOSTES.

The President has the responsibility to act as the spokesperson for BOSTES.

Throughout the term of their appointment, members of BOSTES and its committees may be invited by the President to make public comment on educational matters, especially those relating to the core responsibilities of BOSTES.

Public comment may include public speaking engagements, comments on radio and television or in letters to newspapers, and expressing views in books, journals or notices where it is expected that the comments will be spread to the community at large.

When speaking or writing in an official capacity, members of BOSTES and its committees should be familiar with the policies and priorities of the government of the day and the policies, rules and procedures of BOSTES. In these circumstances members should make comment which enhances the image of the BOSTES and protects its integrity.

A member who is an elected or nominated spokesperson for a professional association or a union is entitled to make public comments as long as it is made clear that the comments represent association or union views and not those of BOSTES.

As members of the community, BOSTES and committee members have the right to make public comment and to enter into public debate on issues. There are, however, some types of comment which are inappropriate. These include:

- the implication that the public comment, although made in a private capacity, is in some way an official comment of the government or of BOSTES
- public comment which creates the impression that the BOSTES/committee member is not prepared to accept a majority decision of BOSTES
- public comment that reveals the opinion of another BOSTES member/committee member.

As a general rule members of BOSTES or its committees can disclose official information that is normally given to members of the public seeking that information, but should only disclose other official information or documents:

- in the course of their duties
- when proper authority has been given
- when required to, or authorised to do so by law, or
- when called to give evidence in court.

7.7 Security and confidentiality of official information

Security of information is critical for the success of BOSTES' curriculum development and Higher School Certificate programs and to ensure fairness to individuals.

BOSTES and committee members should take care to keep BOSTES working papers, confidential documents and sensitive information secure. The deliberate release of documents or information to unauthorised persons constitutes a serious breach of BOSTES confidentiality requirements.

Members of BOSTES and its committees should balance the need to observe confidentiality of information and working drafts with their need to be informed and, where relevant, their responsibility to inform and consult with their nominating organisations. Where a document is identified as confidential it must stay with the person to whom it is issued. Where members consult with their nominating organisations to seek feedback on a confidential matter, BOSTES expects members to take full responsibility for the confidentiality of the consultations.

Examination Committee members must follow confidentiality requirements including signing a special statutory declaration.

The GIPA legislation provides a formal mechanism for the disclosure of certain official information and documents. Therefore, under the provisions of that legislation and in accordance with BOSTES policies and procedures, members of BOSTES and its committees, acting as agents of BOSTES and not as individuals, are able to disclose information related to official business.

Former committee and BOSTES members should take care to maintain the integrity of sensitive and confidential information and documents to which they had access.

7.8 Reporting corrupt conduct

The *Independent Commission Against Corruption Act 1988* defines corrupt conduct and requires the principal officer of a government department or agency to report suspected cases of corrupt conduct to the Commission.

The Independent Commission Against Corruption (ICAC) has defined corrupt conduct as happening when:

- a public official carries out public duties dishonestly or unfairly
- anyone (including a public official) does something that has a detrimental effect on official functions, and which involves any of a wide range of matters, including (for example) fraud, bribery, official misconduct or violence
- a public official (or former public official) misuses information or material obtained in the course of duty.

BOSTES and committee members have a duty to report any instance of corrupt conduct they observe in the course of carrying out their role at BOSTES. Such cases may be reported to the BOSTES Executive Director, Regulation and Governance/Registrar of Schools.

BOSTES and committee members should be aware of the following key points:

- a complaint of corrupt conduct may be made directly to the Independent Commission Against Corruption if the person concerned does not wish to report the matter internally
- the identity of the person reporting suspect conduct will be kept strictly confidential
- measures will be taken to prevent victimisation from within BOSTES
- feedback about the outcomes of reports of corrupt conduct will be provided.

BOSTES members, as public officials, also have access to the provisions of the *Protected Disclosures Act 1994*. The BOSTES provides further information on the avenues for disclosure of corrupt conduct, maladministration and serious and substantial waste of public money through its Public Interest Disclosures – Policy and Procedures. This document can be obtained from the BOSTES Executive Director, Regulation and Governance/Registrar of Schools or from the BOSTES library and serves as BOSTES' internal reporting system for the purpose of the Act.

7.9 Concluding statement

The *BOSTES and Committees Code of Conduct* is consistent not only with the code of conduct and ethics specifically applying to BOSTES but also with the *Model Code of Conduct for NSW Public Agencies* and the current principles and practices relating to the professional behaviour of members of other portfolio agencies.

From time to time the *BOSTES and Committees Code of Conduct* will be reviewed and amended to take account of new or changed circumstances and to ensure its ongoing validity and value.

7.10 Authorship of texts

The following general guidelines relate to any committee/group/team member intending to write or otherwise become involved in the preparation of books or other material intended for use by students in schools.

- In cases where a syllabus is in a design phase or undergoing extensive revision, members of BOSTES committees must not construct, arrange or submit for publication any material on a syllabus or related document until BOSTES has approved the draft syllabus for distribution.
- No such book/material is to carry any reference to the association of the author or editor with BOSTES or any of its committees.
- No person who is an author or intending author may reproduce BOSTES examination papers, questions or other copyright material for publication, except as exempted under the Copyright Act, without the express approval of BOSTES.
- No syllabus is to identify any author or editor as being associated with BOSTES or any of its committees.
- Where a committee is considering the prescription of a text written or edited by a member, the committee must provide a detailed statement explaining the criteria which led to the choice of that text rather than any other.
- In the above circumstances, the committee is required to nominate an alternative text to be substituted should BOSTES not accept the original prescription.
- Committee chairpersons will be required to conduct discussions on the matter of prescribed texts without the presence of any member whose work as author or editor is being considered for prescription.
- These guidelines apply to all publications unless BOSTES gives specific exemption.

7.11 Meetings of syllabus writers with commercial publishers

The following guidelines apply where project team or Curriculum Committee members propose to meet with commercial publishers during the development of syllabuses.

- All contact between syllabus committees and commercial publishers is to be arranged through the Director, Curriculum and Assessment Standards.
- All contact is to be consistent with the principles of the *Board of Studies, Teaching and Educational Standards Code of Conduct and Ethics*.
- Known publishers are to be informed in writing of meetings, both individually and through notification to the Australian Publishers' Association.
- Meetings may not occur until draft material is approved by BOSTES and the Minister.

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- BOSTES officers must seek prior approval for meetings from the Director, Curriculum and Assessment Standards.
- BOSTES is to be notified of all meetings.

APPENDICES

Appendix A – Syllabus specifications

K–10 syllabuses

Specification	Description
The K–10 Curriculum	The purpose of learning in accordance with BOSTES and government policies and guidelines.
Diversity of Learners	How the syllabus is inclusive of the learning needs of all students with particular advice in relation to supporting students with special education needs, gifted and talented students, students learning English as an additional language and students learning Standard English as an additional dialect.
Rationale	A description of the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice.
The place of the K–10 syllabus in the K–12 curriculum	A diagram that illustrates how the syllabus relates to the learning pathways K–12.
Aim	A succinct statement of the overall purpose of the syllabus.
Objectives	Specific statements of the intention of the syllabus, amplifying the aim and providing directions to teachers on the teaching and learning process. Up to five objectives are included in a syllabus.
Outcomes	What students are expected to achieve at the end of each stage in relation to the objectives. Up to 10 outcomes are developed in each stage.
Stage statements	Summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for each stage of learning.
Organisation of curriculum content	The arrangement of course content. This may include relationships between specific components and between core and options.
Curriculum content	The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the stage. In most cases, content descriptions are presented as actions taken by the student, and grouped according to overarching content statements.
Years 7–10 Life Skills outcomes and content	Outcomes and content developed for a small percentage of students with special education needs, particularly those with an intellectual disability, for whom adjustments to teaching, learning and assessment may not be sufficient to access some or all of the Stage 4 and Stage 5 outcomes.
Continuum of learning	The scope and continuum of the learning area from Early Stage 1 to Stage 5.
Assessment	Advice in relation to assessment in a standards-referenced framework.
Glossary	Key terms used in the syllabus and their definitions.

Stage 6 syllabuses

Specification	Description
The Higher School Certificate (HSC) program of study	A statement of purpose for the HSC.
Diversity of Learners	How the syllabus is inclusive of the learning needs of all students with particular advice in relation to supporting students with special education needs, gifted and talented students, students learning English as an additional language and students learning Standard English as an additional dialect.
Rationale	A description of the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice.
The place of the Stage 6 syllabus in the K–12 curriculum	A diagram that illustrates how the syllabus relates to the learning pathways K–12.
Aim	A succinct statement of the overall purpose of the syllabus.
Objectives	Specific statements of the intention of the syllabus, amplifying the aim and providing directions to teachers on the teaching and learning process. Up to five objectives are included in a syllabus.
Outcomes	What students are expected to achieve at the end of each stage in relation to the objectives. Up to 10 outcomes are developed in each stage.
Organisation of curriculum content	The arrangement of course content. This may include relationships between specific components and between core and options.
Curriculum content	The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the stage. In most cases, content descriptions are presented as actions taken by the student, and grouped according to overarching content statements.
Course requirements	A statement of indicative hours required to complete the course and exclusions which apply to courses or subjects.
Employability skills	Competencies for effective participation in work that are addressed throughout the syllabus.
Assessment	Advice in relation to internal and external assessment requirements.
Glossary	Key terms used in the syllabus and their definitions.

Appendix B – Typical elements of a syllabus package

	K–6	7–10	11–12
Guide to the syllabus (teachers, principals, parents)	✓	✓	✓
Programming advice	✓	✓	✓
Sample scope and sequences	✓	✓	✓
Sample units of work	✓	✓	✓
Assessment advice	✓	✓	✓
Sample assessment activities	✓	✓	✓
Prescriptions document			✓
Assessment and examination specifications			✓
Course descriptions		✓	✓
Course performance descriptions		✓	
Performance band descriptions			✓
Work samples (to accompany course performance descriptions)	✓	✓	✓

Appendix C – Consultation in syllabus development (general education)

The nature of the consultation in each of the phases of syllabus development is outlined in the following two tables.

Table 1: Consultation in the four phases of syllabus development

CONSULTATION PURPOSE FOR PHASES OF SYLLABUS DEVELOPMENT	STRUCTURED CONSULTATION		OPTIONAL CONSULTATION
	TARGETED GROUPS Representative group identified by the project manager	KEY STAKEHOLDERS BOSTES stakeholders, eg academics, school authorities, professional associations	GENERAL Open access
Syllabus review <ul style="list-style-type: none"> communicate intention encourage involvement gather views determine direction raise awareness 	✓	✓	✓
Writing brief development ²⁰ <ul style="list-style-type: none"> confirm direction 		✓	✓
Syllabus development <ul style="list-style-type: none"> confirm content of syllabus package 		✓	✓
Implementation <ul style="list-style-type: none"> identify issues and/or trends 	✓		✓

²⁰ For syllabus revisions, consultation in the writing brief development phase may only involve targeted groups and/or key stakeholders.

Table 2: Consultation checklist for each phase of the syllabus development process

PHASE OF SYLLABUS DEVELOPMENT	CONSULTATION ACTIVITIES	OUTCOMES	PERSONS/GROUPS INVOLVED
Syllabus review	<ul style="list-style-type: none"> professionally facilitated target groups meetings with key stakeholders open access consultation 	<ul style="list-style-type: none"> communicate intention encourage involvement gather views determine direction 	<ul style="list-style-type: none"> representative sample of key stakeholders standard list, eg academics, school authorities, professional associations general community
Writing brief development	<ul style="list-style-type: none"> meetings with key stakeholders open access consultation 	<ul style="list-style-type: none"> confirm direction 	
Syllabus development	<ul style="list-style-type: none"> meetings with key stakeholders open access consultation 	<ul style="list-style-type: none"> confirm content of syllabus package 	
Implementation	<ul style="list-style-type: none"> discussions with key stakeholders through regular BOSTES duties, eg attendance at network meetings 	<ul style="list-style-type: none"> identify issues and/or trends 	<ul style="list-style-type: none"> teachers stakeholder groups, eg professional associations, school authorities, teacher networks general community

Appendix D – BOSTES criteria for the development/maintenance of a VET Framework

The following criteria is used to determine the viability of new and existing VET Frameworks. Refer to Section 3 for further information.

Essential criteria

- the availability of current industry Training Package(s)
- entry-level qualifications that align to industry competency standards at a level which can be accommodated within an HSC Framework
- identified NSW Industry Training Advisory Body (ITAB) and industry support for courses in their industry area being included as Framework courses as part of the HSC
- current and future employment opportunities, state and nationwide
- industry support for workplace training and the availability of work placements in the industry
- the availability of appropriately qualified staff for training and assessment:
 - within schools, and/or
 - by outsourcing, and/or
 - through partnership arrangements
- the availability of or the capacity to access appropriate facilities and equipment:
 - within schools, and/or
 - by outsourcing, and/or
 - through partnership arrangements

Other criteria

- the potential for articulation into further education and training (VET/higher education)
- the appropriateness of the industry itself to 16- to 18-year-olds, in relation to regulatory arrangements (including work health and safety and child protection issues) and assumptions regarding the work-related experience and Certificate level qualifications of its entry-level employees
- the potential for registered school-based apprenticeships and/or traineeships in the industry
- projected levels of student interest.

Appendix E – Steps in the writer selection process

Refer to Section 7 of this handbook.

Tasks	Comments/issues
<p>Establishing the register</p> <ol style="list-style-type: none">1. Acknowledgement that BOSTES has received Expression of Interest.2. Applicant placed on either the register of curriculum writers or the register of VET curriculum writers and reviewers.3. Applicant information will be included on the register, such as:<ul style="list-style-type: none">– subject(s) speciality– curriculum/cross-curricular expertise– stage of schooling– teaching or related experience.	<p>A list of applicants for each subject can be called up from this information.</p> <p>The Expression of Interest and acknowledgement letter are stored according to the BOSTES records management policy.</p>
<p>Task identification</p> <ol style="list-style-type: none">4. Writing task specific to a phase of the syllabus development process identified for a particular syllabus.5. List of applicants identified from the appropriate register and a short list developed relevant to the task.	
<p>Selection</p> <ol style="list-style-type: none">6. Writer(s) selected from short list, with consideration given to:<ul style="list-style-type: none">– purpose and time frame of the writing task– applicants' knowledge and experience in relation to the writing task.7. Rationale for the selection of writers presented to supervisor/manager.8. Selected writers forwarded to Director, Curriculum and Assessment Standards for approval, with accompanying rationale.²¹	<p>Rationale to include outline of why the proposed writer(s) is suitable for the identified writing task.</p>

²¹ Approval from Director only required for writers selected for syllabus development projects.

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9. If approved, successful writer(s) notified. If not approved, alternative writer(s) proposed from the short list.	Notification to include an overview of the task, time line, payment (if applicable), conditions and terms. This may be in the form of a contract, or notification letter if writer is to be deployed from a school.
10. Writers' induction meeting arranged.	Induction should cover: <ul style="list-style-type: none">– roles/obligations– confidentiality– BOSTES policies and processes– BOSTES style/templates– copyright issues (if applicable).
11. Writers undertake writing task.	