# Government of South Australia LogoSACE Board Logo Guidelines for approving community-developed programs

The SACE Board’s criteria for recognising the quality of learning and assessment designed by other learning providers are consistent with criteria for accrediting the learning and assessment design of Board-accredited subjects. The SACE Board recognises provider-developed programs that offerstructured learning programs that result in the attainment of a quality-assured certificate or award.

The SACE Board refers to recognised programs of learning as Board-recognised courses. In recognising courses in which the achievements of students can contribute towards the SACE, the SACE Board considers the complementarity of each course’s aims and outcomes with the legislative principles of the Board, and the stated purposes of the SACE.

Recognition is not granted against Exploring Identities and Futures (Stage 1), the literacy or numeracy compulsory requirements, Activating Identities and Futures (Stage 2), or the requirement for 60 credits at C grade or better at Stage 2.

Principles for recognition of a program

* That the recognition of learning is consistent with the principles, requirements and standards of the SACE.
* The amount and level of recognition of learning maintains and enhances the integrity of the SACE.
* The recognition arrangements recognise substantial student learning that does not replicate a SACE Board approved subject.
* The recognition arrangements promote diverse pathways.
* The recognition arrangements do not exclude or restrict equity of access to students.
* The endorsed program balances the opportunity for students to personalise their SACE and at the same time maintain coherence of the SACE.
* The endorsed program focuses on the learning achieved. The specific learning outcomes of a program indicate what participants should know, understand or be able to do at the completion of the program.
* The recognition arrangements promote opportunities for students to progress the development of SACE capabilities.
* Judgments made about learning achieved in the program are made against student evidence of learning.
* The endorsed program is of a standard consistent with senior secondary expectations with regard to nature, scope and complexity.
* A program is endorsed for 10 or 20 credits dependent on the duration of learning and assessment being similar to SACE-accredited learning of 60 or 120 hours.
* Certification of student achievement in Board-recognised courses is conducted on the basis of satisfactory completion and the achievement of the relevant course standards and competencies.
* The quality assurance processes of learning providers maintain the integrity of student results.
* The SACE Board makes decisions about the value of learning that has taken place in terms of:
	+ Number of SACE credits
	+ SACE level – Stage 1 or Stage 2
	+ Standard achieved

The student and the school, in collaboration with the program provider, will supply documentation of evidence of the satisfactory completion of community learning to the SACE Board. Evidence of community learning must be verified as current by the relevant program provider.

The recognition process is based on the principles of fairness, transparency and consistency.

Criteria for approving recognised programs

* The program does not duplicate a SACE Board accredited subject. Applicants must provide a clear rationale and statement of purpose for the program, including how it will meet the needs of students.
* The program provides an opportunity for students to personalise their learning.
* The program provides the opportunity for students to progress the development of SACE capabilities.
* The program rationale outlines the characteristics of the students the program is intended to support, identification of any enrolment criteria or eligibility requirements and a description of appropriate post-program opportunities or pathways.
* The program provides a detailed description of formally documented curriculum. The program must involve a coherent series of activities/lessons/learning events that result in the achievement of specified learning outcomes.
* The program is of a standard consistent with senior secondary expectations:
	+ the level of learning and assessment is similar to that of SACE-accredited learning. [[1]](#footnote-1)
	+ the duration of learning and assessment is similar to that of SACE-accredited learning.[[2]](#footnote-2)
* The program details specific learning outcomes and indicates what participants should know, understand and be able to do at the completion of the program.
* The program clearly indicates what constitutes successful completion. It focuses on learning achieved, not merely participation in activities.
* Relevant standards outlining what is satisfactory achievement are documented.
* The program ensures assessment processes applied to students’ achievements in the proposed course promote validity, reliability and fairness.
* The program describes what evidence is required to inform judgments about the learning achieved by students in relation to the identified learning outcomes.
* Details about the process to gather evidence from students and the quality assurance processes of the provider to ensure integrity of results is provided in documentation.
* The program details the relevant qualifications and experience of those delivering the program and provides a description of how relevant legislative obligations regarding Occupational Health & Safety or duty of care (Working with Children Check, RHAN) will be addressed.
* The application includes a description of the facilities or resources available to support the delivery of the program.
* Details of strategies and processes to support student attendance, participation and achievement are outlined in documentation.

The application approval process

* Applications for the recognition of Community Developed Programs must be submitted to the SACE Board by **1** **August** for delivery in the following year.
* The SACE Board will review the application and the accompanying supporting documentation.
* The SACE Board will consider whether an application clearly outlines how the program addresses each of the criteria for recognition.
* The SACE Board will notify applicants of the outcome of their application in the October prior to commencement of the program.
* Applications may be endorsed, deferred, or rejected. Where applications are deferred providers will have the option to resubmit their application with the necessary amendments.
* Evidence of quality assurance processes that will be considered include:
	+ program documentation that provides details of the knowledge, skills and/or qualities that students will develop as a result of participating in the program
	+ assessment documentation that outlines how student learning will be assessed or measured
	+ processes for accrediting qualifications
	+ support that will be available to students enrolled in the program
	+ the expertise and qualifications of trainers/mentors
	+ the processes for ensuring equity and reliability in assessments
	+ expectations about facilities needed to deliver the course
	+ record-keeping, reporting, and certification.
* The SACE Board may endorse a program for a period of up to three (3) years.
* Some programs may be provided with an initial approval period of 12 months in order for the provider to demonstrate a capacity to effectively implement the approved program.
* Providers will need to resubmit an application addressing guidelines and criteria relating to the endorsement of the program by 1 August of the year preceding the expiry date of the program.

The SACE Board will monitor student enrolments during the course of the program; where enrolments are insignificant the SACE Board may revoke endorsement or reject renewal of a program.

1. Stage 1 – foundational/exploratory/introductory

 Stage 2 – advanced/perceptive/independent/complex/increased metacognitive demand [↑](#footnote-ref-1)
2. 10 credits – 60 hours; 20 credits – 120 hours [↑](#footnote-ref-2)