

Research Series

Senior schooling and tertiary

entrance: Evaluation of the

pre-service teacher training

module



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EXECUTIVE SUMMARY

Background

As part of the Tertiary Entrance Procedures Authority's (TEPA) 1997 review of its suite of written information materials, the need to provide teachers with useful and appropriate information about tertiary entrance procedures and processes was identified. In consultation with the relevant TEPA advisory groups, it was decided that ensuring Queensland teachers had access to resources and information regarding secondary school and tertiary entrance issues was a priority.

In consultation with BSSSS, QTAC Ltd and representatives from each of the universities in Queensland, the teacher training package was developed. An independent instruction module was prepared consisting of PowerPoint presentations, tutorial exercises, and a workbook. To ensure the information contained in the training package was relevant to the pre-service teachers, a survey was distributed to those students undertaking education studies at university. The initial questionnaire aimed to determine current levels of understanding with regard to senior schooling and tertiary entrance issues, while also identifying confidence in communicating and discussing these issues. The second questionnaire also obtained information relating to these matters and obtained feedback on the materials from intending teachers.

Findings

Senior schooling and tertiary entrance knowledge

Board of Senior Secondary School Studies

On average, responses to the first survey were low when education students were asked about their knowledge and understanding of issues relating to the Board of Senior Secondary School Studies (BSSSS). Comments from the first survey largely centred on a perceived lack of information regarding BSSSS issues, with many education students requesting that additional information be provided on this topic. A number of education students also responded that they were sufficiently knowledgeable and confident, rendering any further instruction irrelevant. Many indicated they would like to receive a booklet or information pack detailing the basic functions and roles of the Board or have a guest speaker present a lecture. Education students who completed the second survey appeared to have a better understanding of issues relating to the QCS Test, the purpose and functions of BSSSS, the moderation process, and the functions of Subject Achievement Indicators (SAIs).

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Overall, pre-service teachers agreed that they had a good understanding of issues relating to QTAC. While, on average, education students were slightly less likely to agree that they understood the purpose and functions of QTAC, most felt they had a good knowledge of the importance of preferences and

applying for tertiary courses. Interestingly, despite the fact that many education students felt they already had a good understanding of QTAC issues, requests were made for further information in response to the first survey. Education students also explicitly commented on the fact that their understanding of QTAC processes and procedures was based on personal experiences. As was the case in relation to BSSSS, suggestions were made regarding the benefits of including QTAC information in a booklet and the value of speakers from the organisation addressing education students. While responses to questions in the initial survey about perceived knowledge were extremely positive, increases were observed during the second phase. On average, as was the case during the first phase, intending teachers agreed they understood a range of QTAC-related issues.

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Even though most pre-service teachers in the sample were relatively young and had completed their senior secondary studies in Queensland, the vast majority had a poor understanding of TEPA-related issues. This lack of knowledge was further reflected in their comments, with many education students requesting additional information on the Authority or stating the fact that they knew nothing about the organisation. Similar suggestions to those made in relation to BSSSS and QTAC were made regarding the provision of material to education students. While responses made in relation to perceived knowledge about TEPA were still lower than for other organisations, there was a distinct increase in ratings made as part of responses to the second survey. On average, education students agreed that they understood the purpose of the Student Education Profile but still appeared to have a relatively limited understanding of the calculation of Overall Positions (OPs), the purpose of TEPA, and the information provided by the Authority.

Perceptions of the teacher's role

Those participating in the trial also responded to survey questions relating to the extent to which they felt issues regarding senior schooling and tertiary entrance were relevant to pre-service teachers. Intending teachers agreed that they needed to know about the roles and functions of the stakeholder organisations, and that it was important to understand and be able to explain processes and procedures relating to senior schooling and tertiary entrance. Overall, this pattern of responses suggests that pre-service teachers recognise the value of information regarding senior schooling and tertiary entrance and are also able to see the direct relevance of this information in relation to their role as teachers. Responses to the second survey were virtually identical.

During the individual interviews, respondents made a number of comments about their role as a teacher regarding the provision of information about tertiary entrance. Almost all intending teachers were conscious of the fact that their knowledge was limited in this area and believed that it was appropriate for teachers to discuss tertiary entrance and post-school matters with students.

Feedback on the materials

Workbook

The ratings made by education students in relation to the workbook were extremely positive. On average, education students agreed the workbook was relevant, well organised, easy to understand, and contained new information. Further support for the resource was strongly suggested by the recommendation by 81 per cent of education students that all pre-service teachers receive the workbook.

Presentations

As was the case with the workbook, those who had been presented the PowerPoint material tended to agree that it was useful and worthwhile. On average, the education students found the presentations to be relevant, easy to understand, well organised, detailed, and interesting, while also providing new information. Despite this positive reaction, education students were less likely to recommend that all pre-service teachers view the presentations. Only 65 per cent agreed or strongly agreed that the PowerPoint presentations should be shown as part of their course. This may have been partly due to a lack of familiarity with the material on the part of the course conveners, coupled with difficulties associated with including the material in existing units of work at short notice.

Activities

Even though the overall ratings for the teacher training materials were lowest in relation to the tutorial activities they were still very positive. All education students who responded to the second survey indicated that, on average, the tutorial activities were easy to understand, relevant, contained new information, and were useful, well organised, and interesting. Considering that there was such a positive response to the tutorial activities, it is somewhat surprising, as was the case for the PowerPoint presentations, that only 63 per cent of education students recommended that all pre-service teachers should complete the activities.

Best and worst features of the materials

In addition, education students were asked to comment on the best and worst features of the materials. Overall, education students appeared to value highly the fact that the training materials were clear and easy to understand. Many also commented on the layout, organisation, and presentation of the information with others suggesting that the module was interesting and relevant to intending teachers. While specific mention was frequently made of the positive features of the workbook, education students also commended the PowerPoint presentations and tutorial activities.

When asked to comment on the worst features of the training materials, education students detailed a range of timing difficulties. Many found that there was insufficient time to complete the workbook during practicum, that there was too much information to work through in the time allocated, and that the activities were too demanding. Some education students also found the materials to be somewhat boring or irrelevant and other comments were made in relation to difficulties accessing necessary information.

Discussion

Overwhelmingly, the results indicate that there is a great deal of support from education students for the inclusion of the senior schooling and tertiary entrance pre-service training materials in university education courses. From the perspective of intending teachers, it was evident that the need to have a basic understanding of senior schooling and tertiary entrance matters was recognised and the materials developed by TEPA in relation to these issues valued. Many saw themselves as the first point of contact for students and indicated that definitive and current information should be obtained from the school guidance officer or relevant person within the school.

The data strongly suggests that, if intending teachers are not given information on tertiary entrance and senior schooling they will rely on their recollection of schooling practices current when they completed senior school. Given that dramatic policy changes have recently taken place with regard to tertiary entrance processes and procedures and the nature of senior subjects available in schools, it is highly likely that personal experiences will be outdated.

Based on the findings of the investigation, the following recommendations can be made.

1. The complete package of pre-service teacher training materials should be distributed to all Queensland universities on an annual basis. Sufficient copies of the workbook should be made available for all relevant education students. The module should be updated on an annual basis in consultation with representatives from QTAC and BSSSS.
2. Minor modifications, as suggested by education students, should be considered as part of the review of the materials in 1999. Potential barriers relating to accessing information during practicum and on the Internet should be identified and addressed.
3. Issues relating to timing of materials delivery and time available to work through workbook and tutorial activities should be communicated to the relevant course convener at participating tertiary institutions.
4. Universities should be contacted on an annual basis to assess whether the package continues to meet the requirements of the course and the needs of the education students. At this time it would also be appropriate to determine student numbers for workbook distribution.

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1: BACKGROUND

As part of the Tertiary Entrance Procedures Authority's (TEPA) 1997 review of its suite of written information materials, the need to provide teachers with useful and appropriate information about tertiary entrance procedures and processes was identified. In consultation with the relevant TEPA advisory groups, it was decided that ensuring Queensland teachers had access to resources and information regarding secondary school and tertiary entrance issues was a priority.

A research project was developed with the intention of creating resources to be used, in the first instance, by Queensland university education students. This resource would allow them to gain an insight into issues affecting student transition from secondary to tertiary education. Consultation with the Board of Senior Secondary School Studies (BSSSS) and the Queensland Tertiary Admissions Centre (QTAC) Ltd indicated their support for the proposed training module and their intention to view the project as a collaborative venture.

Conscious of the demands placed on universities and schools in relation to the instruction of pre-service teachers, the Authority sought to minimise the impact on lecturer and supervisor workloads. In consultation with BSSSS, QTAC and representatives from each of the universities in Queensland, the teacher training package was developed. As part of the development of the training materials, input was also sought from a reference committee consisting of representatives from each of the tertiary institutions involved in the trial of the training module. Members of this committee provided an insight into the information needs of education students from the perspective of lecturers and course supervisors. With the exception of one institution which had difficulty including the materials in the course structure in 1998, all Queensland universities agreed to trial the package.

An independent instruction module was prepared consisting of PowerPoint presentations, publications and tutorial exercises. In response to a request from universities, the Board of Teacher Registration (BTR) was approached to determine whether it was possible to include the training as part of the pre-service practicum experience. It was suggested that a workbook format for student teachers to use during a school placement in addition to the existing materials would fulfil BTR's requirements. All institutions involved in the trial received a copy of the workbook for every relevant pre-service teacher, irrespective of whether they intended to use the resource as part of their course, and TEPA feedback evaluations.

To ensure the information contained in the training package was relevant to the pre-service teachers, a survey was distributed to those students undertaking education studies at university. The questionnaire aimed to determine current levels of understanding with regard to senior schooling and tertiary entrance issues, while also identifying confidence in communicating and discussing these issues. All relevant education students were surveyed prior to completing the training module or the workbook and

a small number volunteered to be part of an interview program. An additional questionnaire was developed to assess education students' perception of the materials they had used to determine whether further modifications are required prior to distribution of the resources in 1999. This report details the findings from the two questionnaires and associated feedback.

2: THE STUDY

2.1 Measures

The questionnaires used in this study were developed with reference to the materials that had been prepared as part of the pre-service teacher training module. Questions in the first survey were designed to determine initial levels of knowledge and confidence in relation to matters pertaining to BSSSS, QTAC, and TEPA. Information was also obtained regarding perceived information needs and the role of the teacher in relation to tertiary entrance issues. Basic demographic information was also gathered.

The second survey again aimed to gain an insight into current confidence and knowledge while also acquiring feedback regarding the workbook, PowerPoint presentations, and discussion activities. Questions were repeated in the second survey regarding the teacher's role and any associated information deficits.

2.2 Procedure

Originally, universities were asked to provide the Research Team with student lists to assist with the allocation of identification numbers to facilitate the tracking of responses over time. In response to suggestions that this may involve the communication of confidential information, a method whereby education students specified an identifier consisting of parents' initials was used for both questionnaires. Difficulties experienced by respondents in understanding and using this approach contributed to problems determining which education students participated in both phases of the investigation.

Sufficient resources were provided for 660 students based on requests for individual workbooks made by the universities, suggesting that the materials were trialed with approximately this number of education students. In addition to the workbooks, a package containing PowerPoint disks, presentation notes, and discussion activities was also distributed to the nominated contact at the university.

Surveys were sent to the universities and distributed when convenient prior to the teaching of the materials and education students' initial practicum. Timing varied slightly between institutions, with the majority of initial questionnaires completed by education students and returned before the end

of August. The second survey was distributed in the same manner and the majority of responses received before the end of November.

2.3 Response rate

Responses were received from all seven Queensland universities participating in the trial of the teacher training module. Almost half (175: 45%) of the 385 surveys was returned from one Brisbane university. Other institutions either had fewer students enrolled in education courses who could complete the survey or chose to distribute the questionnaire to a limited group.

Response rates were substantially smaller overall for the second survey. Some university representatives indicated that they had difficulty accessing education students towards the end of the year and other institutions communicated that they did not have sufficient time to distribute questionnaires. In total, 159 responses were received to the second survey.

The reduced number of responses to the second survey greatly limited the number of education students who completed both questionnaires. Research participants also seemed to have some difficulty understanding the instructions for the self-specified coding system with the result that completed surveys were frequently received without an identifier to link responses over time. As such, it was only possible to determine that 50 education students responded to both questionnaires.

2.4 Characteristics of respondents

As would be expected when surveying students from education courses, the majority of those who responded to the initial survey were female (245: 70%). Respondents who completed the survey ranged in age from 18 to 49, with an average age of 24.

When asked to indicate the state in which they had completed their senior secondary education, the majority of education students specified Queensland (339: 88%). Fewer had finished school in NSW (21: 5%) or Victoria (8: 2%), with the remainder having undertaken their senior studies in another state or country (16: 4%). Two respondents (1%) did not complete the question.

Those surveyed were also asked whether they spoke a language other than English at home. Seventeen (4%) respondents indicated they spoke a language other than English at home and 14 provided additional detail regarding their language background. Eight of these respondents spoke a European language at home, with the balance speaking either an Asian or African language.

It is possible that slight variations in the demographic composition of respondents to the second survey of the sample may have contributed to the observed differences.

3: FINDINGS

3.1 Senior schooling and tertiary entrance knowledge

Board of Senior Secondary School Studies

On average, education students responded neutrally when asked about their knowledge and understanding of issues relating to the Board of Senior Secondary School Studies (BSSSS), as can be seen from Table 1. While slightly higher ratings were made with regard to the QCS Test, overall knowledge and understanding of BSSSS matters appeared to be low.

Comments from the first survey largely centred on a perceived lack of information regarding BSSSS issues, with many education students requesting that additional information be provided on this topic (see Appendix A). A number of education students also indicated that they were sufficiently knowledgeable and confident, rendering any further instruction irrelevant. Suggestions were offered by education students in relation to the BSSSS information they would like to acquire. Many indicated they would like to receive a booklet or information pack detailing the basic functions and roles of the Board or have a guest speaker present a lecture.

Table 1. Student agreement with statements about issues relating to BSSSS.

	Average survey 1	Average survey 2
I understand the purpose of the Queensland Core Skills (QCS) Test	3.4	4.2
I have a good knowledge of the purpose and functions of BSSSS	3.0	3.9
I have a good knowledge of the moderation process	2.7	3.7
I understand the function and use of SAIs	2.5	3.6

Note: Ratings were made on a five-point scale, with higher ratings indicating stronger agreement with statements.

Education students who completed the second survey appeared to have a better understanding of the QCS Test, the purpose and functions of BSSSS, the moderation process, and the functions of Subject Achievement Indicators (SAIs). In response to the initial questionnaire, education students provided neutral responses, on average, while responses during the second phase indicated agreement with all the statements, suggesting better knowledge of BSSSS matters.

When asked in the first survey to rate their confidence in relation to approaching BSSSS and discussing and explaining relevant matters, on average pre-service teachers gave neutral responses or indicated they lacked confidence, as shown in Table 2. While many education students agreed they understood the purpose and functions of BSSSS, they appeared to lack confidence with regard to discussing such issues with colleagues or explaining matters to students. Respondents appeared to have particularly

low levels of confidence in relation to explaining SAIs to students. It was also observed that pre-service teachers, on average, made a neutral response in relation to a question regarding their confidence in approaching BSSSS for any additional information they may have required.

As was the case in relation to knowledge of BSSSS, education students who responded to the second survey appeared to have greater confidence with regard to communicating and discussing BSSSS issues. During the second phase, education students agreed they were confident approaching BSSSS, explaining the QCS Test to students, and discussing various matters concerning the functions of BSSSS with colleagues and students. While ratings in relation to the moderation process and SAIs were higher than had previously been the case, they were still only neutral.

Table 2. Student confidence in relation to BSSSS matters.

	Average survey 1	Average survey 2
Approaching BSSSS for additional information	3.2	4.1
Explaining the use of the QCS Test to students	2.9	3.8
Discussing the moderation process with students	2.5	3.4
Discussing the purpose and functions of BSSSS with colleagues	2.4	3.5
Explaining the purpose and functions of BSSSS to students	2.3	3.6
Explaining the rationale for SAIs to students	2.1	3.2

Note: Ratings were made on a five-point scale, with higher ratings indicating greater confidence.

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Overall, pre-service teachers agreed that they had a good understanding of issues relating to QTAC as can be seen from Table 3. While, on average, education students were slightly less likely to agree that they understood the purpose and functions of QTAC, most felt they had a good knowledge of the importance of preferences and applying for tertiary courses.

Interestingly, despite the fact that many education students felt they already had a good understanding of QTAC issues, requests were made for further information in response to the first survey (see Appendix B). Education students also explicitly commented on the fact that their understanding of QTAC processes and procedures was based on personal experiences. As was the case in relation to BSSSS, suggestions were made regarding the benefits of including QTAC information in a booklet and the value of speakers from the organisation addressing education students.

While responses to questions in the initial survey about perceived knowledge were extremely positive, increases were observed during the second phase. On average, as was the case during the first phase, intending teachers agreed they understood a range of QTAC-related issues.

Table 3. Student agreement with statements about issues relating to QTAC Ltd.

	Average survey 1	Average survey 2
I understand the need to order preferences when applying for tertiary study	4.1	4.3
I have a good knowledge of how to apply for tertiary courses	3.9	4.2
I understand the offer process	3.7	4.1
I have a good knowledge of alternative pathways to tertiary study	3.6	4.0
I understand the purpose and functions of QTAC	3.5	4.2

Note: Ratings were made on a five-point scale, with higher ratings indicating stronger agreement with statements.

Despite the fact that many pre-service teachers agreed that they understood matters relating to QTAC processes and procedures, on average they were only confident approaching QTAC for further clarification or discussing tertiary applications with students. As can be seen from Table 4, education students lacked confidence with regard to explaining and discussing QTAC issues.

Increases in relation to education students' confidence regarding QTAC roles and functions were more dramatic than those observed for perceived knowledge. This may have been due to the fact that average confidence ratings were somewhat lower than the knowledge ratings made in response to the first survey. Education students who participated in the second survey, on average, tended to agree that they were confident discussing QTAC-related matters with both students and colleagues.

Table 4. Student confidence in relation to QTAC matters.

	Average survey 1	Average survey 2
Approaching QTAC for additional clarification	3.7	4.1
Discussing tertiary applications with students	3.6	4.0
Exploring alternative pathways with students	3.4	4.0
Explaining the purpose and functions of QTAC to students	3.2	3.9
Discussing the purpose and functions of QTAC with colleagues	3.2	3.9

Note: Ratings were made on a five-point scale, with higher ratings indicating greater confidence.

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It is clearly evident from Table 5 that, even though most pre-service teachers in the sample were relatively young and had completed their senior secondary studies in Queensland, the vast majority had a poor understanding of TEPA-related issues. This lack of knowledge was further reflected in their comments, with many education students requesting additional information on the Authority or stating that they knew nothing about the organisation (see Appendix C). Similar suggestions to those made

in relation to BSSSS and QTAC were made regarding the provision of material to education students.

While ratings made in relation to perceived knowledge about TEPA were still lower than for other organisations, there was a distinct increase in ratings made as part of responses to the second survey. On average, education students agreed that they understood the purpose of the Student Education Profile but still appeared to have a relatively limited understanding of the calculation of Overall Positions (OPs), the purpose of TEPA, and the information provided by the Authority.

Table 5. Student agreement with statements about issues relating to TEPA.

	Average survey 1	Average survey 2
I understand the purpose of the SEP	2.5	3.5
I understand the manner in which OPs and FPs are calculated	2.4	3.4
I understand the purpose and functions of TEPA	2.0	3.3
I have a good knowledge of the information provided by TEPA	1.9	3.3

Note: Ratings were made on a five-point scale, with higher ratings indicating stronger agreement with statements.

As would be expected, given that pre-service teachers indicated they had a limited knowledge of matters relating to TEPA, average ratings with regard to their confidence discussing and explaining such issues were low. Respondents also appeared to lack confidence in relation to approaching TEPA for additional information, as suggested by the neutral average rating displayed in Table 6. Given that the majority were unaware of the TEPA information publications available, it is not surprising they were not confident they could refer students to an appropriate resource.

In relation to the second survey, it was heartening to note that education students who responded felt sufficiently confident to approach TEPA if they required additional information. Even though pre-service teachers appeared to be more confident than had previously been the case with regard to discussing TEPA-related issues and referring students to appropriate publications, these ratings were, on average, only neutral.

Table 6. Student confidence in relation to TEPA matters.

	Average survey 1	Average survey 2
Approaching TEPA for additional information	2.6	3.7
Discussing the calculation of OPs and FPs with students	2.1	3.2
Referring students to the appropriate TEPA information publications	1.9	3.3
Explaining the purpose and functions of TEPA to students	1.8	3.0
Discussing the purpose and functions of TEPA with colleagues	1.8	3.1

Note: Ratings were made on a five-point scale, with higher ratings indicating greater confidence.

Student explanations of tertiary entrance matters

Interviews with intending teachers following the completion of the first survey gave a further insight into their views on matters pertaining to BSSSS, QTAC, TEPA, and the roles of teachers in relation to tertiary entrance issues. While survey responses suggest fair levels of knowledge and confidence, when asked to explain the manner in which these organisations function, pre-service teachers appeared to experience a great deal of difficulty. This was evident across all organisations with the most limited understanding, as would be expected based on the survey responses, in relation to TEPA issues.

Education students, for the most part, were able to give a fair account of the roles and functions of BSSSS but seemed to struggle when asked for specific details about the organisation. For example, while, on average, education students appeared to have some understanding of the QCS Test, some interview responses suggested a more limited knowledge base.

“QCS. My understanding of that is pretty poor and I am really embarrassed because I’ve done it.”

“...the first stated function of [the QCS Test] is to provide employers with information about students’ abilities within the standard sort of basic, not main areas, but the performance of basic skills.”

Diploma of Education students who had already spent extended time in schools displayed a fuller idea of the functions of BSSSS based on this personal experience. A student currently working in a school provided the following explanation.

“Well it [BSSSS] develops syllabuses and it accredits work programs that the schools design from syllabuses for each subject and it works out the OPs and FPs for students. It administers or runs the Core Skills Test. It makes sure the tests through Year 11 and especially Year 12 are done consistently from school to school through moderation. SASs, Study Area Specifications, it organises them, and accredits them and works out a study plan.”

Comments made by education students when discussing the various roles and responsibilities of QTAC were also largely based on personal experience and, conflicting with the relatively high knowledge and confidence ratings, were often somewhat incorrect.

“Well, they [QTAC], oh God, I’m trying to remember what we had to do. I know you have to have your, what is it, five or six preferences or whatever they are. Well, when we did it I’m sure our preferences were recorded on disk, I think, and sent away to QTAC.”

In other instances, education students seemed to have a relatively comprehensive understanding of issues, such as the alternative pathways available for students to access tertiary courses. However, this knowledge again appeared to be based on personal experiences.

In keeping with the low knowledge and confidence ratings made in relation to TEPA, student explanations of the purpose and functions of the Authority were poor. The following comments were typical of those made in relation to TEPA during the course of the interviews.

“I think [TEPA is] the placement authority so they’re actually responsible for placing students in tertiary institutions.”

“You were taught all about QTAC and the Board and everything else but there is some other Authority which is involved in understanding it but I really have no clue.”

Overall, the interview responses suggested that pre-service teachers’ knowledge of senior schooling and tertiary entrance was almost entirely limited to their time as school students. A limited number of those interviewed were currently employed in the school system and indicated they had essentially acquired knowledge on-the-job. As such, understanding of these issues was, for the most part, patchy and outdated.

Improvements in perceived knowledge and confidence

The following inferential analyses must be viewed in light of the relatively small number of education students who completed both questionnaires. While every effort was made to ensure that the maximum number of responses was obtained as part of both surveys, only a limited number of identifiable questionnaires was returned as part of the second phase. With this in mind, the results should be regarded only as exploratory trend information. Unfortunately, while it was intended to gather responses from a tertiary institution that did not use the resources to determine the impact of the materials on perceived knowledge and confidence, too few surveys were obtained to allow for meaningful comparisons. As such, it is also the case that improvements in perceived knowledge and confidence cannot be directly attributed to the pre-service teacher training module as the education students had a range of experiences, including their time in schools, which may have contributed significantly to the observed changes. Fifty education students could be identified as having completed both surveys and, of these respondents, 49 provided sufficient data to be analysed.

Based on a comparison of individual responses to both surveys, there appeared to be significant improvements in relation to perceived knowledge of BSSSS ($F=17.5$, $p<.01$) and increases in their confidence in discussing BSSSS issues ($F=23.4$, $p<.01$). It was also the case that there were similar results regarding QTAC, despite the fact that many education students indicated they were already relatively knowledgeable and confident with regard to tertiary applications and pathways. Significant increases were observed in

relation to perceived knowledge of the purpose and functions of QTAC ($F=8.3$, $p<.01$) and confidence in communicating QTAC matters ($F=8.4$, $p<.01$). Given that the lowest levels of knowledge and confidence were initially expressed in relation to TEPA, it is not surprising that some of the most dramatic improvements observed were for this organisation. Education students responding to the second survey perceived that their knowledge about TEPA was greater ($F=26.1$, $p<.01$), and they were more confident discussing TEPA-related issues ($F=19.4$, $p<.01$).

It is also interesting to note that no significant changes over time were observed in relation to perceived importance of the teacher's role with regard to tertiary entrance matters ($F=.43$, $p>.05$). This may be largely due to the fact that ratings made regarding the importance of the information for pre-service teachers and the need to know more about tertiary entrance matters were already extremely positive at the time of the initial survey.

3.3 Perception of the teacher's role

Those participating in the trial also responded to survey questions relating to the extent to which they felt issues regarding senior schooling and tertiary entrance were relevant to pre-service teachers. Responses were made on a five-point scale, with a rating of five indicating strong agreement. When asked whether, as a teacher, they needed to know about the roles of QTAC, BSSSS and TEPA most agreed (mean = 4.4). In response to a question asking if it was helpful to know more about the functions of QTAC, BSSSS and TEPA the majority strongly agreed (mean = 4.5). Responses also indicated that pre-service teachers felt it was important to understand and be able to explain processes and procedures relating to senior schooling and tertiary entrance, providing an average rating of 4.6 to this question. Overall, this pattern of responses suggests that pre-service teachers recognise the value of information regarding senior schooling and tertiary entrance and are also able to see the direct relevance of this information in relation to their role as teachers.

General comments made as part of the initial survey highlighted the fact that intending teachers believed it was important to have a good understanding of senior schooling and tertiary entrance issues (Appendix D). This reinforced the idea that a general knowledge of current tertiary entrance procedures and processes is viewed by pre-service teachers as a necessary part of their preparation for teaching in schools.

During the individual interviews, respondents made a number of comments about their role as a teacher regarding the provision of information about tertiary entrance. Almost all intending teachers were conscious of the fact that their knowledge was limited in this area and believed that it was appropriate for teachers to discuss tertiary entrance and post-school matters with students. The following comments were typical of those made in the interviews when the teacher's role was discussed.

“...not all schools have a guidance officer. Most heads of departments are so busy that, you know, you need someone that is accessible to the students. They’re going to turn to someone they see in class every day who they have a relationship with and they trust...”

“I think the teacher has a definite role in referral: referring students on to specifically the guidance officer, in the selection of subjects and to the publications by BSSSS, QTAC, and TEPA.”

Respondents indicated that their role as a teacher in this instance was primarily as a support person to the guidance officer or relevant head of department, especially in those cases where the school population was large or a full-time guidance officer was not available. At no time was it suggested that the teacher should have an extended knowledge of tertiary entrance matters or that a teacher could replace the professional staff in the provision of career advice.

When asked to answer the same questions as part of the second survey, the responses were almost identical. A slight increase was observed in relation to teachers’ need to know the roles of the stakeholder organisations (mean = 4.5) with a similar decrease with regard to the importance of being able to explain relevant procedures and processes to students (mean = 4.5). Responses in relation to whether it was helpful to know about BSSSS, QTAC, and TEPA were identical to the first questionnaire, with very positive mean ratings of 4.5.

3.4

Feedback on the materials

Education students were asked to indicate which of the materials included in the teacher training module they had personally used or had access to as part of their course. Respondents were able to specify more than one material and in the case of the workbook whether they had used it as a source of information or whether they had completed it as part of their practicum work. Nine (6%) indicated that they had used all the materials (including the workbook as an information resource and during practicum), 22 (14%) had seen four materials, 36 (22%) three materials, 35 (22%) two materials, 43 (27%) one material, and 14 (9%) had not seen any of the materials.

Workbook

Overall, 98 (62%) of the education students who responded to the second survey had used the workbook as an information resource and 56 (35%) indicated that they completed the workbook during practicum. Twenty-three indicated that they had used the workbook both during practicum and as an information resource. Despite the fact that all institutions had requested sufficient copies of the workbook to enable distribution to all education students, 42 (26%) indicated that they had not seen this resource.

As shown in Table 7, the ratings made by education students in relation to the workbook were extremely positive. On average, respondents agreed that the workbook was relevant, well organised, easy to understand, and

contained new information. While slightly lower ratings were made in relation to whether the resource was useful, detailed and interesting, they were still positive. Further support for the resource was strongly suggested by the recommendation from 81 per cent of education students that all pre-service teachers receive the workbook.

Table 7. Student ratings of the teacher training workbook.

	Workbook
Relevant	4.0
Contained new information	4.0
Easy to understand	4.0
Well organised	4.0
Sufficiently detailed	3.8
Useful	3.7
Interesting	3.5

Note: Ratings were made on a five-point scale, with higher ratings indicating greater agreement with statements.

Only a limited number of comments was made by education students in relation to the workbook (Appendix E). Most provided feedback indicating that their time to read the workbook and complete the activities was restricted. Fewer suggested that more information was needed or that it was difficult to access information required to complete the activities contained in the workbook.

PowerPoint presentations

It was the case that not all universities were able to accommodate the PowerPoint presentations in their current course structure. As such, it was reasonable that only 37 (23%) of education students responded that they had viewed these materials as part of their course. As was the case with the workbook, those who had been presented the PowerPoint material tended to agree that it was useful and worthwhile. From Table 8 it is evident that, on average, the education students found the presentations to be relevant, easy to understand, well organised, detailed, and interesting, while also providing new information.

Table 8. Student ratings of the teacher training PowerPoint presentations.

	PowerPoint
Relevant	4.0
Easy to understand	4.0
Well organised	3.9
Sufficiently detailed	3.9
Contained new information	3.8
Interesting	3.7

Note: Ratings were made on a five-point scale, with higher ratings indicating greater agreement with statements.

Despite this positive reaction, education students were less likely to recommend that all pre-service teachers view the presentations. Only 65 per cent agreed or strongly agreed that the PowerPoint presentations should be shown as part of their course. This may have been partly due to a lack of familiarity with the material on the part of the course conveners, coupled with difficulties associated with including the material in existing units of work at short notice.

Tutorial activities

While 103 (65%) education students indicated that they had engaged in tutorial discussions about tertiary entrance issues, only 60 (38%) had used the activity sheets provided as part of the teacher training module. Even though the overall ratings for the teacher training materials were lowest in relation to the tutorial activities they were still very positive, as shown in Table 9. All education students who responded to the second survey indicated that, on average, the tutorial activities were easy to understand, relevant, contained new information, and were useful, well organised, and interesting. Considering that there was such a positive response to the tutorial activities, it is somewhat surprising, as was the case for the PowerPoint presentations, that only 63 per cent of education students recommended that all pre-service teachers should complete the activities.

Student comments in relation to the tutorial activities were very limited. However, some suggested that the tutorial activities and the activities contained in the workbook should be discussed after the last practicum.

Table 9. Student ratings of the teacher training tutorial activities.

	Activities
Relevant	3.8
Contained new information	3.8
Easy to understand	3.8
Useful	3.7
Well organised	3.6
Interesting	3.5

Note: Ratings were made on a five-point scale, with higher ratings indicating greater agreement with statements.

Best and worst features of the materials

In addition, education students were asked to comment on the best and worst features of the materials. A complete record of these comments is contained in Appendix F. Overall, they appeared to value highly the fact that the training materials were clear and easy to understand. Many also commented on the layout, organisation, and presentation of the information with others suggesting that the module was interesting and relevant to intending teachers. While specific mention was frequently made of the positive features of the workbook, education students also commended the PowerPoint presentations and tutorial activities.

When asked to comment on the worst features of the training materials, education students detailed a range of timing difficulties. Many found that there was insufficient time to complete the workbook during practicum, that there was too much information to work through in the time allocated, and that the activities were too demanding. Some education students also found the materials to be somewhat boring or irrelevant and other comments were made in relation to difficulties accessing necessary information.

4: DISCUSSION

Overwhelmingly, the results indicate that there is a great deal of support from education students for the inclusion of the senior schooling and tertiary entrance pre-service training materials in university education courses. From the perspective of intending teachers, it was evident that the need to have a basic understanding of senior schooling and tertiary entrance matters was recognised and the materials developed by TEPA in relation to these issues valued. Intending teachers also appeared to have a good understanding of their role in the provision of tertiary entrance information. While they expected students to ask questions about post-school options, especially when relevant professionals were difficult to access, they did not believe they would be able to provide all relevant information on the topic. Many saw themselves as the first point of contact for students and indicated that definitive and current information should be obtained from the school guidance officer or relevant person within the school.

Even though it was not possible to make conclusive statements about increases in knowledge and confidence as a result of accessing the resources developed by TEPA, there appeared to be some evidence that improvements did occur. However, the data strongly suggests that, if intending teachers are not given information on tertiary entrance and senior schooling they will rely on their recollection of schooling practices current when they completed senior school. Given that dramatic policy changes have recently taken place with regard to tertiary entrance processes and procedures and the nature of senior subjects available in schools, it is highly likely that personal experiences will be outdated. Based on the findings, it was apparent that, even if pre-service teachers rated themselves as confident, their actual knowledge base was limited or they experienced confusion in relation to the actual roles of the stakeholder organisations. Further clarification of knowledge and learning issues may be possible if course conveners decide to assess the material in the package.

As the materials were in the preliminary stages of development and many universities had difficulty including the module in their current course structure, it was understandable that some education students commented on timing difficulties. Increases in the length of bachelor and diploma of education courses from 1999, combined with a better understanding of the demands of the training materials, may lessen future problems associated with time constraints.

Based on the findings of the investigation, the following recommendations can be made.

1. The complete package of pre-service teacher training materials should be distributed to all Queensland universities on an annual basis. Sufficient copies of the workbook should be made available for all relevant education students. The module should be updated on an annual basis in consultation with representatives from QTAC and BSSSS.
2. Minor modifications, as suggested by education students, should be considered as part of the review of the materials in 1999. Potential barriers relating to accessing information during practicum and on the Internet should be identified and addressed.
3. Issues relating to timing of materials delivery and time available to work through workbook and tutorial activities should be communicated to the relevant course convener at participating tertiary institutions.
4. Universities should be contacted on an annual basis to assess whether the package continues to meet the requirements of the course and the needs of the education students. At this time it would also be appropriate to determine student numbers for workbook distribution.

5: APPENDIXES

Appendix A: Comments relating to BSSSS from the first survey.

Lack of information and/or support

- The BSSSS seems to find student teachers as not worthy to gain information from you which is why this test is hopeless.
- BSSSS from my experience does not seem to be overly cooperative in aiding student teachers to gain information, dismissing them as a waste of time.
- The organisation is in support and stands for teachers but as a beginning teacher I have little knowledge of your purpose — that perhaps illuminates my ignorant stance.
- I really feel that I am not prepared fully on what function the BSSSS has for schooling.
- How do we know ANYTHING about any of these if you don't come and explain them to us!!!
- The only thing I know about your organisation is that you devise syllabuses for high school students. Otherwise, it is never referred to and I have no knowledge where you are, what you do etc. I am disappointed that four years of university has not given me knowledge about the major organisations involved in education.
- Nothing about BSSSS is explained at university.
- I'm from NSW and do not fully understand the QCS Test etc. I don't understand the SAIs and don't feel comfortable helping students.
- I have knowledge but need further understanding of it.

Request for information

- What is the role of BSSSS?
- As an intending teacher I would be very interested in receiving any further information from BSSSS.
- Please explain the QCS further and SAIs.
- What is it?
- Where are they? Address and phone number?
- During university I believe that there needs to be further explanation of the whole process/BSSSS terms, as we are expected to remember it purely from our high school days.
- I would like to obtain more information on moderation.
- Please provide written (simple handbook style) information ASAP.
- Yes - what exactly does it do: Is there any information on its role and how it can help me as a teacher and vice versa?
- I would like more information on how I can explain their role to students and the moderation process.
- I'd like additional information on everything in this booklet in order to feel confident.
- Please send whatever you have that outlines topics you have already mentioned.

Suggestions

- Perhaps an introductory 'Welcome to the BSSSS' type of document aimed at explaining the role and process of the BSSSS to intending teachers. This could include relevant telephone numbers — regional (if applicable) and head office.
- The Board of Education should get more involved in the university program all we know is what we are told on the prac.
- Are there information packs that contain answers to these questions? These could be handed to B Ed students in their final year.
- Should distribute a standard document of intent and functions for all teachers and beginning teachers in particular.
- The BSSSS should perhaps send information to the universities in order for people and upcoming teachers to understand its functions and relation to schooling.
- The information should be made accessible on the WWW — if not already.
- I believe the BSSSS should encourage student teachers to actually sit a Core Skills Test. I would try to encourage students that the school you're at isn't the sole determinant of OPs.
- There should be information booklets sent out to each teacher to explain the BSSSS and also to have on hand.
- BSSSS should organise a 'beginner's guide to BSSSS' for final year BEd students.
- A booklet explaining the process would be beneficial to pre-service teachers. Sometimes this information is only discussed briefly and is sometimes confusing.

Issues irrelevant and/or already knowledgable and confident

- At this stage I still need to know more about lesson planning/development. So it is my priority — so far I feel I have learned nothing at university.
- I really have little understanding of BSSSS outside of observing a 'panel' review, but acknowledge that information is obtainable when required.
- I think I know some but certainly not all functions of BSSSS.
- If any information was/is required I feel I would be confident and quite able to ring for information. QCS Test, purpose and functions of BSSSS, moderation process and SAIs rationale, purposes and objectives.
- I feel more confident about the role of BSSSS because of guest tutorial presentations from one of the BSSSS review officers.
- I understand much of the history of the BSSSS only through some assignment research and some lectures.
- I am capable of ringing up BSSSS for information about anything, and have found them approachable and helpful.

Other

- Why use so many acronyms?
- Some of this will come up in our lecture tomorrow.
- Would like to know the importance and what impact it has on me as a teacher.

Appendix B: Comments relating to QTAC from the first survey

Request for information

- Any relevant information regarding the above questions.
- Don't know what I am expected to know — to what degree.
- Once again, I feel the majority of fourth year students have little knowledge of BSSSS, QTAC or TEPA. I would like to know everything about QTAC to empower my students.
- Please send any information necessary for students.
- What are the current guidelines in applying to QTAC?
- Again, I would like to further my knowledge and understanding of QTAC services and procedures by receiving any further information.
- I would like to know if they have packages available to assist students in this process.
- Again, send whatever is available.
- Give us the information.
- (Ditto for BSSSS). And I feel information about QTAC should be readily available in high schools.
- I know very little about QTAC — is it exactly the same or just similar? How does the system work these days?

Knowledge about QTAC through personal experience

- I understand this (QTAC) process as I have personal experience.
- Don't know how much has changed since I went through the system.
- As a graduate diploma trained teacher, I have been through the QTAC process.
- My knowledge is based on having applied through QTAC myself.
- I know about UAC in NSW — I did my first degree there.
- The only thing I know about is the path I took in gaining tertiary entrance.

Suggestions

- I believe teachers of Years 11 and 12 students should demonstrate to them the process of filling in a QTAC application form.
- Spokespeople should visit schools and regularly liaise with schools to inform students. Career counsellors should be compulsory.
- QTAC needs to bring out a booklet describing everything for us, to feel more confident
- Again, QTAC should organise a Beginner's guide for final year BEd students.

Other

- QTAC I feel is straightforward and easy to interpret and explain with students and colleagues.
- There is very little help over the phone concerning QTAC. Students find them very unapproachable.
- OP scores required for tertiary courses. Statistics on students who complete a different...

Appendix C: Comments relating to TEPA from the first survey

What is TEPA?

- I understand the process of OPs and FPs but never knew that TEPA was the organisation that was involved.
- I went through school when there were TE scores and am not comfortable with the new system.
- I have never heard of TEPA? What is their function?
- My lack of knowledge is due to me studying in South Australia.
- I have never heard of TEPA.
- Until this survey, I didn't know TEPA existed.
- I don't have much knowledge on this Authority as I am a mature-age student and it didn't exist when I was a secondary student.
- I have never heard of TEPA before.
- This (TEPA) did not exist when I went to school.
- My knowledge is limited because there was a different system in Victoria when I did Year 12 there.
- I know nothing about TEPA.
- Having gone through high school on the TE score I'm not confident in evaluating OPs yet.

Requests for information

- Methods for calculating OPs and FPs.
- Information on OPs, FPs and TEPA.
- I would like to know more about how the TEPA system operates and how to relate this to my students.
- Again, information should be sent to teachers.
- Any information would assist me and my students.
- More information about TEPA and its purposes.
- The services provided by TEPA are important for teachers of Years 11 and 12 students, hence I would like to receive any information concerning the calculation of OPs and FPs and any general information.
- I would like to know more about their role and function.
- Give us the information.
- This is very important for teachers to know, therefore information on OPs and FPs is a must for anyone involved in schooling.
- More information needed.
- I would like information on TEPA.

Other

- Are OPs designed to be calculated from subject results with all subjects being equally weighted? If so, why, in my own school experience, did students studying arts subjects receive a poor OP when their results in these subjects were good?
- TEPA needs to issue a booklet explaining everything for us.

Appendix D: General comments from the first survey

Important to know about tertiary entrance issues

- I would have thought and would like to see more information on the organisations being passed on through the B Ed course. As future teachers, I feel we should have a knowledge and understanding of them.
- As a mature-age student, I have not been through these processes myself but understand some through my university studies and my daughter's final years at high school. I will look further into these processes.
- It's vital that teachers who are instructing Years 11 and 12 students know as much as possible with regard to their future and their future relies heavily on their QCS Test and OP.
- This information needs to be issued to those wanting to become a teacher. I am amazed and embarrassed that I do not know enough about these processes and terminology.
- All teachers should be educated on this topic.
- It would be important to know about the BSSSS, QTAC and TEPA — especially in terms of differentiating between their various functions so that if I do have a question I would know to whom to address it.
- I feel it is important that teachers and students alike be very aware and versed in its conveyance for the benefit of all concerned. Being kept in the dark about these matters or at least actively having to seek out this information rather than having it made available to us is an ineffective approach that will seriously affect the performance of a teacher and as a result the students also.
- Of course! We must be confident in order to share information about the futures of our students.

Other

- Most of these belong to admin.
- We are never told anything about this at university.
- I see TEPA, QTAC, SAI, PFAs, QTZs, LPLs ALL as necessary annoyances, bureaucratic complications - though I can sympathise.
- The guidance officers are trained to be able to present such information to students - however, they are not communicating with teachers, thus students are being blindly led.
- Hadn't really thought about any of these issues previously.

Requests for information

- Please make available information so that pre-service teachers can access information early on at university or in education courses.
- Please send out info about everything in this booklet

Suggestions

- I have listened to explanations. I need to work through examples before I understand. I need something to read.
- Information should be discussed in the B Ed course, yet it is not.

Appendix E: Comments relating to the workbook

Time restrictions

- Not discussed sufficiently.
- I haven't had time to read it yet and I missed the one lecture where the booklet was presented.
- Received before teaching prac. Due to doing a full teaching load was unable to allocate time in completing activities.
- Didn't have enough time to look at it.
- I've only looked through the book, not answered the questions - time.
- Not enough time during the four week practicum to look at the workbook thoroughly.
- Time restrictions/limitations prevented me from taking advantage of the workbook.
- Some of the activities were very time consuming, e.g. interviews and it might be an idea to simplify the workbook.

Need more information / Information difficult to access

- The exercises in the workbook relied on information supplied by teachers at the practicum school, and the teachers knew even less than me! The answers should be evident from the information supplied in the booklet.
- I have read it but still don't clearly understand. I haven't done the activities yet because it appeared I had to find some information elsewhere (e.g. net).
- Provided a basic understanding but no practical examples to work through.
- Needs more detail, rather than using the Internet to find information — creates problem if Internet not readily accessible.

Other

- I found the workbook boring, unnecessary and a chore to fill out.
- A lot more work needs to be done!!
- The language of the workbook is not aimed at post-graduate — more like Year 10 level.
- While the booklet was handed out there was no motivation or encouragement in the course to complete it.
- Yes, I saw the workbook. No, I didn't get to use it.

Good

- I provided a copy of the workbook to my School Coordinator at her request — she was impressed with it.
- Gave a good summary.

Appendix F: Best and worst features of the training materials

Best features

Clear and easy to understand

- Clear, accessible and accurate.
- Easy to understand — well structured.
- Basic - easy to understand.
- Clarity.
- Clear and concise.
- Clear and concise.
- Clear and well explained video.
- Clear, easy to understand.
- Easy to understand and relevant to what I wanted to know.
- Easy to understand.
- Easy to understand.
- Easy to understand. Good general overview.
- Pretty simple to understand.
- Simple, not overly time consuming & effective.
- That the information was easily understood and presentable.
- The information was written in easy to understand English.
- Easy to understand
- Easy to understand
- Easy to read workbook. Questions were easy to understand if the information was contained in the workbook.
- As was the PowerPoint presentation - concise, logical and easy to follow.
- Easy to understand.
- Concise.

Good layout, organisation and presentation

- Easy to read layout.
- Easy to read.
- Easy to read.
- Glossy, attractive and well organised.
- Overall presentation, easy to read and follow.
- Well organised and presented
- Presentation of materials in booklet - layout etc.
- Simplicity layout for easy access information.
- Informative layout.
- Well organised.
- Well organised/presented.
- Clearly set out.
- Presentation
- Well organised.

Aspects and use of the materials

- Activity sheets and information sheets.
- Discussion in large groups.

- Integration with Internet - enables students to feel confident that information can always be updated.
- Lecture
- One-Stop-Shop resource.
- The discussion relating to problem situations in class and means of dealing with them. Finally after a two year period we dealt with real situations.
- The discussion style allowed many questions to be answered.
- The material helped me to clarify certain points that I was unsure about.
- The Workbook/WWW
- Video (about QCS Test, OPs/FPs system).
- Workbook
- Workbook - the myths were well done and explained why wrong.
- Workbook activities, T/F statements.
- Workbook, permanent workbook.

Interesting and relevant

- Relevance to myself as a teacher.
- Good examples
- The relevance of the material
- Relevant information. Interesting.
- Relevant to me.
- Relevant to teaching. Covered all aspects required.
- Summative - would like to keep a copy of workbook for use as teacher.
- The information was presented in an interesting way.
- Video presentation was interesting, comprehensive, straightforward and worthwhile.
- The practical, life-like examples.
- Very helpful (if I had answered it!) - explains things well, good information.
- They are very comprehensive.
- They were very relevant.

Other

- Very little knowledge of TEPA, the system has changed since I was at school. It was an introduction.
- Helpful and you care!
- Forcing me to become more familiar with the role of different organisations and the calculation of FPS, OPs, SAIs etc.
- Hearing other's experiences in prac.
- Increased my awareness and showed me where the information could be obtained and how I could suggest to students where they could enquire/seek further help.
- Thoroughness

Worst features

Timing difficulties

- Received before teaching practicum. Due to doing a full teaching load was unable to allocate time in completing activities.

- There was not enough time during my practicum to look at this book. However I will fill it in during the break.
- Long, not broken up.
- Long and hence time consuming.
- Lots of information.
- Not enough time to get through the booklet.
- Time given to complete them.
- Activities requiring surveys or lots of interviews - time is precious for teachers and student teachers on prac.
- Didn't get to see all. Didn't/weren't able to get through it all.
- No time to work through the book.
- Length — too strung out.
- A lot of information in one session.
- They were time consuming.
- Perhaps a little too drawn out.

Boring

- Boring
- Material was presented in an unorganised manner that was unappealing to myself and other peers. I feel that this is a good topic, but needs a more capable presenter.
- Boring, more examples — relevant to a school setting.
- Could have been more entertaining.
- There was too much presenting in a standard 'here is the info and reading it off the sheets'. This subject required a more creative presentation style.
- Boring slides. Too many OHTs very unstimulating material — therefore did not pay attention.
- Needed to be more intellectually stimulating.
- It was boring.
- Some topics very mundane and contextual. Very little practical and too much theory.

Other

- Haven't seen any.
- All remote - no personal/professional talks from Brisbane.
- Didn't see any.
- Relevance questionnaire?
- The language of the workbook is not aimed at post-graduates — more like Year 10 level.
- Discussion activities - need more explanation.
- They were not integrated into our coursework.
- Sections too brief.

Access difficulties and lack of information

- Obtaining access to information and supervising teachers & HODs.
- The exercises. The exercises in the workbook relied on information supplied by teachers at the practicum school, and the teachers knew even less than me! The answers should be evident from the information supplied in the booklet.

- Lack of information on the web sites.
- Some of the questions were difficult to answer because I could not find the information on the Internet or because it was not feasible to approach teachers at the school.
- Some answers to workbook were difficult to find, eg Internet activities. Workbook was very time consuming.

Irrelevant

- Some topics for seminars didn't seem relevant
- It was difficult to work through the Internet sites. They are not always logical when trying to track down documents.
- A little difficult to find some of Internet material.
- Calculating SAI activity — is it relevant? Don't most schools use a software program?
- Videos
- The workbook.
- Video on tertiary entrance.

Unclear

- Would like to see the information simplified: perhaps diagrams.
- TOO general in some areas.
- Sometime explanations were unclear or inadequate.