Guidelines for the Development of New Subjects Policy

Introduction

The SACE Accreditation, Recognition, and Certification Policy defines the framework for the accreditation of subjects, the recognition of learning, and the certification of the requirements for completion of the South Australian Certificate of Education (SACE).

The SACE Board accredits, recognises, and certifies learning that meets the diverse needs and interests of students and offers young people rigorous, practical, and engaging pathways from school to further and higher education, training, work, and the community.

The SACE Board provides for the accreditation, recognition, and certification of learning by means of:

1. Board-accredited subjects, which are accredited and quality assured by the Board for teaching, learning, and assessment in schools.
2. Board-recognised courses, which are accredited and quality assured by other education and/or training providers and recognised by the Board for SACE completion.

The diagram below shows the distinction between Board-accredited subjects and Board-recognised courses:

**Subjects**

(including new subjects)

local programs

(nine subject outlines)

integrated programs

Board-accredited Subjects

Board-recognised Courses

* VET
* interstate and overseas courses
(IB, VCE, HSC, etc.)
* university studies
* literacy and numeracy courses
* community learning courses
* provider-developed courses (schools,
institutions, authorities, or organisations)

The Board commissions, develops, and accredits many subjects. These Board-accredited subjects are developed according to the SACE Learning and Assessment Design Policy.

Note: Commencing in 2014, the SACE Board commissioned the development and accreditation of some subjects that integrate senior secondary Australian Curriculum content. In most cases, once accredited by the SACE Board, the subjects with Australian Curriculum content will replace existing Board-accredited subjects.

A complete list of Board-accredited subjects is on the SACE website.

These guidelines outline the procedures for the development of new subjects. Once accredited, these new subjects will be added to the list of Board-accredited subjects and made available for teaching in all schools.

Relevant Legislation

The Board operates under the authority of the SACE Board of South Australia Act 1983. Section 15 (1) of the act sets out the functions of the Board. The functions that relate to this policy are:

(d) to accredit subjects and courses (whether prepared at the direction of the Board or submitted to it by a school, institution or other authority or organisation) that will be recognised by the Board as being suitable for the purposes of the SACE;

(f) to assess, in such manner and to such extent as the Board thinks fit, achievements in or satisfactory completion of subjects, courses or other requirements determined by the Board for the purposes of the SACE;

(g) to recognise, in such manner and to such extent as the Board thinks fit —

1. assessments of students made by schools, institutions or other authorities or organisations;
2. the achievements of a student in or towards completion of any activities or requirements recognised by the Board for the purposes of the SACE;

Guidelines

1. Schools, institutions, authorities, and organisations may initiate the development of new subjects to meet emerging needs. The SACE Board may also initiate the development of new subjects, such as in the case of the introduction of new subjects with Australian Curriculum content. Once accredited, these subjects will be made available to all schools.
2. Schools, institutions, authorities, and organisations are invited to apply to the SACE Board with their proposal to develop a subject. The SACE Board will discuss the proposal with the applicant and work in partnership in developing the proposal.
3. The SACE Board will consult and support the school, institution, authority, or organisation in preparing the draft subject outline.
4. The school, institution, authority, or organisation submits a draft subject outline that has been prepared according to the SACE Board’s guidelines.
5. A SACE Board review panel considers the documentation for the draft subject outline and prepares a submission for the SACE Board’s Accreditation, Recognition, and Certification Committee to consider.
6. The Accreditation, Recognition, and Certification Committee uses the following criteria when considering the documentation for the draft subject outline:

That the subject:
* supports the strategic directions of the Board.
* supports the maintenance and integrity of the SACE.
* develops the students’ capabilities for literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social development, ethical understanding, and intercultural understanding.
* provides opportunities for study in a new area of the SACE curriculum.
* is at least consistent with the legislative principles of the SACE Board Act.
* may overlap with another Board-accredited subject, provided that the content could not be delivered through an existing Board-accredited subject.
* does not duplicate an accredited subject with Australian Curriculum content.
* is likely to increase participation in the SACE.
* is at Stage 1 and/or at Stage 2 level.
* cannot be taught through an existing Board-accredited subject.
* promotes the development of the student’s literacy and numeracy skills.
* has a subject outline structured with the following headings:

Capabilities

Learning Scope and Requirements

Learning Requirements

Content

Assessment Scope and Requirements

Assessment Design Criteria

School Assessment

External Assessment (Stage 2)

Performance Standards.

1. The Accreditation, Recognition, and Certification Committee recommends to the Board the accreditation of the proposed subject.
2. The SACE Board accredits the subject.
3. The SACE Board makes the accredited subject available to all schools, in the same way as it makes other Board-accredited subjects available.
4. The SACE Board publishes the subject outline.
5. Once the subject is accredited and available, students enrol in the new subject and have their achievements reported against its name.
6. A subject that is accredited at Stage 2 level will be considered in the light of requirements for entry into further and higher education and training.