

SACE Board of South Australia SACE Policy Framework

Introduction

The South Australian Certificate of Education (SACE) aims to provide a world-class senior secondary qualification signifying that each student possesses the knowledge, skills, and capabilities to participate fully as informed citizens in their communities, the economy, and society.

The South Australian Certificate of Education (SACE) is designed to enable students to:

- develop the capabilities to live, learn, work, and participate successfully in a changing world
- plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities
- build their knowledge, skills, and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations.

SACE policies, as approved by the SACE Board of South Australia, define the learning and associated standards for completion of the South Australian Certificate of Education. The Board approves the policies in accordance with its legislated functions, as defined in Section 15 (1) of the *SACE Board of South Australia Act 1983*. These functions are included in Attachment 1.

The three central policies defining the SACE are the:

- SACE Accreditation, Recognition, and Certification Policy
- SACE Learning and Assessment Design Policy
- SACE Assuring Assessment Integrity Policy.

Key Features of the Policy Framework

The SACE policy framework is underpinned by the following key features:

Diversity of students SACE policies acknowledge that students bring to their senior secondary education diverse abilities, skills, and experiences. The SACE is designed to provide each student with a successful pathway from school to further education, training, work, and citizenship. In particular, the SACE aims to achieve equitable outcomes, particularly for Aboriginal students and for students who are experiencing poverty or who are studying in remote locations.

Different places of learning SACE policies acknowledge that senior secondary students can learn in different places, including schools, registered training organisations, higher education institutions, workplaces, and the community. The policies enable the Board to recognise those courses that other providers accredit as well as the subjects the Board accredits. SACE policies allow students to include credits that are gained through vocational education

and training and community learning, acknowledging that the SACE provides opportunities outside school.

Personalisation of learning

SACE policies address the diversity of senior secondary students and their different places of learning by giving students opportunities to personalise their learning and build their future pathways. The personalisation of learning occurs by:

- providing a range of subjects and courses that are underpinned by the SACE capabilities
- requiring students to undertake Stage 1 Exploring Identities and Futures
- requiring students to undertake Stage 2 Activating Identities and Futures
- requiring literacy and numeracy skills, developed from a range of English and mathematics subjects and courses, sufficient to allow students to participate in further or higher education, as workers and community members
- providing subjects that enable the development of local programs that meet the interests and needs of students
- accrediting subjects and approving programs and/or courses that schools or other organisations submit to the Board
- recognising courses that providers other than the SACE Board have accredited.

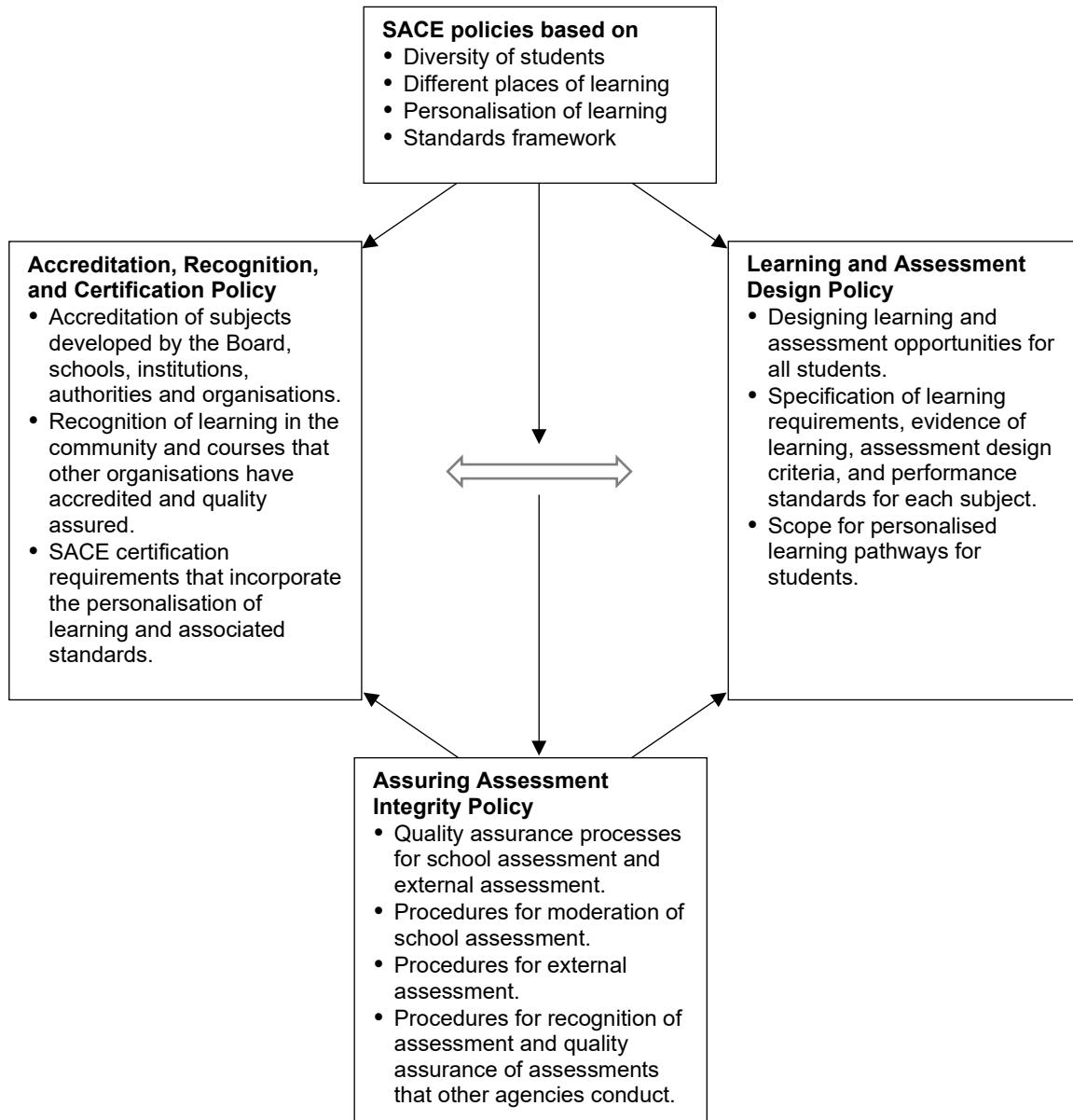
Applying rigorous and consistent standards

SACE policies base the personalisation of learning on rigorous and consistently applied standards to ensure that each young person develops the foundations for success in the future.

These standards are applied by:

- basing assessment decisions on performance standards that define levels of achievement
- reporting levels of achievement using an A to E grade scale for Stage 1 and A+ to E– for Stage 2
- requiring that students demonstrate literacy and numeracy skills with a C grade or better from a range of English and mathematics subjects and courses
- requiring that students complete 10-credit Stage 1 Exploring Identities and Futures with a C grade or better
- requiring that students complete 70 credits at Stage 2, including the 10-credit Activating Identities and Futures, with a C grade or better
- including a 30% external assessment component in every Stage 2 subject
- using moderation procedures for school assessment in the subjects that comprise the compulsory elements at Stage 1, and in all Stage 2 subjects.

The relationship between these underpinning features and the three SACE policies is shown in the diagram below.



SACE Accreditation, Recognition, and Certification 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 is awarded to all students who successfully complete their secondary education according to the requirements defined in the SACE Accreditation, Recognition, and Certification Policy. It is a qualification that is recognised around the world.

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

Accreditation

This policy defines a framework for the accreditation of subjects towards Stage 1 and Stage 2 of the SACE.

The Board provides subject outlines across nine learning areas: Arts; Business, Enterprise, and Technology; Cross-disciplinary; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics; Sciences.

The Board advises schools, other learning providers, and the community of its process for the development and accreditation of new subjects.

The Board determines an accreditation schedule on advice from the three schooling sectors and requests from schools and other learning providers. The accreditation schedule includes a cycle of subject monitoring and review.

Accreditation of a subject is described in terms of SACE level (Stage 1 or Stage 2) and the number of SACE credits awarded to the subject. The Board determines the value placed on a subject that is accredited to count towards completion of the SACE, according to the nature, scope, and complexity of the learning.

A 10-credit subject usually consists of approximately 60 hours of programmed teaching and learning time. It is generally considered to be a one-semester or half-year subject. A 20-credit subject usually consists of approximately 120 hours of programmed teaching and learning time. It is generally considered to be a full-year subject.

Schools may customise student learning through flexible delivery arrangements, for example, accelerated or compact programs, or additional teaching time, to meet the needs of specific groups of students.

The Board may also accredit subjects and/or courses for 5 credits, to meet specific student needs, or subjects and/or courses with greater numbers of credits (e.g. 30, 50, or 60).

Recognition

This policy defines a framework for recognition of learning towards the SACE that enables students to acquire knowledge, skills, and understanding through formal education and training or informal learning experiences in a variety of situations.

The Board advises schools, other learning providers, and the community of its process for the recognition of learning that providers other than the SACE Board have delivered and assessed. The Board respects the quality assurance processes of other providers (schools, institutions, authorities, or organisations) in guaranteeing the integrity of student results.

The Board refers to recognised programs of learning as 'Board-recognised courses', to distinguish them from 'Board-accredited subjects'.

The Board recognises courses that are within the scope of the Australian Qualifications Framework, including vocational education and training (VET) qualifications and/or units of competency. The Board also recognises learning such as:

- courses accredited, assessed, and quality assured by schools, institutions, authorities, or organisations, locally, interstate, or overseas
- self-directed community learning activities (which the Board assesses and quality assures).

The Board determines the number of credits that will be placed on learning that is recognised towards completion of the SACE and the level at which it will be recognised (Stage 1 or Stage 2), according to the nature, scope, and complexity of the learning.

The Board certifies student achievement in Board-recognised courses on the basis of satisfactory completion or achievement of the relevant course standards and competencies. This approach aligns with the use of performance standards for Board-accredited subjects in that a 'C' grade is taken to be equivalent to 'satisfactory completion or achievement of standards and competencies' of Board-recognised courses.

Students who include in their SACE any courses that are accredited, assessed, and quality assured by providers other than the SACE Board must meet the assessment and quality assurance requirements of those courses. The Board determines which of these courses are recognised towards completion of the SACE.

Certification

There is one senior secondary certificate of completion — the South Australian Certificate of Education.

The certification in the SACE is consistent with the Australian Qualifications Framework in relation to senior secondary certificates. Unless otherwise specified (e.g. in a language subject) all teaching, learning, and assessment is through the medium of English.

The Board issues the SACE to students who have successfully completed the requirements of the certificate. The Board determines, through its accreditation and recognition processes, the subjects and courses that will contribute to meeting the certification requirements of the SACE.

The certification of student learning is provided through the use of a credit system in which Board-accredited subjects and Board-recognised courses are awarded SACE credits. Students must achieve 200 SACE credits to complete the SACE. There is no upper limit on the number of SACE credits a student may accumulate.

There is no time limit on SACE completion.

SACE Requirements

The 200 credits required to complete the SACE comprise compulsory elements awarded a total of 110 credits and non-compulsory elements awarded a total of 90 credits.

- Compulsory elements awarded a total of 110 credits towards SACE completion

These are the Board-accredited subjects and/or Board-recognised courses that must be completed at least at the equivalent of 'satisfactory achievement' level; that is, a grade of 'C'* or better for all of the following:

 - Exploring Identities and Futures at Stage 1, awarded 10 credits (a compulsory Board-accredited subject)
 - literacy requirement — from a range of English subjects or courses at Stage 1 and/or Stage 2, awarded 20 credits (see below for details)
 - numeracy requirement — from a range of mathematics subjects or courses at Stage 1 and/or Stage 2, awarded 10 credits (see below for details)
 - Activating Identities and Futures at Stage 2, awarded 10 credits (a compulsory Board-accredited subject)
 - other Board-accredited subjects and/or Board-recognised courses at Stage 2, awarded 60 credits.
- Non-compulsory elements awarded a total of 90 credits towards SACE completion

These are the remaining elements of the SACE that are awarded a total of 90 credits towards SACE completion.

The non-compulsory elements must demonstrate a level of achievement (i.e. an A to E grade) in Board-accredited subjects, and the equivalent of 'satisfactory achievement' or achievement of relevant standards and competencies of Board-recognised courses. The non-compulsory elements may be completed at Stage 1 or Stage 2.

The Board maintains a list of accredited subjects and recognised courses on the SACE Board website.

The Board has accredited a set of modified subjects for students with identified intellectual disabilities. Eligible students are able to choose from this set of subjects, which includes the Exploring Identities and Futures: Modified, English: Modified, Mathematics: Modified, and Activating Identities and Futures: Modified, to complete the requirements of the SACE.

SACE Literacy and Numeracy Requirements

To meet the literacy and numeracy requirements of the SACE, students select from a range of accredited subjects and recognised courses.

For the literacy requirement, the subjects and courses include:

- English (Stage 1)
- English as an Additional Language (Stage 1)
- Essential English (Stage 1)
- any Board-accredited Stage 2 English subject.

*At Stage 2, a 'C' grade is defined as C+, C, or C-.

The Board also recognises courses that have a primary focus on literacy development and are referenced to the SACE literacy benchmark. These include:

- literacy courses from institutions, authorities or organisations
- English courses from other Australian states and overseas.

The Board has accredited an English: Modified subject outline for students with identified intellectual disabilities to meet the literacy requirement.

For the numeracy requirement, the subjects and courses include:

- Mathematics (Stage 1)
- General Mathematics (Stage 1)
- Essential Mathematics (Stage 1)
- any Board-accredited Stage 2 Mathematics subject.

The Board recognises courses that have a primary focus on numeracy development and are referenced to the SACE numeracy benchmark. These include:

- numeracy courses from institutions, authorities or organisations
- mathematics courses from other Australian states and overseas.

The Board has accredited a Mathematics: Modified subject outline for students with identified intellectual disabilities to meet the numeracy requirement.

The Board has endorsed the Australian Core Skills Framework level 3 descriptions in reading, writing, and numeracy as reference points for the SACE literacy and numeracy benchmarks.

To meet the literacy and numeracy requirement in a Board-accredited English or mathematics subject, students must gain a C† grade or better, according to the performance standards in the subject in which they enrol. To meet the literacy or numeracy requirement in a Board-recognised course in literacy or numeracy, the student must gain the equivalent of 'satisfactory achievement' or achievement of relevant standards and competencies in the Board-recognised course.

Recognition of Educational Exchange Programs

SACE students who participate in an educational exchange for all or part of a year are included in this category.

Students who undertake a full-year exchange program are eligible for up to 110 credits at Stage 1 (70 credits, plus 20 credits for meeting the literacy requirement, 10 credits for meeting the numeracy requirement, and 10 credits for Exploring Identities and Futures).

Students who undertake an exchange program for part of the year are able to gain up to 100 credits towards Stage 1 of the SACE. This does not include Exploring Identities and Futures.

Recognition of Exit Assessment – SACE Stage 2

The exit assessment provision is designed to provide a record of recognised achievement (reported on the Record of Achievement as 10 credits and 'granted') for students who leave school in the second half of the year or who have made a subject adjustment as a result of counselling after enrolments have closed.

There is no straightforward division of Stage 2 subject outlines into halves and therefore a recognised exit assessment will be recorded as 'granted' and not as a grade.

†At Stage 2, a 'C' grade is defined as C+, C, or C-.

Subsequent re-enrolment in and completion of the same subject in another year will cancel the recognition granted for that subject.

Students who gain an exit assessment in a Stage 2 English subject may count the 10 credits towards the literacy requirement of the SACE. Students who gain an exit assessment in a Stage 2 mathematics subject may count the 10 credits towards the numeracy requirement of the SACE. Students with a recognised exit assessment in a Stage 2 Board-accredited subject may count 10 credits towards the requirement for 60 credits at C– or better at Stage 2.

Recognition of Intensive English Learning Programs

The SACE Board grants credits for students who have successfully completed an intensive English learning program. Intensive English learning programs are required to be submitted to the SACE Board for approval before applications for recognition may be made.

Students can gain up to 40 credits at Stage 1 level for the successful completion of an intensive English learning program. Successful completion of an intensive English learning program is not sufficient to meet the literacy requirement of the SACE.

Recognition of Qualifications and Learning Experiences Undertaken by Adults

An adult student is a student who is at least 18 years old by 1 January of his or her final year of Stage 2 study and who has left school for at least one continuous year.

Adult students who complete their SACE will be awarded a maximum of 110 credits at Stage 1, which includes the compulsory subject Exploring Identities and Futures.

To gain the maximum number of credits, adult students are required to demonstrate that they have met the literacy and numeracy requirements from the range of options described in the SACE Accreditation, Recognition, and Certification Policy. One further option is to demonstrate that they have completed the literacy and/or numeracy requirements using folio(s) of evidence derived from a range of sources verified by the principal. This verification occurs against the SACE literacy or numeracy benchmarks. The Board has endorsed the Australian Core Skills Framework level 3 descriptions in reading, writing, and numeracy as reference points for the SACE literacy and numeracy benchmarks.

Adult students are granted 70 credits, plus 20 credits for demonstrating that they have met the literacy requirement, 10 credits for demonstrating that they have met the numeracy requirement, and 10 credits for Exploring Identities and Futures.

To complete the SACE, adult students are also required to gain:

- 10 credits by achieving a C† grade or better in the Stage 2 Activating Identities and Futures
- 60 credits by achieving a C† grade or better in Stage 2 Board-accredited subjects, or the equivalent of at least satisfactory achievement in Board-recognised vocational education and training courses
- 20 credits by achieving an E grade or better in other Board-accredited subjects, or the equivalent of at least satisfactory achievement in other Board-recognised courses, at Stage 1 or Stage 2.

†At Stage 2, a 'C' grade is defined as C+, C, or C–.

Recognition of International Baccalaureate Diploma Programme

The SACE Board has recognition arrangements for students who successfully undertake International Baccalaureate Diploma Programme (IBDP) courses, for up to 130 credits of the SACE. Recognition is not granted against Activating Identities and Futures (Stage 2) or the compulsory element of 60 credits at Stage 2.

Recognition is granted for courses completed at Stage 1 level on receipt of school reports describing the student's achievement levels (i.e. a grade 1 to 7). This documentation must be verified by the principal of the IBO school.

Recognition is granted for courses completed at Stage 2 level on receipt of documentation issued by the IBO describing the student's achievement levels (i.e. a grade 1 to 7) in particular subjects.

Recognition of Interstate and Overseas Senior Secondary School Qualifications

The Board considers applications for recognition from students with senior secondary qualifications from interstate or overseas.

Students can gain a maximum of 130 credits for an interstate or overseas qualification, of which up to 20 credits can be recognised at Stage 2.

Students who have successfully completed a full Australian or overseas senior secondary program that is considered the equivalent of Stage 1 will be granted up to 110 credits at Stage 1 (70 credits, plus 20 credits for meeting the literacy requirement, 10 credits for meeting the numeracy requirement, and 10 credits for Exploring Identities and Futures). Such students are required to demonstrate that they have met the literacy and numeracy requirements from the range of options described in this policy.

Students who enrol during Year 11 (Stage 1) may apply for some credits at Stage 1. The equivalent of one semester of Stage 1 study will be granted a maximum of 50 credits. Students who enrol at the start of, or during, Semester 1 are required to complete Exploring Identities and Futures, and demonstrate that they have met the literacy and numeracy requirements.

Students with interstate or overseas qualifications (including the International Baccalaureate Diploma), who begin their Stage 1 studies in Semester 2, or who undertake Stage 2 only, will be granted recognition against Exploring Identities and Futures.

Students who have partially completed Year 12 senior secondary school certificates from other states (e.g. the Victorian Certificate of Education, the Tasmanian Certificate of Education, or the New South Wales Higher School Certificate) may apply for credits at Stage 2 level; however, scores cannot be credited. If a Year 12 subject has been successfully completed, recognition will be granted towards SACE completion and an equivalent score will be calculated for tertiary admission purposes. Up to 20 credits can be recognised at Stage 2. Recognition will not be granted for Activating Identities and Futures (Stage 2) or for the compulsory 60 credits at Stage 2 level.

Overseas students undertaking the South Australian Certificate of Education International

To complete the SACE, overseas students undertaking the SACE International must meet the criteria for Programs 1 or 2 below.

Program 1 (In this program students must include the Stage 1 Exploring Identities and Futures and the Stage 2 Activating Identities and Futures)

- Complete at least 200 credits, comprising compulsory elements awarded 110 credits and non-compulsory elements awarded 90 credits.

The compulsory elements are Board-accredited subjects and/or Board-recognised courses that must be completed at least at the equivalent of 'satisfactory achievement' level; that is, a grade of 'C'† or better for all of the following:

- the Exploring Identities and Futures at Stage 1, awarded 10 credits (a compulsory Board-accredited subject)
- literacy requirement — from a range of English subjects or courses at Stage 1 and/or Stage 2, awarded 20 credits (see pp. 6–7 for details)
- numeracy requirement — from a range of mathematics subjects or courses at Stage 1 and/or Stage 2, awarded 10 credits (see pp. 6–7 for details)
- the Activating Identities and Futures at Stage 2, awarded 10 credits (a compulsory Board-accredited subject)
- other Board-accredited subjects and/or Board-recognised courses at Stage 2, awarded 60 credits.

The non-compulsory elements are the remaining elements of the SACE that are awarded a total of 90 credits towards SACE completion.

The non-compulsory elements must demonstrate a level of achievement (i.e. an A to E grade) in Board-accredited subjects, and the equivalent of 'satisfactory achievement' or achievement of relevant standards and competencies of Board-recognised courses. The non-compulsory elements may be completed at Stage 1 or Stage 2.

Program 2 (In this program, students have the choice to omit the Stage 1 Exploring Identities and Futures Plan and/or Stage 2 Activating Identities and Futures)

- Complete at least 200 credits, compulsory elements awarded 90 credits and non-compulsory elements awarded 110 credits.

The compulsory elements are Board-accredited subjects and/or Board-recognised courses that must be completed at least at the equivalent of 'satisfactory achievement' level; that is, a grade of 'C'* or better for all of the following:

- literacy requirement — from a range of English subjects or courses at Stage 1 and/or Stage 2, awarded 20 credits (see pp. 6–7 for details)
- numeracy requirement — from a range of mathematics subjects or courses at Stage 1 and/or Stage 2, awarded 10 credits (see pp. 6–7 for details)
- other Board-accredited subjects and/or Board-recognised courses at Stage 2, awarded 60 credits.

†At Stage 2, a 'C' grade is defined as C+, C, or C–.

The non-compulsory elements are the remaining elements of the SACE that are awarded a total of 110 credits towards SACE completion.

The non-compulsory elements must demonstrate a level of achievement (i.e. an A to E grade) in Board-accredited subjects, and the equivalent of 'satisfactory achievement' or achievement of relevant standards and competencies of Board-recognised courses. The non-compulsory elements may be completed at Stage 1 or Stage 2.

For an Australian Tertiary Admission Rank to be calculated, students must complete the SACE following either Program 1 or Program 2, and achieve at least 90 credits from Stage 2 subjects.

Recognition of Languages Courses

The SACE Board has recognition arrangements for students who successfully undertake specified beginners languages courses delivered by the School of Languages, South Australian Department for Education and Child Development (DECD).

A maximum of 20 SACE credits is granted at Stage 1.

Recognition is granted for students who gain a C grade or better (as determined by the School of Languages, DECD) for a course of 60 hours of teaching time (10 credits at Stage 1 level) or for a course of 120 hours of teaching time (20 credits at Stage 1 level).

Recognition is granted upon receipt of appropriate documentation of the student's achievements provided by the school in which the student is enrolled, or by the School of Languages, DECD.

Recognition of University Studies

The SACE Board has recognition arrangements towards the SACE, for university studies: satisfactory achievement in a semester or full-year undergraduate course undertaken at an Australian university. Providers offering 'university level' qualifications are no longer limited to universities only. The number of providers offering qualifications at Bachelor degree level, that is, Australian Qualifications Framework (AQF) levels 7, and above, is increasing. Providers offering higher education qualifications must be accredited by the Tertiary Education Quality and Standards Agency (TEQSA) which is Australia's independent national quality assurance and regulatory agency for higher education.

Recognition is granted for up to 20 credits of the SACE at Stage 2. Students are able to study a semester (10 credits), two semesters (20 credits), or a full-year subject (20 credits).

Recognition is not granted against the literacy and numeracy requirements or Activating Identities and Futures (Stage 2)*. The 10 or 20 credits are not able to count towards the requirement for 60 credits at a C grade or better at Stage 2.

Recognition is granted if the student has demonstrated that he or she has gained a 'satisfactory achievement' in that subject, in accordance with the university assessment and reporting processes.

Satisfactory achievement in any university subject will be reported as 'University Studies'. This entry will receive the designation 'granted' and the relevant number of credits.

Foundation courses do not count towards recognition of university studies.

Recognition of VET Qualifications

The SACE Board has recognition arrangements for students undertaking vocational education and training (VET) qualifications or units of competency from VET qualifications.

The SACE Board will calculate any SACE credits for the student in accordance with the Recognition Arrangements for Vocational Education and Training (VET) in the SACE policy.

Students can gain 10 SACE credits at Stage 1 or Stage 2 level (depending on the level assigned to the qualification or part qualification of the VET Recognition Register) for 70 nominal hours of VET successfully completed for a particular qualification.

This recognition applies only to VET qualifications, or units of competency within qualifications. Appropriate documentary evidence must be sighted by the SACE Board.

Reporting

The Board, in certifying completion of the SACE, is responsible for reporting accurate and reliable information about the achievement levels of students in Board-accredited subjects, and for reporting achievements in Board-recognised courses.

The Board reports student achievement in subjects and courses in terms of SACE credits.

The Board reports student achievement in Board-accredited subjects using A to E grades for Stage 1 and A+ to E- assessment levels for Stage 2. The Board reports student achievement in some Stage 1 and Stage 2 Board-accredited subjects (e.g. modified subjects) as 'completed'.

For Stage 2 Board-accredited subjects, the Board acknowledges the achievement of merit.

Achievement in Board-recognised courses is not reported as a grade or score but as 'granted' or 'completed' with the specified number of SACE credits.

The SACE Certificate and associated documents will show that a student has successfully undertaken a modified subject.

Certificate and Associated Documents

- The **Certificate** is a testamur that certifies that the student has fulfilled all of the requirements of the SACE and has been awarded the qualification. It includes the student's name, SACE registration number, date of issue, and is signed by the Chief Executive of the SACE Board of South Australia ('the Board').
- The **Record of Achievement** is an official transcript of the student's Stage 1 and Stage 2 results. This transcript is provided to all students who receive a result for at least one Stage 2 subject, or have been granted SACE credits for recognised learning. It includes results in SACE subjects and Recognised courses. The transcript displays the student's name, SACE registration number, date of issue, the year in which the subjects or courses were assessed, the results (signified by either a grade, 'granted' or 'completed') for each subject or course, and the number of credits (or 'credit value') gained for each subject or course.

SACE Learning and Assessment Design Policy

Introduction

The SACE Learning and Assessment Design Policy defines the framework for designing learning and assessment in the SACE to meet students' needs, interests, and aspirations, and to assure the integrity and standard of their learning achievements.

This policy is based on the following principles:

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| <i>Diversity</i> | The learning and assessment design values the diversity of life experiences and cultures that students bring to their learning. |
| <i>Flexibility</i> | The learning and assessment design is flexible and responsive to the diversity of students and learning contexts. |
| <i>Quality</i> | The learning design is learner-centred, promotes the integration of knowledge, and develops critical and creative thinking, understanding, and knowledge. |
| <i>Integrity</i> | The assessment design leads to assessments that are valid, reliable, and fair. |
| <i>Relevance</i> | Through the capabilities, students develop skills, knowledge, and understanding for success in the SACE and future pathways. |
| <i>Coherence</i> | The learning and assessment design enables students to plan coherent learning pathways through and beyond senior secondary education. |
| <i>Best Practice</i> | The learning and assessment design in the SACE supports quality teaching, learning, and assessment. |

The Learning and Assessment Design Framework is described through the:

- Design of Student Learning and Assessment in the SACE;
- Design of Personalised Learning Pathways in the SACE.

Design of Student Learning and Assessment in the SACE

SACE Learning Design Features

Learning design in the SACE is based on the understanding that students have diverse needs, aspirations and abilities; that they bring to their learning a diversity of life experiences and cultures; that they learn in different ways.

Through subjects and courses, the Board fosters the development of a common set of capabilities and skills to ensure that all students, whatever their learning pathways, are able

to develop and demonstrate the essential skills, knowledge, and understanding for success in the SACE and beyond.

Development of Capabilities

The capabilities comprise an integrated and interconnected set of knowledge, skills, and understandings that students develop and use in their learning through SACE subjects.

Capabilities, in the context of the SACE, include the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens.

Students develop their capabilities when they apply knowledge and skills confidently, effectively and appropriately in changing circumstances, both in their learning at school, and their training and lives outside school.

The seven capabilities that have been identified are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Literacy includes:

- text knowledge
- visual knowledge
- word knowledge
- grammar knowledge
- comprehending texts
- responding to texts
- creating texts.

Numeracy includes:

- estimating and calculating with whole numbers
- recognising and using patterns and relationships
- using spatial reasoning
- interpreting statistical information
- using measurement.

Information and communication technology capability includes:

- investigating with ICT
- communicating with ICT
- creating with ICT
- managing and operating ICT
- applying social and ethical protocols and practice when using ICT.

Critical and creative thinking includes:

- inquiring, identifying, exploring, and organising information and ideas
- generating ideas, possibilities, and actions
- reflecting on thinking, actions, and processes
- analysing, synthesising, and evaluating information.

Personal and social capability includes:

- self-awareness
- self-management
- social awareness
- social management.

Ethical understanding includes:

- understanding ethical concepts and issues
- reasoning in personal decision-making and actions
- exploring values, rights, and responsibilities.

Intercultural understanding includes:

- recognising culture and developing respect
- interacting and empathising with others
- reflecting on intercultural experiences and taking responsibility.

The Board provides opportunities for all students to develop and demonstrate their capabilities in:

- Exploring Identities and Futures (at Stage 1) and Activating Identities and Futures (at Stage 2). The design of these compulsory subjects of the SACE includes a specific focus on understanding, developing, and demonstrating specific capabilities
- all other Board-accredited subjects. The design of each subject outline includes descriptions of how the capabilities are developed through learning in the subject
- the range of Board-recognised courses.

Development of Personal Planning Skills

A key focus of the learning and assessment design of the SACE is the development of personal planning skills. The Board encourages these skills by requiring all students to undertake the Stage 1 subject Exploring Identities and Futures. This compulsory subject is designed to support all students to plan their personal and learning goals for the future and make informed decisions about their personal development, education, and training.

Development of Research Skills

A complementary focus of the development of personal learning skills is the development of students' research skills. The Board encourages the development of these skills by requiring all students to undertake the Stage 2 subject Activating Identities and Futures in an area of personal interest. Learning in this compulsory subject is designed to ensure that all students:

- build on their understanding and application of the capabilities
- develop self-directed learning skills that are essential for work, higher and further education and training, and lifelong learning.

Development of Literacy and Numeracy Skills

The importance of literacy and numeracy skills to lifelong learning and success in chosen pathways is the rationale for the design of the SACE that requires all students to demonstrate skills in literacy and numeracy. The Board defines the benchmarks for literacy and numeracy, and the criteria for accrediting subjects and recognising courses that students can count towards the compulsory requirements for literacy and numeracy in the SACE.

The SACE is designed to enable students to build on their literacy and numeracy skills by:

- choosing appropriate subjects or courses that focus on literacy and numeracy
- applying and extending their literacy and numeracy skills in each subject and course they undertake.

SACE Assessment Design Features

Assessment design in the SACE is based on the understanding that senior secondary assessment serves a range of purposes, depending on the pathways that students follow beyond the SACE. The range of student learning pathways through the SACE, and the different contexts in which they learn, promote a diversity of ways in which students are able to demonstrate evidence of learning.

Subject outlines are documents that describe the learning and assessment requirements of a particular subject. Each subject outline includes sections describing the:

- capabilities
- learning scope and requirements
 - learning requirements
 - content
- assessment scope and requirements
 - evidence of learning (organised in assessment types)
 - assessment design criteria
 - performance standards.

The capabilities, to varying degrees, are reflected in the elements of the learning and assessment design of a subject; that is, the learning requirements, content, evidence of learning, assessment design criteria, and performance standards.

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

Teachers design a set of assessments, according to specifications in the subject outline, that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning.

These guidelines include assessment types; that is, one or more assessment tasks that are grouped together to provide the evidence of ways in which a student has demonstrated his or her learning achievements against the performance standards. Thus the assessment types are designed to support the gathering of valid evidence against the learning requirements. The assessment types relate directly to the learning requirements and the performance standards.

The assessment design criteria are based on the learning requirements and are used by:

- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to demonstrate his or her evidence of learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their evidence of learning
- teachers look for as evidence that students have met the learning requirements.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features of the assessment design criteria by the completion of study of the subject.

The performance standards describe five levels of achievement that are reported with the grades A to E (Stage 1) or A+ to E- (Stage 2) at the student's completion of study of a subject. Each level of achievement describes the knowledge, skills, and understanding that teachers or assessors refer to in deciding how well a student has demonstrated his or her learning based on the basis of the evidence provided

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards. Teachers and students use the performance standards to decide how well each student has demonstrated his or her learning based on the evidence provided through the set of assessments (organised through assessment types). Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject, a decision is made by the teacher or assessor about the quality of the student's learning, demonstrated through the set of assessments, by:

- referring to the levels of achievement described in the performance standards

- assigning a grade based on the level that gives the best overall description of the student's evidence of learning.

School and External Assessment

Assessment of student learning is school based in all Board-accredited subjects at Stage 1, and is school based (70%) and externally assessed (30%) in all subjects at Stage 2.

The characteristics of school assessment are that:

- the assessment tasks are designed by the student's own teacher in accordance with the general assessment specifications approved by the SACE Board
- each individual student's performance is assessed by the student's own teacher
- assessments of students' performances are moderated by processes developed by the SACE Board.

The characteristics of external assessment are that:

- the assessment specifications for the external assessment tasks are approved by the SACE Board
- each individual student's performance is assessed by at least one person, appointed by the SACE Board, who is not the student's own teacher.

The design of assessment in the SACE includes school assessment (100% at Stage 1 and 70% at Stage 2) as this form of assessment:

- values teachers' skills in designing assessment
- allows teachers to provide immediate feedback to the student about the quality of his or her learning
- values teachers' judgments in making decisions about the quality of student learning based on evidence
- allows for a wide range of evidence, some of which is not easily undertaken under external conditions.

The Board has mechanisms for monitoring and assuring the consistency of teachers' assessment decisions across schools. The Board supports these processes by providing exemplars of typical assessments against standards and by conducting quality assurance activities.

The design of assessment in the SACE includes 30% external assessment for all Stage 2 subjects as this form of assessment:

- allows for evidence to be gathered under common conditions
- contributes to the range of evidence to be provided
- provides an additional mechanism for ensuring comparability of standards
- allows for the judgment of the quality of learning to be made by someone other than the student's teacher; that is, it allows the student to demonstrate his or her learning to others outside the immediate learning environment. This is an important part of the learning process and adds a sense of authenticity to the completion of the assessment task.

Thus, both school assessment components and external assessment components contribute to providing evidence of student learning. Achievements in school assessment and external assessment are referenced against a single set of performance standards for each subject.

Quality assurance processes are put in place for both the school assessment components and the external assessment components.

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Design of Personalised Learning Pathways in the SACE

In response to the diversity of students and the range of different contexts in which they learn, the certificate is designed to provide opportunities for students to personalise their learning pathways through the SACE.

The certificate is designed to enable students to personalise their learning by:

- choosing from subjects accredited by the Board
- choosing from courses accredited by other learning providers and recognised by the Board
- maximising the flexibility of the structure of the certificate.

Board-accredited subjects

In following their pathway through the SACE, students are able to access a range of subjects. The Board designs learning and assessment in the SACE through subjects organised into nine learning areas. The Board develops and accredits a range of subjects in each of the learning areas it defines. The learning and assessment scope and requirements of each subject are described in subject outlines.

A subject outline may be developed centrally by the Board, initiated and developed by a school, institution, authority or organisation or commissioned by the Board. All subject outlines, whether centrally or locally developed, must be accredited by the Board for inclusion in the SACE. Once accredited, subjects are available to all schools.

The Board also develops and accredits a subject outline in each of the learning areas, to provide a framework for the development of local programs.

The subject outlines that the Board accredits form the basis of teaching, learning, and assessment programs delivered in schools.

The Board defines processes for the central and local development of subject outlines for accreditation, and the approval of teaching, learning, and assessment programs, including local and integrated programs.

The Board provides a set of subject outlines, called modified subjects, specifically designed to meet the needs of students whose identified intellectual disabilities, as defined under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, prevent them from gaining access to the learning and assessment requirements of the range of subjects accredited by the Board.

The Board also provides a range of subjects designed to meet the language learning (including English as an Additional Language) needs of students at different levels, consistent with the provision of languages agreed by the Australasian Curriculum, Assessment and Certification Authorities (ACACA).

Board-recognised courses

In following their pathway through the SACE, students are able to access a range of courses. In acknowledging that senior secondary students can learn in different places — schools, registered training organisations, higher education institutions, workplaces, and the community — the Board defines processes for recognising learning and assessment designed by providers other than the Board.

These 'Board-recognised courses' include:

- courses accredited, assessed, and quality assured by schools, institutions, authorities, or organisations, locally, interstate, or overseas

- self-directed community learning activities.

The Board's criteria for recognising the quality of learning and assessment designed by other learning providers are consistent with the criteria for accrediting the learning and assessment design of Board-accredited subjects.

Personalised Needs

The SACE provides opportunities for schools to meet the personalised needs of their students by designing a range of pathways, which may be school based and/or connected to learning with other providers.

The Exploring Identities and Futures provides schools with a mechanism for planning personalised learning pathways with and for students. Data gathered from delivery of the Exploring Identities and Futures enable schools to plan the future learning needs of their students, including the range of subject and course offerings.

Schools are able to construct student learning programs in response to local needs, conditions, and interests by developing:

- local programs that allow for flexibility
- integrated programs that combine the teaching, learning, and assessment of two or more whole subjects around a common theme or focus.

The Board provides guidelines to schools for the development and approval of local programs and integrated programs.

The Board provides guidelines to schools, institutions, authorities, and organisations for the development and accreditation of new subjects.

The Board provides guidelines to schools, institutions, authorities, and organisations for the recognition of courses.

SACE Assuring Assessment Integrity Policy

Introduction

The SACE Assuring Assessment Integrity Policy defines the framework for assuring the integrity of the assessment and reporting of student achievement in the SACE.

For the purposes of the policy, 'assuring assessment integrity' is taken to mean the procedures that assure the community that assessment of learning in the SACE is fair, valid, and reliable.

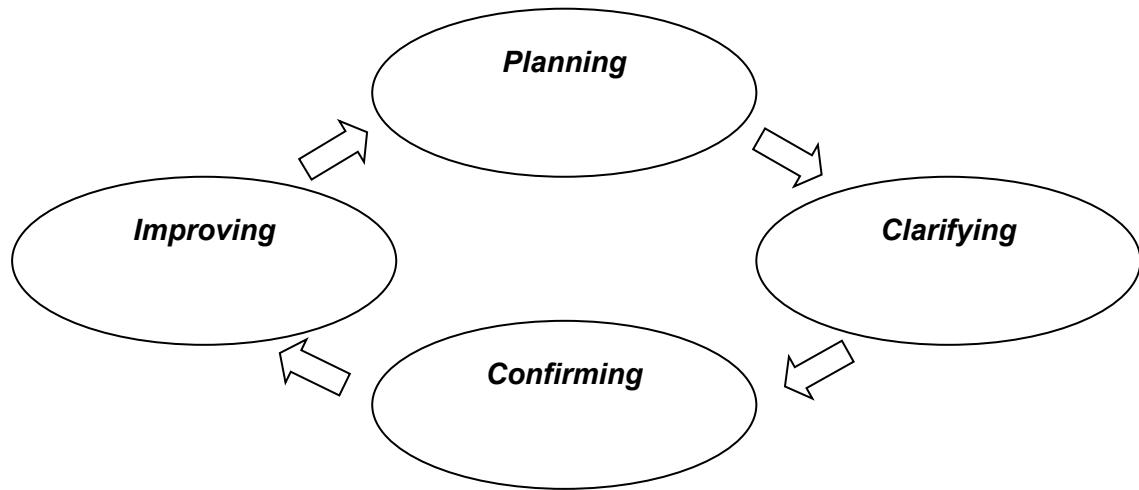
This policy is based on the following principles:

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| <i>Fairness</i> | The procedures for assuring the integrity of SACE assessments should be fair to students |
| <i>Transparency</i> | The procedures for assuring the integrity of SACE assessments are explicit and open to scrutiny |
| <i>Cooperation and collaboration</i> | Schools, other learning providers, and the SACE Board have a complementary responsibility for the management of procedures for assuring the integrity of assessments |
| <i>Interdependence and responsibility</i> | The procedures for assuring the integrity of SACE assessments are based on the interconnected and complementary responsibilities of the student, teacher or other provider, school leaders, and the SACE Board in the assessment process |
| <i>Comparability</i> | The procedures for assuring the integrity of SACE assessments maximise the consistent application of standards to all student assessment across all places of learning in the SACE |
| <i>Operationally manageable</i> | Procedures for assuring the integrity of assessments that contribute to the SACE are operationally manageable for schools, other learning providers, and the SACE Board, and are as cost-effective as possible without compromising the integrity of students' final results. |

The Board assures the integrity of assessments for subjects and courses in different ways, according to the levels of responsibility for quality assurance of accredited subjects and recognised courses.

Assuring the Integrity of Assessments for Board-Accredited Subjects

The procedures for assuring the integrity of SACE assessments in Board-accredited subjects are based on the following key phases:



Each of these key phases is based on the interconnected responsibilities of:

- the SACE Board
- schools
- students
- teachers
- school leaders.

These interconnected responsibilities represent the commitment of schools, the school sectors, and the SACE Board to work collaboratively to assure the integrity of SACE assessments.

SACE Board

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| SACE Board | <p>Planning</p> <ul style="list-style-type: none"> • preparing, publishing, and updating guidelines for the preparation of learning and assessment plans • providing assistance, when requested by school leaders, in guiding teachers' development of their learning and assessment plans. <p>Clarifying</p> <ul style="list-style-type: none"> • preparing and publishing guidelines for assuring the integrity of school and external assessments • providing standards clarification opportunities. <p>Confirming</p> <ul style="list-style-type: none"> • administering policy and procedures that relate to student or parent appeals or grievances • monitoring the authenticity of students' material submitted for assessment and appropriately intervening where required • managing the moderation of school assessment at Stage 1 for the compulsory requirements at the C grade, and checking that standards have been applied consistently and fairly to students' assessments across schools • managing the moderation of school assessment in Stage 2 subjects, and making adjustments to grades as required to ensure standards have been applied consistently and fairly to students' assessments across schools • managing the external assessment of Stage 2 SACE subjects, and making adjustments to grades and/or scores as required to ensure standards have been applied consistently and fairly to students' assessments <p>Improving</p> <ul style="list-style-type: none"> • preparing and publishing information about the moderation of school assessment in a form that helps teachers to strengthen the use of performance standards in their teaching • preparing and distributing to each school statistical data and qualitative feedback that enables the school to analyse and interpret their students' results and to use the data and feedback to guide improvement strategies • analysing the statistical relationship between school and external assessment components in Stage 2 SACE subjects to ensure the integrity of each component. • using the outcomes of each year's assessment cycle to analyse and improve its procedures for assuring the integrity of SACE assessments and to apply these improvements to the next cycle. |
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Schools

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| Students | <p>Planning</p> <ul style="list-style-type: none"> • developing their learning goals and pathways as part of their Exploring Identities and Futures • understanding the performance standards that apply to the evidence of their learning. <p>Clarifying</p> <ul style="list-style-type: none"> • seeking feedback from their teachers about the relationship of their learning to the performance standards • understanding the guidelines for ensuring that the material they provide for assessment is their own work. <p>Confirming</p> <ul style="list-style-type: none"> • taking responsibility for meeting the requirements set out in the subject outline • signing a declaration that the material they submit for assessment is their own work. <p>Improving</p> <ul style="list-style-type: none"> • using the results from their learning to inform and guide their learning goals. |
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| Teachers | <p>Planning</p> <ul style="list-style-type: none"> • preparing the learning and assessment plan for their subject, or selecting a pre-approved learning assessment plan provided by the SACE Board, and making it available to students • ensuring that the assessment opportunities provided in their teaching and learning program enable students to demonstrate the highest performance standards. <p>Clarifying</p> <ul style="list-style-type: none"> • providing feedback to students so they are helped in using assessment to improve their learning • ensuring that their interpretation and application of the performance standards for their subject and the design of assessments are comparable to those applied in other schools. <p>Confirming</p> <ul style="list-style-type: none"> • using procedures that verify that the material students submit for assessment is their own work • ensuring that their interpretation and application of the performance standards in their subject are comparable to those applied in other schools. <p>Improving</p> <ul style="list-style-type: none"> • analysing and using the results of the evidence their students' learning to strengthen their understanding and use of the performance standards in their teaching. |
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| School leaders | <p>Planning</p> <ul style="list-style-type: none"> • approving school-developed or adapted pre-approved learning and assessment plans • seeking assistance from the SACE Board to guide teachers' development of their learning and assessment plans. <p>Clarifying</p> <ul style="list-style-type: none"> • developing school procedures, based on SACE Board guidelines, for the consistent approach to ensuring the authenticity of student material submitted for assessment • supporting their teachers' participation in standards clarification opportunities. <p>Confirming</p> <ul style="list-style-type: none"> • ensuring the quality of assessment practices within their school • ensuring that assessment information is conveyed accurately to the SACE Board • verifying that the material students submit for assessment is based on the school's procedures and SACE Board guidelines for verifying the authenticity of student work • administering policy and procedures that relate to student or parent appeals and grievances • supporting their teachers' participation in moderation and external assessment activities managed by the SACE Board. <p>Improving</p> <ul style="list-style-type: none"> • analysing the results of the school's students to identify where assistance and support may be provided in the school's teaching and assessment program. |
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Assuring Assessment Integrity of Board-Accredited Subjects

To support teachers and schools in designing and administering assessments according to its stated principles, the SACE Board provides professional development training and support for school personnel to implement and assure the quality of SACE assessments.

In addition, the SACE Board develops resources, including annotated exemplars of student work, to support teachers' understanding and consistent judgments of performance standards. Such resources reflect best practice and a range of assessment contexts and approaches, and are updated regularly.

School Assessment

The SACE Board uses the following procedures to assure the integrity of school assessment:

- communicating assessment requirements, responsibilities, and expectations in a clear and timely manner
- helping in the provision of assessment training for teachers in their assessment of and for learning, and also helping teachers and school leaders in their quality assurance responsibilities
- providing pre-approved learning and assessment plans and support to help schools' quality assurance procedures
- providing exemplars of assessment materials referenced to the performance standards for each subject
- providing training and development in subject-specific performance standards for teachers (e.g. standards clarification activities)
- developing procedures and providing advice about the supervision and verification of student work
- developing procedures that support valid and reliable assessments by teachers in schools, including special provisions procedures and moderation guidelines
- providing opportunities for teachers to be trained and to participate in across-school moderation activities
- providing feedback and data to school leaders about the school's assessment standards.

Moderation of School Assessment

The SACE Board confirms students' final school assessment results through a process of moderation. Moderation is part of a broad set of quality assurance processes that support the integrity of students' final results. Moderation of teachers' assessment decisions is necessary to ensure that standards are applied fairly and equitably across schools.

Moderation processes use a sample of teachers' assessment decisions to confirm these decisions and make adjustments to grades where necessary. The moderation processes provide advice and feedback to schools that allow school leaders and teachers to review the effectiveness of their school assessment processes. The moderation processes provide the Board with the feedback and information necessary to monitor, review, and improve assessment opportunities.

External Assessment

The SACE Board uses the following procedures to assure the integrity of Stage 2 external assessment:

- communicating assessment requirements, responsibilities, and expectations in a clear and timely manner
- selecting and training teachers and subject experts as supervisors, setters, vетters, and markers to ensure consistent interpretation and application of performance standards
- developing and overseeing procedures for setting and vetting external assessments
- providing exemplars of assessments referenced to the performance standards
- providing training and development in subject assessment standards for teachers
- developing procedures and providing advice about the supervision and verification of student work
- developing special provisions procedures to support all students' access to assessments
- providing feedback and data to school leaders about school performance in assessments.

Assuring Assessment Integrity of Board-Recognised Courses

The SACE Board refers to recognised programs of learning as Board-recognised courses, to distinguish such programs from Board-accredited subjects.

The SACE Board recognises courses that are within the scope of the Australian Qualifications Framework, including vocational education and training (VET) units of competency.

The Board also recognises learning outside that scope, such as:

- courses accredited, assessed, and quality assured by schools, institutions, authorities, and other organisations
- self-directed community learning activities.

In recognising courses in which the achievements of students can contribute towards the SACE, the SACE Board takes into account the:

- likely relevance of the courses to students' personal learning goals
- complementarity of each course's aims and outcomes with the legislative principles of the Board, and the stated purposes of the SACE.

It also takes into account evidence of quality assurance processes, for example:

- curriculum and assessment documentation
- accreditation processes
- the expectations of teachers and the expertise and qualifications of trainers
- the expectations of teachers and supervisors of assessors
- the processes for enhancing reliability in assessments
- expectations about facilities needed to deliver the course
- record-keeping, reporting, and certification.

The SACE Board will develop protocols with community organisations whose assessments contribute to the SACE. Such protocols will include information about the:

- number of SACE units the course is granted and whether it is recognised at Stage 1 or Stage 2 level
- length of period of the recognition
- expectations of the SACE Board in terms of accreditation, assessment, and quality assurance
- requirement to notify the SACE Board of any changes to the recognised course.

The SACE Board recognises the accreditation, assessments, and quality assurance process in courses that form part of the qualifications under the Australian Qualifications Framework (e.g. certificates in the vocational education and training sector, and secondary school certificates), and the achievements in courses that are undertaken under the jurisdiction of established international educational organisations in other parts of the world.

Similar to the approach adopted to assure the integrity of assessments in Board-accredited subjects, the integrity of assessments of Board-recognised courses is dependent on the interconnected responsibilities of the:

- SACE Board and other learning providers with an accreditation function for the relevant course
- schools
 - students
 - providers (including teachers, trainers, lecturers, and employers)
 - school leaders.

Although Board-recognised courses vary in terms of accreditation, assessment processes, and quality assurance, the table below shows some of the common interconnected responsibilities that apply to assuring the integrity of assessments of courses.

SACE Board and other learning providers with an accreditation function for the relevant course

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| SACE Board | <ul style="list-style-type: none"> • putting in place recognition procedures that pay due attention to curriculum and assessment documentation; record-keeping, reporting, and certification; quality assurance processes; and learning access and equity provisions • seeking evidence of training of providers in assessment processes and procedures • supporting learning providers during the recognition process by having a clear and public process for recognition • ensuring that courses are awarded SACE credits commensurate with the nature, scope, and complexity of the learning • ensuring recognised courses are at Stage 1 or at Stage 2 level • providing a SACE Board register of recognised courses that is accessible and regularly updated • establishing protocols with other appropriate national and international learning providers • monitoring the recognition of courses. |
| Learning Providers | <ul style="list-style-type: none"> • putting in place monitoring systems to ensure that assessments are carried out to specified standards • ensuring that records, reporting, and certification processes of students' achievements are maintained • ensuring that providers of the courses have the appropriate qualifications and expertise • monitoring the facilities and equipment that providers use. |

Schools

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| Students | <ul style="list-style-type: none"> • ensuring that they are clear about the requirements of the course • ensuring that the materials they submit for assessment are their own work. |
| Providers (including teachers, trainers, lecturers, and employers) | <ul style="list-style-type: none"> • ensuring that they are clear about the curriculum and assessment requirements of the course • ensuring that they are clear about the assessment requirements for 'satisfactory completion' • ensuring that they are clear about the types of assessment evidence (e.g. workplace skills, competency based, written, visual, or oral skills) students need to demonstrate their achievements against specified standards or expectations. |

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| School Leaders | <ul style="list-style-type: none">ensuring that the courses students take are listed on the SACE websiteensuring that the learning providers have the scope to deliver the coursesensuring that assessment judgments teachers make, often in conjunction with community providers, are valid, reliable, and fairensuring that students' results are conveyed to the SACE Board in a timely mannerhaving in place guidelines that make it clear to students that the materials they submit for assessments are their ownunderstanding the quality assurance procedures of non-school providers of courses to SACE students and providing relevant SACE information as appropriate. |
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ATTACHMENT 1: BOARD FUNCTIONS UNDER THE SACE BOARD OF SOUTH AUSTRALIA ACT 1983

The functions of the Board as defined in Section 15 (1) of the SACE Board of South Australia Act 1983 are as follows.

- (1) The Board has the following functions:
 - (a) to establish a qualification (to be called the South Australian Certificate of Education or SACE) to be awarded by the Board after taking into account any requirements prescribed by the regulations;
 - (b) to determine the requirements for the achievement of the SACE;
 - (c) to commission the development and review of courses and subjects;
 - (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;
 - (e) to approve learning frameworks in order to provide the structures within which subjects and courses may be developed;
 - (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—
 - (i) assessments of students made by schools, institutions or other authorities or organisations;
 - (ii) the achievements of a student in or towards completion of any activities or requirements recognised by the Board for the purposes of the SACE;
 - (h) to assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE;
 - (i) to prepare and maintain records of assessments or achievements made or recognised by the Board and to provide, on request, a copy or extract of those records to a student or former student or to such other person as the student or former student may direct;
 - (j) to certify the successful completion by a student of any studies or other activities that contribute to qualifying for the SACE and, if or when the SACE has been achieved, to award the SACE;
 - (k) to prepare and publish—
 - (i) information on the requirements determined by the Board under paragraph (b); and
 - (ii) guidelines relating to the operation of paragraph (c); and
 - (iii) criteria to apply in connection with the accreditation of subjects or courses under paragraph (d) or the approval of learning frameworks under paragraph (e); and

- (iv) information on the assessment processes established under paragraph (f); and
- (v) advice on the assessments and achievements that will be recognised for the purposes of paragraph (g); and
- (vi) information on the quality assurance processes established under paragraph (h); and
- (vii) information on the method for gaining access to records under paragraph (i) and notifying achievements under paragraph (j).
- (l) to undertake or commission research related to any matter for which the Board is responsible and to publish the results or such research as the Board thinks fit;
- (m) to the extent determined by the Minister or the Board, to collect, record and collate information that is directly related to the participation (or non participation) of children of compulsory education age in secondary education, or training or development programs or opportunities, and, in relation to any such information —
 - (i) to provide the information to the Minister, or other authorities or organisations determined by the Minister; and
 - (ii) to publish the information in such other manner as the Board thinks fit;
- (n) to keep under review the operation of this Act and the policies and processes of the Board;
- (o) to perform other functions assigned to the Board under this or any other Act.