

# Review panels

Selection and appointment processes

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Review panels Selection and appointment processes  
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# 1 Introduction

The Queensland system of externally moderated school-based assessment relies on the practice of 'social moderation', where teachers, trained as panellists, meet and formally quality assure the effectiveness of assessment instruments and the comparability of standards-based decisions about achievement from school to school.

The system for Years 11 and 12 is founded on a partnership between schools and the Queensland Curriculum and Assessment Authority (QCAA).

The QCAA manages and administers review panel operations and provides training and support for panellists.

## 2 Overview of review panel structure

The Chief Executive Officer of the QCAA approves the appointments of Principals to the District Committee of Principals.

The Director, Curriculum Services Division approves the appointments of state review panel chairs, state review panellists and district review panel chairs.

The Manager, Services Coordination manages state and district review panel operations and membership.

The Senior Services Coordination Officer coordinates and maintains state review panel membership.

The District Committee of Principals in each district approves the appointments of district review panel members for that district.

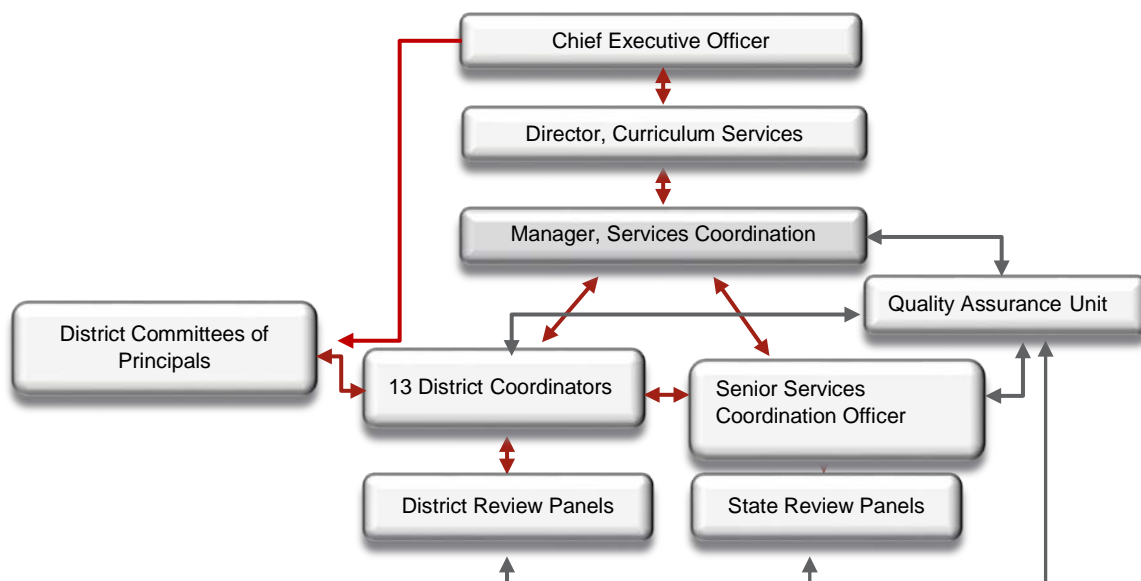
There are thirteen QCAA districts: Brisbane Central, Brisbane East, Brisbane-Ipswich, Brisbane North, Brisbane South, Cairns, Gold Coast, Mackay, Rockhampton, Sunshine Coast, Toowoomba, Townsville and Wide Bay. District Coordinators are responsible for coordinating district review panel operations and maintaining district review panel membership.

The Quality Assurance Unit is responsible for training and professional support of review panellists.

The network of state and district review panels consists of:

- state review panels for each Authority subject where there are also district review panels
- state-only review panels where district review panels have not been formed
- district review panels when at least eight schools within a district offer the Authority subject and enough experienced teachers are available to form a review panel
- combined districts review panels where there are fewer than eight schools offering the Authority subject within a district, but enough schools across a number of districts to make a combined district review panel.

### Review panel structure



### 3 Review panels

Review panels are groups of experienced teachers who provide advice to schools and the QCAA within their area of expertise. Review panels have a role in providing advice about the approval of school work programs and reviewing submissions of student work for monitoring, verification, comparability and random sampling purposes.

Review panels are representative of the type, size and location of groups of schools they advise. District review panels and state-only review panels are staffed on a ratio of one panellist for two schools and one review panel chair. Additional review panellists are appointed to allow for vacancies due to leave and illness. District review panels are usually established when at least eight schools within a district teach an Authority subject. State review panels are staffed based on the number of district review panels for that subject.

Appointment to and continued membership of review panels is based on key attributes and requirements outlined in review panellist and review panel chair application forms. These include:

- minimum of two years teaching the subject (senior syllabus) in Queensland
- demonstrated capacity to use QCAA senior syllabuses and other moderation policies and protocols
- collegial and professional approach to quality assurance of school-based assessment
- use of QCAA documentation to inform reviewing
- provision of effective and constructive advice to schools about assessment and achievement decisions
- maintenance of review panel confidentiality
- participation and attendance at all meetings and training as required.

Review panellists are required to work both independently and collaboratively within a variety of reviewing contexts.

Initial appointment to a review panel is for a term of six years. This term can be extended at the discretion of the QCAA.

Review panels cease when the number of schools in the district offering the Authority subject falls below eight, or to a number that cannot substantiate a review panel. In this instance, the schools are reallocated to a combined district review panel, or where a combined district review panel is not viable, to a state-only review panel.

Review panel members are considered to be employees of the QCAA and therefore must uphold the *Code of Conduct* for the Queensland Public Service while performing their duties.

The *Code of Conduct* is available on the QCAA website at:  
[www.qcaa.qld.edu.au/about/corporate-policies/code-of-conduct](http://www.qcaa.qld.edu.au/about/corporate-policies/code-of-conduct).

## 3.1 Review panels and their roles

### 3.1.1 State review panels

A **state review panel's** role is to:

- consider work programs recommended for approval by district review panels and either approve those work programs or provide further advice to schools through the district review panel chair
- provide advice to district review panel chairs and the QCAA about comparability of judgments about student achievement across QCAA districts in Queensland
- manage the negotiation and resolution of schools' proposed levels of achievement in verification submissions when agreement was not reached at a district level at verification and to conduct all subsequent consultations for those submissions at exit.

### 3.1.2 State-only review panels

A **state-only review panel's** role, where there are no district review panels, is to act in the same way as a district review panel.

### 3.1.3 District review panels

A **district review panel's** role is to provide advice to schools and the QCAA about:

- work programs submitted for approval
- the effectiveness of assessment packages in providing opportunities to demonstrate the syllabus objectives across the range of standards
- the appropriateness of matching of the syllabus standards descriptors with the quality of student responses and interim levels of achievement decisions
- schools' decisions about levels of achievement and relative achievement at verification and exit.

## 3.2 Composition of review panels

### 3.2.1 State review panels

State review panel membership is determined by the number of district review panels for which a state review panel is responsible plus a state review panel chair, as shown in the table below.

Number of districts	Number of panellists
1–2	3
3–4	4
5–6	5
7–8	6
9–10	7
11–13	8

### 3.2.2 State-only, district and combined district review panels

State-only, district and combined district review panel membership is determined by the number of schools offering the subject in the state, district or combined district at the rate of one review panellist for every two schools plus a review panel chair.

A state-only review panel is formed where there are insufficient numbers of schools to justify the formation of a district review panel. A state-only review panel performs the same role as a district review panel.

## 3.3 Member roles and key attributes

### 3.3.1 State and district review panel chair

A review panel chair:

- demonstrates knowledge of the subject and syllabus
- provides advice about, leads and manages moderation processes and procedures
- supports the principles of externally moderated school-based assessment and implements a standards-based approach to assessment
- accepts the flexibility schools have to develop syllabus-based courses of study and assessment to match their unique contexts, cohorts and resources
- is able to develop syllabus standards-based positions in relation to evidence presented by schools in sample folios when conferencing
- supports and implements review panel decisions
- conducts professional conversations at moderation meetings and in consultation with school personnel in a respectful, confidential and collegial manner
- is constructive when preparing moderation advice for schools
- ensures review panel confidentiality in materials viewed, discussions held and decisions made
- knows, understands and applies QCAA senior moderation policies, protocols, procedures and strategies.

#### Review panel chair key attributes

A review panel chair:

- demonstrates effective use of QCAA syllabuses and related documentation to design effective assessment, make appropriate judgments, inform reviewing and complete review notes and consensus forms
- has a collegial and professional approach to external moderation of school-based assessment decisions
- leads and manages review processes to provide quality advice to schools.



### 3.3.2 Review panel member

A review panel member:

- demonstrates knowledge of the subject and syllabus
- supports the principles of externally moderated school-based assessment and implements a standards-based approach to assessment
- accepts the flexibility schools have to develop syllabus-based courses of study and assessment to match their unique contexts, cohorts and resources
- develops syllabus standards-based positions in relation to evidence presented by schools in sample folios when conferencing
- supports and implements review panel decisions
- conducts professional conversations at moderation meetings in a respectful, confidential and collegial manner
- prepares constructive comments for the review panel chair that are used for feedback to schools
- maintains review panel confidentiality in materials viewed, discussions held and decisions made
- knows, understands and applies QCAA senior moderation policies, protocols, procedures and strategies.

#### Review panel member key attributes

A review panel member:

- uses QCAA syllabuses to design effective assessment and make appropriate judgments
- has a collegial and professional approach to the quality assurance of school-based assessment decisions
- uses QCAA resources and related documentation to inform teaching, learning and assessment.

## 4 Staffing review panels

Review panel membership is monitored by district and state coordinators. Recruitment processes occur throughout the year to ensure that review panels are adequately staffed to conduct moderation processes.

Appointment to and continued membership of review panels is based on demonstrating key attributes and requirements outlined in review panel chair and member application forms.

### 4.1 Vacancies

Periodic vacancies on panels arise due to panellists being on leave, resignations, transfers to other districts or other review panels within the district, increases in the number of schools offering the subject and for the reconfiguration of combined district review panels. Positions also become available when new review panels are formed and at the time of review panel renewal.

When vacancies on review panels arise, the QCAA advertises the positions and invites applications from qualified teachers. Application forms are available on the QCAA website at: [www.qcaa.qld.edu.au/senior/moderation-hub/forms](http://www.qcaa.qld.edu.au/senior/moderation-hub/forms).

A minimum of two years' experience teaching the Authority subject at the senior level in Queensland is required. All applicants are expected to have a current and extensive knowledge of the subject. Panellists should be either currently teaching the subject or have recently taught the subject and expect to teach the subject again.

### 4.2 Temporary vacancies

Temporary vacancies on panels arise when review panel chairs take leave from review panels or will be absent due to unforeseen circumstances and are unable to participate in review panel duties. These vacancies are filled on a temporary basis depending on the circumstances.

If a review panel chair has provided advance notice that they will be absent on extended leave, their position is filled in an acting capacity following the review panel chair selection procedures and processes. If a review panel chair position becomes vacant at short notice or is unable to be filled prior to peak moderation periods, the position may be filled in the short term by co-opting a state or district review panellist to address the immediate need.

### 4.3 Review panel renewal

Review panel renewal process occurs annually, after monitoring, where review panel composition, combinations and membership stability are analysed.

The review panel renewal process may include all positions on the review panel being made vacant for complete renewal, changing the combinations of combined district review panels, or increasing or decreasing the size of review panels (see Section 5.4).

This process is conducted by officers of the Senior Assessment and Moderation Branch and recommendations are made to the Assistant Director, Senior Assessment and Moderation for approval.

Subsequent vacancies are advertised in the usual way (see Section 4.1).

## 4.4 Application

Qualified teachers interested in applying for either a review panel chair or member vacancy, need to complete and submit the relevant application form. Application forms are available on the QCAA website at: [www.qcaa.qld.edu.au/senior/moderation-hub/forms](http://www.qcaa.qld.edu.au/senior/moderation-hub/forms).

When applying for review panel membership, applicants need to:

- meet the minimum requirements for review panel membership
- respond to the key attributes
- agree to undertake review panel duties as outlined in the applicant agreement section
- have their principal endorse their participation as a review panel chair or member.

# 5 Selection and appointment

The procedures for selection and appointment of review panel chairs and members involves secondary school principals and officers of the QCAA working together to apply the principles and procedures outlined in this handbook.

## 5.1 State

### 5.1.1 State review panel chair

- Vacancies are advertised to state review panel members and district review panel chairs of that subject.
- Applications are received and processed by the Senior Services Coordination Officer.
- The Quality Assurance Officer with knowledge of the subject provides recommendations and ranking where necessary, based on information about key attributes, panel experience and principal's endorsement to the Manager, Services Coordination.
- The Manager, Services Coordination and the Manager, Quality Assurance meet to consider the applications, determine recommendations and ranking where necessary, based on information about key attributes, experience and the principals' endorsements and make recommendations for appointment to the Director, Curriculum Services Division.
- The Director, Curriculum Services Division approves the appointment of state review panel chairs.
- The Senior Services Coordination Officer notifies successful and unsuccessful applicants.

### 5.1.2 State review panel members

- Vacancies are advertised to all schools offering the subject by the District Coordinator (or the state coordinator for state-only review panels).
- Applications are received and processed by the Senior Services Coordination Officer.
- The Quality Assurance Officer with knowledge of the subject provides recommendations and rankings where necessary, based on information about the applicants' key attributes, review panel experience and principals' endorsements to the Manager, Services Coordination.
- The Manager, Services Coordination makes recommendations for appointment to the Director, Curriculum Services Division.
- The Director, Curriculum Services Division approves the appointment of state review panel members.
- The Senior Services Coordination Officer notifies successful and unsuccessful applicants.

## 5.2 District

When review panel chair and member vacancies exist on district review panels or when a new district or combined district review panel is formed, the District Coordinator advertises the vacancies to all schools in the district/s offering the subject.

Review panel chair and member applications are received and processed by District Coordinators. Applications are considered for suitability in terms of key attributes by officers of the Senior Assessment and Moderation Branch. Only those applications deemed suitable for appointment are progressed to the District Committee of Principals (see Section 5.3).

### 5.2.1 District review panel chair positions

- Vacancies are advertised to review panel members and to all schools offering the subject within the district/s by the district office.
- Applications are processed by the district office and provided to the relevant Quality Assurance Officer, usually the Senior Education Officer with knowledge of the subject, and Manager, Services Coordination.
- The Quality Assurance Officer and the Manager, Services Coordination meet to determine recommendations and ranking where necessary, based on information about key attributes, experience and principals' endorsements.
- Recommendations and ranking are provided to the District Committee of Principals for consideration.
- The District Committee of Principals may seek further advice at this time, through the District Coordinator.
- After considering advice provided by quality assurance officers and the Manager, Services Coordination, the District Committee of Principals makes recommendations for appointment.
- The Director, Curriculum Services Division approves the appointment of district review panel chairs.
- The District Coordinator notifies successful and unsuccessful applicants.

### 5.2.2 District review panel member positions

- Vacancies are advertised to schools offering the subject within the district/s by the district office.
- Applications are processed by the district office and provided to the relevant Quality Assurance Officer, usually the Senior Education Officer with knowledge of the subject. This officer provides recommendations and rankings where necessary, based on information about key attributes, experience and principals' endorsements.
- Recommended applicants are presented to the District Committee of Principals.
- The District Committee of Principals may seek further advice at this time through the District Coordinator.
- After considering advice provided by quality assurance officers, the District Committee of Principals makes decisions about appointments and approves the appointment of panellists.
- The District Coordinator notifies successful and unsuccessful applicants.

## 5.3 District Committees of Principals

The District Committees of Principals make recommendations for appointments to review panel membership on behalf of the principals in each district. There is one committee for each district.

### 5.3.1 Role and membership

A small committee of principals is formed in each district to consider applications for review panel chairs and members of district review panels.

Committee members represent all other principals in the district. For this reason, the committee consists of three to five members, with a balance of:

- school sectors

- geographic location (where applicable).

Members of the committees should have knowledge of review panel processes and be supported by their peers within the district.

The term of appointment is for a period of three years.

The maximum tenure on the committees is three consecutive three-year terms.

### **5.3.2 Selection and appointment of principals to the committees**

The QCAA advertises vacancies on the District Committees of Principals and seeks applications (expressions of interest) from principals in each district approximately every three years.

Applications are also sought at other times to fill vacancies that arise due to members being on leave or resigning from the committee.

The Chief Executive Officer of the QCAA approves appointments to District Committees of Principals.

Applicants are advised of the outcome in writing by the QCAA.

The Chair of each District Committee of Principals is nominated and appointed by members of the committee.

## **5.4 Panel renewal or new panels**

When all positions on the review panel are vacant, a slightly different process for selection and appointment occurs.

- All applications are provided to the relevant Quality Assurance Officer and the Manager, Services Coordination for recommendations.
- Applications and recommendations are provided to the District Committee of Principals, including recommendations for the review panel chair.
- A meeting of the District Committee of Principals is convened by the District Coordinator to consider, discuss and select suitable applicants for appointment from all information received.

The Director, Curriculum Services Division approves the appointment of review panellists and review panel chairs.

## **5.5 Appeals and feedback**

For all selection processes:

- all applicants are advised of the outcome of the selection process by the District Coordinator
- feedback is provided for applicants on request by officers of the Services Coordination Unit
- appeals against review panel chair appointments are heard by the Director, Curriculum Services
- appeals against review panellists' appointments are heard by the Manager, Services Coordination.

## 6 Performance management

The *Code of Conduct for the Queensland Public Service* informs performance management and applies to all QCAA permanent, temporary and casual employees, including employees on leave. Review panellists are casual employees of the QCAA. The *Code of Conduct* is available on the QCAA website at: [www.qcaa.qld.edu.au/about/corporate-policies/code-of-conduct](http://www.qcaa.qld.edu.au/about/corporate-policies/code-of-conduct).

At times, the QCAA may need to discuss issues of performance management with review panel members, which could include:

- demonstration of key attributes
- workplace behaviour and personal conduct
- breach of confidentiality
- conflict of interest
- unethical conduct.

The outcomes of performance management discussions may result in the QCAA providing the review panel member with further training and support.

Where there is a performance issue, the QCAA will advise the review panel member of the concern, and may end the review panellist's membership.

# 7 Leave, transfer or resignation

All review panel members are required to advise the QCAA in writing if they are going on leave, transferring to another school or district or if they resign from a review panel.

## 7.1 Leave

While on leave from their school, review panel chairs and members can choose to remain on review panel provided that the period of leave does not exceed 12 months. If a review panel member is on unpaid leave from their school, they can be paid at the standard hourly rate for reviewing for attending review panel training, monitoring and verification meetings.

## 7.2 Transfer

Review panel members should notify the QCAA in writing if they are transferring or if they take up a position at a new school.

A review panellist who wishes to continue their membership of a district or state review panel is required to contact the District Coordinator in the new district and request a *Request to transfer — Review panel member* form.

Continued membership or appointment to another district is dependent on endorsement by the principal at the new school.

## 7.3 Resignation

Members resigning from review panels should forward written notification of their resignation to the relevant District Coordinator or the Senior Services Coordination Officer.



## 8 Remuneration and training

QCAA is committed to paying review panel members for work they do for the Authority outside the hours of panel meetings and training.

These payments include an annual review panel chair allowance and reviewing payments at an hourly rate for a maximum of two hours for reviewing work programs and monitoring, verification and random sampling submissions.

### 8.1 Part-time teachers

Review panel members who work part time and are not paid by their employing school while they are participating in review panel duties (excluding verification day for teachers in Queensland state schools), are entitled to remuneration for the work they complete for the QCAA.

To meet financial accountability requirements, review panellists are required to complete and submit a claim form for the hours they work for the QCAA and provide supporting documentation from their school (signed by their principal) specifying the details of their part-time hours, including the days and hours they normally work.

### 8.2 Review panel training

Panellists are required to attend review panel training and other training meetings related to their role. Review panel training provides advice and support to review panels on moderation processes, quality assurance, assessment design and application of standards.

Review panel training seeks to:

- work in partnership with school communities to support external moderation processes
- provide training, support and clarification of the role, scope and processes associated with review panel membership.

Online review panel training videos provide information to new and existing district and state review panellists. They are available on the QCAA website at:

[www.qcaa.qld.edu.au/senior/moderation-hub/panels/online-panel-training](http://www.qcaa.qld.edu.au/senior/moderation-hub/panels/online-panel-training).