

## Developing Local Programs and Integrated Programs – Guidelines

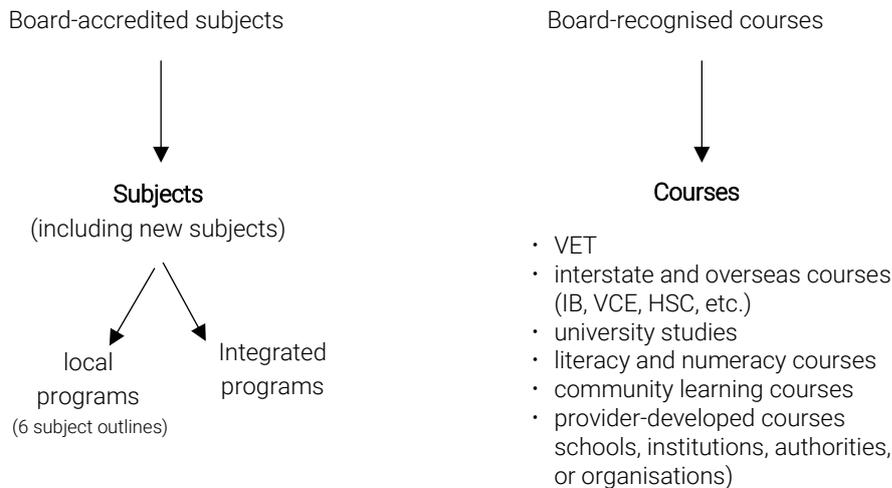
The SACE Accreditation, Recognition, and Certification Policy defines the framework for the accreditation of subjects, the recognition of learning, and the certification of the requirements for completion of the South Australian Certificate of Education (SACE).

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:



These guidelines focus on the development of integrated programs that give flexibility to the delivery of Board-accredited subjects.

Each Board-accredited subject is described in a subject outline. Schools may develop an integrated program that combines the learning and assessment requirements of two or more whole subjects and still enables a student's achievement to be reported with reference to the original subject outlines

### 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 –
  - (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.

## Developing local programs

1. Local programs are teaching and learning programs constructed by varying the content and/or the school assessment component of certain Board-accredited subjects.
2. Schools may vary the content and/or the school assessment component of any one or more of the following nine Stage 1 and Stage 2 subject outlines:
  - Business and Enterprise
  - Creative Arts
  - Cross-disciplinary Studies
  - Health
  - Language and Culture
  - Society and Culture.
3. Schools may develop both 10-credit and 20-credit local programs from the subject outlines listed above, at Stage 1 and at Stage 2.
4. Schools may use different names for their local programs; however, when reporting student achievement in local programs, the SACE Board will use only the names of the subject outlines from which they have been derived (listed in point 2 above).
5. The content and/or the school assessment component of the subject outline may be varied for a local program; however, the learning requirements, assessment design criteria, external assessment component (for Stage 2), and performance standards specified in the subject outline may not be varied.
6. The SACE Board requires the following documentation for a local program:
  - a learning and assessment plan
  - a description of the content that has been varied
  - a description of the school assessment component that has been varied, organised in assessment types with weightings.
7. The SACE Board will, if requested, work in partnership with the school in preparing a local program.
8. The SACE Board receives and endorses the local program.
9. The school prepares and endorses the:
  - learning and assessment plan

- description of content
  - description of the variation to the school assessment component for approval by the SACE Board.
10. All programs derived from the same subject outline, whether or not they follow the recommended content and the school assessment component, are quality assured in the same way. For example, all programs (local programs and others) derived from the subject outline for Stage 1 or Stage 2 Health have the same moderation processes applied to their school assessment component, and all students undertake the same external assessment at Stage 2.
  11. At Stage 2, schools are required to describe the assessment types and their relative weightings for local programs derived from any of the subject outlines listed in point 2 above.
  12. At Stage 2, local programs that vary the school assessment must retain the same number of assessment types and the associated weighting of each assessment type specified in the subject outline. Schools may either follow the names and details of the assessment types recommended in the subject outline for the school assessment component, or vary the names and details of one or more of the assessment types.
  13. At Stage 2, schools provide grades against each assessment type. Schools assign grades to each assessment type in accordance with their approved local program.
  14. Local programs may or may not be available, when the subject outlines for those subjects listed on p2 are renewed,

## **Developing integrated programs**

1. Schools construct integrated programs by combining two or more whole Board-accredited subjects in a single teaching and learning program.
2. Schools that want to integrate aspects of a subject or topics within a subject (rather than whole subjects) can derive programs from the subject outline for Integrated Learning or Cross-disciplinary Studies.
3. Integrated programs enable schools to vary their delivery of whole subjects.
4. Integrated programs can include any combinations of whole 10-credit and/or 20-credit subjects at Stage 1 or Stage 2 level.
5. Integrated programs make use of the flexibility in subject outlines, particularly the nine in which the content and/or the school assessment component may be varied.
6. It is possible to combine certain requirements across subjects in an integrated program. However, this process of combining does not diminish the importance of the learning scope and requirements, the assessment scope and requirements, and the performance standards of each subject.
7. The school may request the SACE Board's help in preparing integrated programs.
8. The SACE Board works in partnership with schools that want to develop an integrated program. The Board provides a form to help schools in documenting their integrated program.
9. In the planning phase the school submits a learning and assessment plan for the integrated program. If it prefers to do so, the school may submit an individual learning and assessment plan for each subject.
10. The school endorses the documentation for the integrated program and the SACE Board approves integrated programs for both Stage 1 and Stage 2, using the following criteria:

- A rationale and a purpose for the integrations are provided.
  - A learning and assessment plan is provided (either one learning and assessment plan for the integrated program or an individual learning and assessment plan for each subject in the program).
  - There are sufficient opportunities for students to meet each specific feature of the relevant assessment design criteria.
  - The integration of content and the school assessment component is congruent with the learning requirements, assessment design criteria, and performance standards of the subjects that make up the integrated program.
  - Evidence of learning that students provide can be referenced to each performance standard of each subject in the integrated program.
  - At Stage 2, it is possible to assign a grade to each assessment type described in each of the subjects that make up the integrated program.
  - The combined assessment tasks follow the Redrafting, Reuse of Assessed Work, and Assessment Deadlines and Submission Dates Policy.
11. Integrated programs at Stage 1 and/or Stage 2 are approved within 3 weeks of the start of teaching.
12. Each subject in an integrated program is quality assured in the same way as other Board-accredited subjects, that is:
- teachers have access to planning and clarifying opportunities (planning and clarifying phases)
  - assessors confirm the school's assessments (confirming phase)
  - schools receive feedback with the aim of improving performances (improving phase).
13. The evidence of learning that students need to provide for the integrated program must be able to be referenced to each subject at Stage 1 and to each assessment type in each subject at Stage 2. Teachers provide the materials required for each subject for quality assurance purposes (confirming phase). This could be done separately for each subject or collectively for all the subjects that make up the integrated program. At Stage 2, details of grades against each assessment type are required for moderation (confirming phase).
14. The achievements of students in each subject in the integrated program are referenced to the performance standards for the subject.
15. The school reports students' achievements in an integrated program as a whole. However, the SACE Board will report students' achievements only against the name of each subject outline. Each whole 10-credit and/or 20-credit subject that makes up an integrated program is reported by:
- name of the subject outline
  - grade
  - number of SACE credits.

The words 'integrated program' will not appear on the student's Record of Achievement.