

Recognition Arrangements for Courses in the SACE Policy and Procedures

1. Introduction

The SACE Board recognises and grants SACE credits for appropriate qualifications, subjects, courses, or learning experiences gained by local, interstate, or overseas students.

This policy and procedures sets out these appropriate qualifications, subjects, courses, or learning experiences, and outlines the process for recognition and granting of SACE credits. The policy and procedures are linked to the SACE Accreditation, Recognition, and Certification Policy, which 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).

2. Policy Principles

This policy is underpinned by the following principles:

1. That the recognition of learning is consistent with the principles, requirements, and standards of the SACE (consistency with SACE principles)
2. That the amount and level of recognition of learning maintains and enhances the integrity of the SACE (integrity of the SACE)
3. That the recognition arrangements balance the opportunity for students to personalise the components of the SACE and at the same time maintain coherence in the SACE (coherence in the SACE)
4. That the recognition arrangements promote diverse pathways but do not duplicate the pathways provided by the SACE (not duplicate identical pathways)
5. That the recognition process focuses on the learning achieved (achievement-focused)
6. That the recognition process takes into account the nature and scope of the learning and the complexity of the learning, and that judgments about the complexity of learning are made against evidence of learning (evidence-based)
7. That the certification of student achievement in Board-recognised courses is conducted on the basis of satisfactory completion and achievement of the relevant course standards and competencies, that is, that the certification aligns to the use of the C grade for Board-accredited subjects (satisfactory completion and achievement of course standards)
8. That the reporting of qualifications, subjects, courses, or learning experiences is consistent with the valuing of other, accredited learning towards the SACE (consistency in reporting learning)
9. That the quality assurance processes of learning providers in guaranteeing the integrity of student results are respected (quality assurance)
10. That the integrity of assessments of Board-recognised courses is dependent on the interconnected responsibilities of the students, school leaders, SACE Board, and other educational providers with an accreditation function with the relevant course (interconnected responsibilities)
11. That the recognition process is based on the principles of fairness, transparency, and consistency in the application of the procedures (equitable process).

3. 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:

- (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;

4. Policy Statement

The SACE Board of South Australia recognises and grants SACE credits for appropriate qualifications, subjects, courses, or learning experiences gained by local, interstate, or overseas students.

Recognition towards the SACE is reported as a number of SACE credits 'granted' and is not accompanied by a result (e.g. a grade or a score).

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 of 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.

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.

5. Procedures

The SACE Board recognises:

- community learning programs
- educational exchange programs
- exit assessment – SACE Stage 2
- intensive English learning programs
- the International Baccalaureate Diploma Programme
- interstate and overseas senior secondary school qualifications
- languages courses (School of Languages, Department for Education and Child Development)
- qualifications and learning experiences undertaken by adults
- university studies
- vocational education and training (VET) qualifications
- recognition of Aboriginal cultural knowledge and learning.

5.1 Recognition of Community Learning Programs

The SACE Board has the following recognition arrangements for students who successfully undertake community learning (from either community-developed programs or self-directed community learning):

- Recognition is granted for up to 90 credits at Stage 1 and/or Stage 2.
- Recognition is not granted against Exploring Identities and Futures (at Stage 1), the literacy and numeracy requirements, Activating Identities and Futures† (at Stage 2), or the requirement for 60 credits at C grade or better at Stage 2.

The procedures for recognised community-developed programs and self-directed community learning are outlined in the SACE Board's Recognition of Community Learning Policy.

5.2 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 to apply 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.

Students will need to demonstrate that they meet the literacy and numeracy requirements as described in the SACE Accreditation, Recognition, and Certification Policy, SACE Policy Framework.

Students will need to provide copies of letters advising of the exchange and subsequent certificates or final school reports or letters from the host school as evidence.

Exchange students should apply for recognition at Stage 1 using Form 12.

† Applies to Research Project in 2025.

5.3 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.

For 20-credit Stage 2 enrolments, schools must identify such students using the 'W' facility on the subject enrolment and assessment group confirmation list or the online results sheet and send an exit assessment form (Form 13) to the SACE Board when submitting the subject enrolment and assessment group confirmation list or the online results sheet. Each subject teacher is asked to declare that the students have satisfactorily completed (i.e. achieved a C– or better for all Stage 2 subjects) approximately half the program reflected in the learning and assessment plan and associated assessments.

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.

Evidence of student learning that validates the exit assessment must be retained in the school for 12 months for SACE Board auditing purposes.

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

Students with a recognised exit assessment in a Stage 2 English subject may count 10 credits towards the literacy requirement of the SACE.

Students with a recognised exit assessment in a Stage 2 mathematics subject may count 10 credits towards the numeracy requirement of the SACE.

5.4 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. Please note that the successful completion of an intensive English learning program is not sufficient to meet the literacy requirement of the SACE.

5.5 Recognition of International Baccalaureate Diploma Programme

The SACE Board has the following recognition arrangements for students who successfully undertake International Baccalaureate Diploma Programme (IBDP) courses:

- Recognition is granted for up to 130 credits towards the SACE. Recognition is not granted against Activating Identities and Futures† (Stage 2) or the compulsory element of 60 credits at Stage 2.
- A student who completes a full-year IBDP course is eligible to apply 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). Recognition for Exploring Identities and Futures is granted if a full-year, Stage 1 equivalent program has been completed or a student begins Stage 1 studies in second semester. A student who transfers to the SACE at the end of one semester of the equivalent of Stage 1 study is eligible for 50 credits.
- For any Standard Level (SL) or Higher Level (HL) course (e.g. Chemistry Standard level or Chemistry Higher level), students can gain a maximum of 40 credits: 20 credits at Stage 1 and 20 credits at Stage 2.

† Applies to Research Project in 2025.

- Recognition at Stage 1 is granted for students who gain a grade of 3 (out of 7) or better in the SL or HL course. Recognition at Stage 2 is granted for students who gain a grade of 4 (out of 7) or better for the SL and a grade of 3 (out of 7) or better for the HL course.
- Recognition towards the SACE is available for partial completion of an IBDP course (SL or HL). Students who exit from an IBDP course at the end of the first 60 hours of teaching/instruction time (or first semester) or 120 hours of teaching/instruction time (or second semester) will be granted 10 or 20 credits at Stage 1 level, respectively. SACE credits will be granted at Stage 1 if students demonstrate that they received a grade of 3 (out of 7) or better in the SL or HL course, on the basis of assessment evidence, as verified and quality assured by the principal of the school offering the IBDP course.
- The SACE Board reserves the right to audit the evidence of achievements, for the purposes of granting recognition towards the SACE, at these exit points (first 60 hours and 120 hours).
- There is no partial recognition beyond the first 120 hours of teaching time. Students are required to complete the SL or HL course to gain SACE credits beyond the first 120 hours of teaching time. To gain SACE credits at Stage 2 level, the students will need to provide evidence from the International Baccalaureate Organization (IBO) of the level of their achievements in the SL or HL course.
- Students who successfully undertake IBDP Language A1 HL (English), Language A1 SL (English), or English B (HL or SL) can count this achievement towards the SACE literacy requirement. Refer to 3, 4, and 5 above for a description of how SACE credits will be applied.
- Students who successfully undertake IBDP Mathematical Studies SL, Mathematics HL, or Mathematics SL, can count this achievement towards the SACE numeracy requirement. Refer to 3, 4, and 5 above for a description of how SACE credits will be applied.
- At Stage 2, if a student undertakes both a SACE Board-accredited subject and an IBDP course in the same area of study (e.g. SACE Board-accredited Biology and IBDP Biology (SL or HL)), only the SACE Board-accredited subject will gain credits towards the SACE.
- Students who gain a C grade or better for the IBDP Theory of Knowledge course will gain 10 credits at Stage 2.
- A student may apply for recognition of learning for one or more of the IBDP central requirements – Extended Essay and Creativity, Activity, Service – through the SACE Board’s community learning provisions (self-directed learning). That is, students seeking recognition for one or more of these learning experiences are required to provide evidence of their learning and attend an interview with SACE Board assessors to present and discuss their achievements. SACE credits can be gained for this community learning at Stage 1.

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. This documentation is sent to the SACE Board by the school. The SACE Board then recalculates the student’s university aggregate and reissues the student’s SACE Record of Achievement.

5.6 Recognition of Interstate and Overseas Senior Secondary School Qualifications

The Board considers applications for recognition from students with interstate or overseas senior secondary qualifications (including the International Baccalaureate Diploma).

In making an application, certificates or final school reports (translated into English if necessary) are required; students may seek this service from the Commonwealth Department of Immigration and Border Protection, or Government of South Australia, Interpreting and Translating Centre. Documents should clearly indicate the country where the study has occurred. Application forms with copies of documents (not originals) are to be submitted to the SACE Board for approval.

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 a range of options described in the SACE Accreditation, Recognition, and Certification 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.

5.7 Recognition of Languages Courses

The SACE Board has recognition arrangements for students who successfully undertake the following languages courses delivered by the School of Languages, South Australian Department for Education:

1. A maximum of 20 credits at Stage 1 is granted for any of the following:
 - Croatian (beginners)
 - Hungarian (beginners)
 - Khmer (beginners)
 - Korean (beginners)
 - Polish (beginners)
 - Portuguese (beginners)
 - Serbian (beginners)
 - Swahili (beginners)
 - Vietnamese (beginners).
2. Recognition is granted for students who gain a C grade or better (as determined by the School of Languages, Department for Education) 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).

3. 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.

† Applies to Research Project in 2025.

5.8 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 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. Another 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. The folios must be retained in the school for 12 months for SACE Board auditing purposes.

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 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-.

5.9 Recognition of University Studies

The SACE Board has the following recognition arrangements towards the SACE, for university studies. For a semester or full-year undergraduate course undertaken at an Australian university:

- 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.
- Recognition is not granted against Activating Identities and Futures (Stage 2) †.
- The 10 or 20 credits granted 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 they have 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.

† Applies to Research Project in 2025.

5.10 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 credits for the student in accordance with the Recognition Arrangements for Vocational Education and Training (VET) in the SACE policy.

Students can gain 10 credits at Stage 1 or Stage 2 (depending on the level assigned to the qualification or part qualification on 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, not VET embedded in SACE subjects. Appropriate documentary evidence must be sighted by the SACE Board.

Recognition arrangements for VET in the SACE are outlined in the SACE Board's *Recognition Arrangements for Vocational Education and Training (VET) in the SACE Policy*.

5.11 Recognition of Aboriginal Cultural Knowledge and Learning

The SACE Board has the following recognition arrangements for Aboriginal students who successfully meet the criteria for their cultural learning through the following pathways:

5.11(a) *Recognition of Aboriginal Cultural Knowledge and Learning – Community-led Learning*

The SACE Board grants credits for Aboriginal students who meet the criteria for having their Aboriginal Cultural Knowledge and Learning confirmed by an Aboriginal Cultural Authority or Community.

Recognition is granted up to 60 credits at Stage 2, once for each category of learning – leadership, authority and responsibility.

The procedures for recognised Recognition of Aboriginal Cultural Knowledge and Learning – Community-led learning are outlined in the SACE Board's *Recognition Aboriginal Cultural Knowledge and Learning – Community-led Guidelines*.

5.11(b) *Recognition of Aboriginal Cultural Knowledge and Learning – Student-led Learning*

The SACE Board grants credits to Aboriginal students who successfully undertake their own student led Aboriginal cultural learning and meet the required criteria and indicators.

Recognition is granted for up to 90 credits at Stage 1 and/or Stage 2

The procedures for Recognition of Aboriginal Cultural Knowledge and Learning – Student-led are outlined in the SACE Boards *Recognition of Aboriginal Cultural Knowledge and Learning – Student-led Guidelines*.

5.11(c) *Recognition of Aboriginal Cultural Knowledge and Learning – Co-delivered Programs*

The SACE Board grants credit for Aboriginal students who participate in co delivered Aboriginal cultural learning programs.

Recognition is granted for one instance of Stage 1, 10 credits for Recognition of Aboriginal Cultural Knowledge and Learning – Co-delivered programs.

The requirements for Recognition of Aboriginal Cultural Knowledge and Learning – Co-delivered can be found in *Recognition of Aboriginal Cultural Knowledge and Learning - Co Delivered programs Operational Guidelines*.