APPLYING FOR RECOGNITION OF SELF-DIRECTED COMMUNITY LEARNING

STAGE 2, OR COMBINATIONS OF STAGE 1 AND STAGE 2

KEY DATES 2017

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| *Round 1 (Term 2)* |  |
| Friday 12 May | Applications for recognition from students/schools due at the SACE Board |
| Friday 9 June | Student interviews for self-directed community learning completed |
| Monday 3 July | Central moderation completed |

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| *Round 2 (Term 3)* |  |
| Friday 25 August | Applications for recognition from students/schools due at the SACE Board |

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| *Round 2 (Term 4)* |  |
| Friday 27 October | Student interviews for self-directed community learning completed |
| Friday 17 November | Central moderation completed |

The key steps in this process are:

**1. Student and teacher discuss applying for recognition**

The student and teacher should have a preliminary discussion to see if an application for recognition of the student’s self-directed community learning is the optimal way of gaining credit for the learning, or whether the student might be better served by using another option in the SACE curriculum, such as Community Studies or Workplace Practices.

**2. Student completes the application form**

If the student decides this is the most suitable option, he or she completes the form Recognition Application: Recognition of Self-directed Community Learning. See the SACE website (www.sace.sa.edu.au).

***Please note that it is the student’s responsibility to complete the form, in particular the ‘Statement of Learning’.***

**3. School sends the application form to the SACE Board**

* Round 1 applications are due at the SACE Board by Friday 12 May.
* Round 2 applications are due at the SACE Board by Friday 25 August.

**4. The SACE Board notifies the student of approval for an interview**

The SACE Board processes the application and determines whether an interview is warranted.

**5. The SACE Board initiates arrangements for the interview with the school**

The SACE Board contacts the teacher to coordinate a meeting time and place at the school or another educational setting with the SACE Board assessor(s) and the student.

**6. Teacher assists student to prepare for the interview**

Teacher(s) meet with the student to prepare him/her for the interview. This meeting may consider:

* learning and assessment framework, assessment criteria, and performance requirements for the nominated areas of learning (available on the website).
* the type of evidence appropriate for the interview. Students should think carefully about organising their evidence in a particular way to make a point to the assessor(s), or to draw the attention of the assessor(s) to a particular aspect of their learning
* the preparation of planning notes and a portfolio to take to the interview. Students can provide evidence in a variety of ways, for example, written work, referee statements, PowerPoint presentations, video clips, and community awards and certificates.

**7. Student is interviewed**

The assessor(s) will inform the student at the beginning of the interview that the student is in control of how the evidence is provided, and when the interview will end.

All information that is presented at the interview is treated confidentially. The assessor(s) will make notes, record the interview electronically, and make a written record of evidence. The assessor(s) will consider the nature and scope, and level of complexity of the learning indicated by the evidence. As a guide, the maximum number of credits that can be granted in a single interview are 20 credits.

**8. Assessor(s) report the recommendation to the SACE Board**

The assessor(s) will provide the interpretive summaries, electronic records, and completed performance checklists (available on the website) for the SACE Board’s moderation process as required.