

**Student Education Profiles:  
Preparation, distribution, appeals**

Student Education Profiles: Preparation, distribution, appeals

---

© The State of Queensland (Queensland Studies Authority) 2005

Copyright protects this work. Please read the Copyright notice on our website.

---

Queensland Studies Authority, PO Box 307, Spring Hill, Queensland 4004, Australia

Phone: (07) 3864 0299

Fax: (07) 3221 2553

Email: [office@qsa.qld.edu.au](mailto:office@qsa.qld.edu.au)

Website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

Information regarding this publication may be obtained from Analysis & Evaluation, phone (07) 3864 0268.

---

## CONTENTS

---

OVERVIEW.....	1
1. WHAT DEVELOPMENTS WERE THERE IN THE FORMAT OF THE SENIOR CERTIFICATE?..	3
2. WHAT DATA WERE SENT TO SCHOOLS?.....	4
3. HOW WERE ANALYSES OF DATA USED TO PRODUCE PARAMETERS NEEDED IN THE CALCULATIONS?.....	6
4. HOW WERE SCHOOL DATASETS ANALYSED FOR ANOMALIES?.....	7
4.1 SAI distributions.....	7
4.2 School-group data.....	8
5. WHAT WAS DONE TO ANALYSE INDIVIDUAL STUDENT DATA FOR ANOMALIES?.....	9
6. WHAT SPECIAL CASE CALCULATIONS WERE CONDUCTED?.....	10
7. WHAT WAS DONE TO PRINT AND DISPATCH SEPS?.....	10
8. WHAT TERTIARY ADMISSIONS DATA WERE ELECTRONICALLY TRANSMITTED?.....	11
9. WHAT WAS DONE TO PROCESS APPLICATIONS FOR VERIFICATION (SENIOR CERTIFICATE) AND REVIEW (TERTIARY ENTRANCE STATEMENT)? .....	11
A. Change of name.....	12
B. Verification of result in Authority and/or Authority-registered subject .....	12
C. Correction of result in Recorded subject .....	12
D. Review in relation to OP/FPs .....	12
E. Other.....	12
10. CONCLUSIONS .....	13

---

## **TABLES AND FIGURES**

---

Table 1: Summary of the Year 12 student population in 2004.....	1
Table 2: Count of senior schools by category .....	5
Table 3: Count of school subject-groups in Authority subjects by category .....	5
Table 4: Students who sat or did not sit the QCS Test in 2004.....	6
Figure 1: 2004 OP distribution.....	7
Table 5: Amendments to student results (as of 28 February 2005).....	12

---

## OVERVIEW

---

This is a report of activities completed by the Queensland Studies Authority (QSA) as part of issuing 39 468 Student Education Profiles (SEPs) to students who completed Year 12 in Queensland in 2004.

An SEP may contain only a Senior Certificate or it may contain a Senior Certificate and a Tertiary Entrance (TE) Statement. The QSA issues the Senior Certificate, and is responsible for rankings derived from school assessments, Overall Positions and Field Positions (OPs and FPs). The QSA also issues the TE Statement, and informs students about these rankings.

- All students who complete Year 12 with at least one result in an Authority subject, Authority-registered subject, or Recorded subject, receive a Senior Certificate. The Senior Certificate also reports the details of accredited vocational education, as well as grades in the Queensland Core Skills (QCS) Test.
- OP-eligible students receive a Tertiary Entrance Statement. It reports overall achievement on a ranking from Overall Position (OP) 1 (highest) to OP 25 (lowest), as well as achievements in a maximum of five fields ranked from Field Position (FP) 1 (highest) to FP 10 (lowest).

In 2004, the Certificate of Post-compulsory School Education (CPCSE) was in its first year of general implementation. Students are eligible to receive the Certificate of Post-compulsory School Education if the student has at least 12 years of schooling and is identified by the school as having an impairment, or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. In addition, in 2004 for the first time some students received both the Senior Certificate and the CPCSE. The Certificate of Post-compulsory School Education adds to the suite of the Queensland Studies Authority issues, and ensures that the educational achievement of all students can be recorded.

Table 1 presents summary information about Year 12 students in 2004.

**Table 1: Summary of the Year 12 student population in 2004**

<i>Number of Year 12 students (including visa students)</i>	<b>39 468</b>
Number of Year 12 students (excluding visa students)	<b>38 690</b>
Students eligible for an OP or equivalent OP	<b>27 912</b>
Students eligible for an OP (excluding visa students)	<b>27 235</b>
Students ineligible for an OP or equivalent OP (including visa students)	<b>11 556</b>
Students ineligible for an OP (excluding visa students)	<b>11 455</b>
Repeat students (including visa students)	<b>184</b>
Re-entry students	<b>30</b>
Students who completed senior studies over three years	<b>391</b>
Visa students (eligible and ineligible for an equivalent OP)	<b>778</b>

In the preparation and distribution of SEPs, and during the review period, the QSA:

- continued development of the format of the Senior Certificate
- made provisional data about their students available to schools on the QSA's schools website
- analysed data to produce parameters needed in the calculation of OPs and FPs
- analysed data from each school looking for possible anomalies
- analysed individual student data to identify possible outliers before the finalisation of OP calculations
- conducted any necessary special-case calculations

- determined OPs and FPs
- produced and dispatched Senior Certificates and Tertiary Entrance Statements
- provided OPs and FPs through the QSA's Smart OP website and through a freecall interactive voice response (IVR) phone service
- electronically transmitted tertiary entrance data to all tertiary admissions centres and selected interstate universities
- processed applications for verification (Senior Certificate) and review (Tertiary Entrance Statement).

The production of the SEP is increasingly complex and the QSA continues to meet this challenge with new products, processes, and practices.

---

## 1. WHAT DEVELOPMENTS WERE THERE IN THE FORMAT OF THE SENIOR CERTIFICATE?

---

In 2004, as in previous years, development of the format of the Senior Certificate continued.

The vision of the QSA is to be a leading education service for all students in Queensland. The QSA is dedicated to, among other things, issuing certificates that are valued and widely accepted as informative, accurate, and authentic records of students' achievements.

In 2004, for the fifth time, students received Senior Certificates printed on A4 paper with details about vocational education achievements and other Recorded subjects printed on accompanying statements. From 1997 to 1999, students received certificates printed on A3 paper when their achievements did not fit on one piece of A4 paper. The main reason for the format change in 2000 was that there was a strong possibility that the achievements to be reported for some students would not fit onto one piece of folded A3 paper. This was still the case in 2004.

In 2004, certificates printed with accompanying statements reported vocational education in one or more of the following ways:

- as part of Authority subjects or Authority-registered subjects with syllabus documents the QSA developed
- as part of Authority-registered subjects the school developed
- as VET subjects
- as studies completed under school-based apprenticeship or traineeship arrangements.

Some students received certificates with vocational education achievements reported on two accompanying statements.

In 2004, as in the previous four years, students who completed studies towards a school-based apprenticeship or traineeship had the opportunity to have these studies reported on their Senior Certificates as being completed under these arrangements.

The back of all 2004 certificates gave summary information about:

- levels of achievement in Authority and Authority-registered subjects
- QCS Test grades
- vocational education certificates completed
- number and type of VET subjects.

The Senior Certificate also included a statement that the certificate is a credential recognised within the Australian Qualifications Training Framework.

Developments of the format and user-friendliness of the Senior Certificate were necessary in 2004 (as in previous years) because the senior curriculum continues to develop in response to changes in the senior secondary school population.

The design of the 2004 Senior Certificate allowed the following:

- 39 468 senior students received a Senior Certificate (in 2003 there were 39 592); 580 external certificates were issued (in 2003 there were 599); 485 Certificates of Post-compulsory School Education were issued (in 2003 there were 233); 254 students received both a Senior Certificate and a CPCSE.
- 22 616 students received a result in one or more Authority subjects or strands of Authority-registered subjects with embedded vocational education (in 2003 there were 22 868 students with

results in embedded vocational education, and in 1997 there were 2616 students with results in embedded vocational education undertaken as part of Board subjects)

- 326 593 modules and/or competencies were printed for 24 260 students as part of Authority subjects and Authority-registered subjects reported on the Senior Certificate (in 2003 there were 325 944 modules and/or competencies printed for 25 400 students, and in 1997 there were 18 097 modules and/or competencies printed for 2355 students, as part of Authority or SAS Authority-registered subjects)
- the highest number of modules reported for a student studying Authority subjects or SAS Authority-registered subjects with embedded accredited vocational education was 109 for six such subjects (in 2003 the highest was 101 in five subjects and in 1997 the highest was 32 in two subjects)
- 1473 students were recorded as studying under a school-based apprenticeship or traineeship program at 193 schools; of these, 846 students in 154 schools had modules or competencies shown on their Senior Certificate as being completed under these arrangements (in 2003 there were 2882 students at 264 schools who studied in such programs, 1465 of whom 228 schools had modules or competencies reported)
- 22 253 students finished Year 12 with at least one VET result recorded on their Senior Certificate (in 2003 there were 23 238 students with at least one VET result).

Changes to the format and user-friendliness of the Senior Certificate were designed to produce useful minor improvements while preserving the continuity of the Senior Certificate.

---

## **2. WHAT DATA DID SCHOOLS RECEIVE?**

---

The QSA made data available to schools by posting them on the QSA's secure schools website, depending on the category of the school and the category of subject-groups within the school (see tables 2 and 3). The data consisted of information about scaling parameters for large and intermediate subject-groups, scaling information for small groups, provisional second stage scaling parameters, and provisional QCS Test performance data. In addition, the QSA mailed the affected schools information about special scaling procedures for visa schools, and procedures used for visa subject-groups.

The procedures for calculating OPs and FPs take into account different school sizes as well as differences in the size of school subject-groups. There are also procedures for "visa schools" and "visa subject-groups".

Table 2 provides the different categories of schools involved in the 2004 OP calculations. Table 3 provides the different categories of school subject-groups involved in the 2004 OP calculations.



**Table 2: Count of senior schools by category<sup>1</sup>**

<i>Total number of schools with senior students</i>	394
Number of senior schools with OP-eligible students:	358
Large schools	312
Small schools	51
Intermediate schools	6
Schools with a high proportion of visa students (visa schools)	8
Schools without any OP-eligible students	11

**Table 3: Count of school subject-groups in Authority subjects by category**

<i>Total number of school subject-groups</i>	8665
Large subject-groups	4025
Small subject-groups	3546
Intermediate subject-groups	1094
Subject-groups with a high proportion of visa students (visa subject-groups)	114
Subject-groups without any OP-eligible students	300

Following receipt of assessment data from schools (Exchange Disk 5) on 25 November, the QSA made data available to schools on the QSA's secure schools website as follows:

- data for large schools were uploaded on 29 November
- a second dataset for large schools was uploaded on 6 December
- data for intermediate schools were uploaded on 6 December
- data for small schools were uploaded on 6 December
- data for visa schools and schools with visa subject-groups were uploaded on 15 December. (These schools were earlier sent a letter alerting them to different procedures applied to the calculation of scaling parameters for subject achievement indicators (SAIs) and overall achievement indicators (OAI)<sup>2</sup>.)

This was the fourth time these datasets were made available to schools via the website only, rather than by mail. Schools were informed of the availability of the data by email on the day they were uploaded. Schools whose emails were not successfully delivered were contacted by fax the following day. Further data were made available on the website in February. These provide details about aspects of QCS Test performance, OPs, and selected subject results of groups of students at each school. For comparison, the state data also have been made available to schools on the website.

---

<sup>1</sup> The number of OP-eligible students attending a school can be used as a basis for determining categories: large schools have 20 or more OP-eligible students; small schools have 15 or fewer OP-eligible students; and intermediate schools have 16–19 OP-eligible students.

<sup>2</sup> OAIs are the weighted averages of scaled SAIs that are then banded into OPs.

---

### 3. HOW WERE ANALYSES OF DATA USED TO PRODUCE PARAMETERS NEEDED IN THE CALCULATIONS?

---

Analyses were used to:

- determine parameters used to reduce the effect in the calculation of OPs of the QCS Test performance of students who were very much less or very much more successful in the QCS Test than they were at school
- produce the table of small subject-group achievement band boundaries used to convert small-group SAIs into scaled SAIs
- determine the cutoffs for OP and FP bands.

Students are OP-eligible if they complete at least 20 semester units of Authority subjects (including at least three Authority subjects for all four semesters) and sit the QCS Test. If students provide acceptable documentary evidence, they may be exempted from sitting the QCS Test. Although many OP-ineligible students also sit the QCS Test, these students' results are not used at all in the OP calculations. Table 4 provides a summary of the number of students who sat or did not sit the QCS Test in 2004.

**Table 4: Students who sat or did not sit the QCS Test in 2004**

<i>Total number of students who sat the QCS Test</i>	30 011
OP-eligible students (excluding visa students)	26 793
OP-ineligible students (excluding visa students)	2436
Visa students	709
<i>Students who sat the QCS Test but did not complete Year 12</i>	73
Total number of students who did not sit the QCS Test	9530
OP-eligible students who were granted exemption from sitting:	451
• for medical reasons	411
• for bereavement reasons	17
• for cultural reasons	0
• for sporting reasons	10
Students previously eligible who were not granted an exception from sitting	413

The analysis of data shows that there is a high correlation between the way OP-eligible students perform on the QCS Test and the way they perform in their school assessment. In previous years (1992–2003), the QCS/Within School Measure (WSM) correlation generally ranged between 0.73 and 0.75. In 2004, this correlation was 0.73. The high correlation of QCS/WSM suggests that the QCS Test is a suitable and accurate scaling instrument.

Approximate year-to-year comparability of OPs was maintained in 2004. This process involved finding cutoffs comparable with the 2003 cutoffs using a combination of estimates from two methods:

- comparing OAI scales using levels of achievement and multiple regression<sup>3</sup>

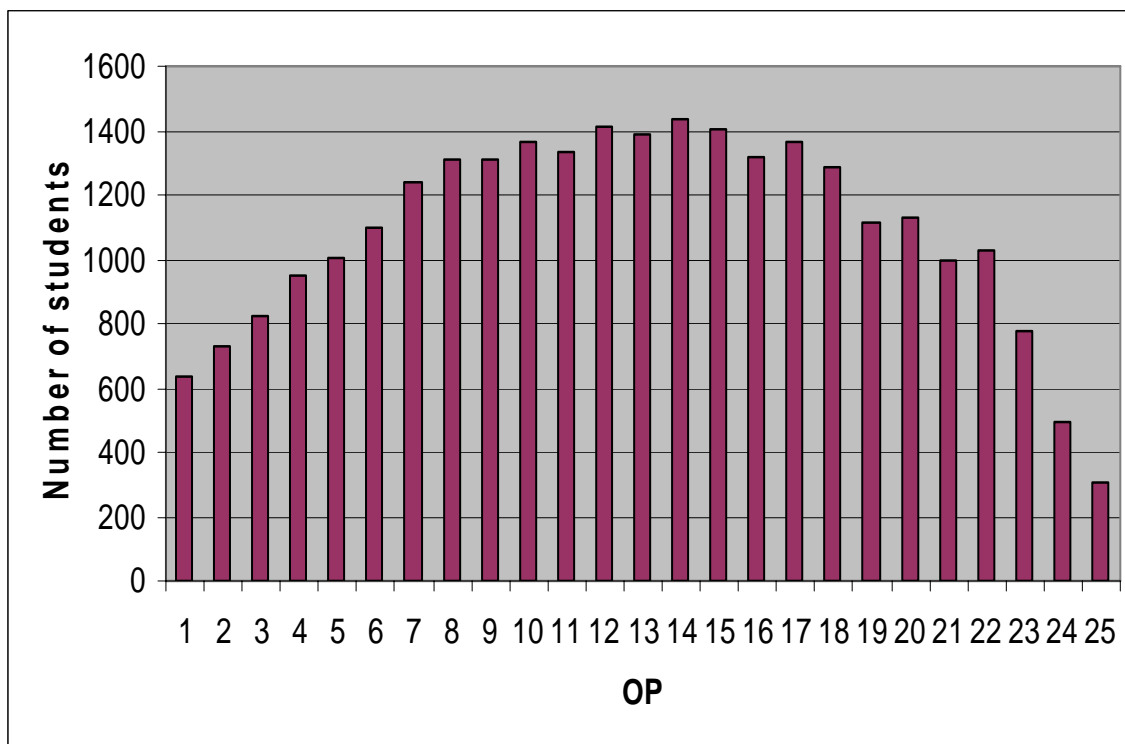
---

<sup>3</sup> Multiple regression is a statistical analysis used to model students' OAIs based on levels of achievement. The results of a multiple regression can be used to examine the relationship between levels of achievement and OAIs.

- comparing the OAIs of students from 2003 who were matched based on subjects and levels of achievement.

Figure 1 shows the distribution of OPs in 2004.

**Figure 1: 2004 OP distribution**




---

## 4. HOW WERE SCHOOL DATASETS ANALYSED FOR ANOMALIES?

---

Each school dataset was analysed before the OP calculations were finalised. This occurred in three ways to detect possible instances in which one piece of information from a school was grossly inconsistent with other information from the same school.

Statistical analyses of datasets identified cases for which values were outside tolerances for:

- gaps within school subject-group SAI distributions
- relationships of school-group results on the QCS Test and overall achievement indicated by students' levels of achievement
- possible unusual patterns of SAI distributions across subject-groups.

### 4.1 SAI distributions

---

All SAI distributions from large school subject-groups were examined as part of the process of checking data supplied by schools. The analysis of SAIs looked for, among other things, unusually large gaps, and unusual consistencies in patterns of SAI decisions across different subjects within a school.

Distributions of SAIs were checked against the corresponding Forms R6 for face-value discrepancies for 4026 school subject-groups. Schools were contacted when there were questions about the face-

value consistency of SAI placements and the relativities implied by the corresponding Form R6. Two hundred and eighteen schools were contacted by telephone about 690 school subject-groups.

There were alterations to SAIs for 432 of these school subject-groups as a result of these checks.

Possibly unusual patterns of SAI decisions across subject-groups within a school were identified using several mathematical modelling techniques. This modelling identified schools for which there was an unusual consistency across sets of SAIs and/or an unusual clustering of students. The SAI distributions for the large subject-groups within these schools were scrutinised against Forms R6.

Following these analyses, the QSA requested 866 exit folios of work for selected students to provide the evidence on which SAI decisions had been made for 77 subject-groups at six schools. For these schools the patterns of SAI decision-making were quite complex and seemed to be based on mathematical formulae. However, three schools chose to reconsider their decisions and made changes to their SAIs in 39 subjects.

Subject experts at the QSA provided relativities for the selected students based on the evidence in the folios of work. The QSA then contacted the three schools concerned when changes to SAIs indicated by these relativities would resolve the issues identified by the earlier analyses. As a result of this set of SAI checks, the schools provided changed SAI distributions as recommended for 38 subject-groups.

## 4.2 School-group data

---

Data for subject-groups and whole school-groups were checked to determine whether mean QCS Test performances were very inconsistent with overall school performances. For each school a polyscore<sup>4</sup> was estimated for each student. School groups with large negative mean residual polyscores were selected. (A large negative mean residual suggests that students in this group tend to have an OAI much lower than their polyscore or estimated overall achievement.) Similarly, school groups with a much larger polyscore spread than OAI spread were also selected for further analysis. (In these cases,

---

### <sup>4</sup> Note concerning polyscores

A simple mathematical model (Sympson, J. B. & Haladyna, T. M. 1988, *An Evaluation of Polyweighting in Domain-Referenced Testing*, paper presented at the Annual Meeting of the American Education Research Association, New Orleans, April 1988) can be used to obtain an estimate of each student's overall achievement starting from levels of achievement alone. These estimates are over-simplifications in that they involve ignoring differences between students with the same level of achievement in a given subject: that is, all VHAs in French are treated equally and so on. As the table below shows, the resulting estimates, "polyscores", of overall achievement correlate very well with OAIs (the finer-grained scale which is cut into OPs).

<b>Correlation</b>	<b>2004 student data N = 27 235</b>
OAI ~ Polyscore	0.955
OAI ~ QCS	0.766
Polyscore ~ QCS	0.729

This procedure provides estimates of overall achievement independently of the procedures used for determining OPs. The estimates are based on treating each level of achievement in each subject as equivalent. They are not based on treating levels of achievement in different subjects as equivalent, nor are they based on assuming that levels of achievement represent an equal interval scale (that SA is to HA as HA is to VHA, for example). Therefore, polyscores provide more suitable estimates of overall achievement than simple averages of levels of achievement that have been turned into a 5-point scale.

the students well above the school mean may on average have OAIs much lower than their estimated overall achievement.)

Groups with a sufficient inconsistency of QCS Test and level of achievement information were referred to the QSA's Scaling Anomalies Committee for consideration of possible special case calculations. As a result of the Scaling Anomalies Committee decisions, changes to final stage parameters were made for 20 schools. These changes involved raising the mean OAIs at 13 schools and raising the mean-difference at seven schools to bring these parameters to the values whereby they would not have stood out as outliers.

Five cases were referred to the Scaling Anomalies Committee because of issues raised by schools. The data showed that intervention was warranted in none of these cases.

---

## **5. WHAT WAS DONE TO ANALYSE INDIVIDUAL STUDENT DATA FOR ANOMALIES?**

---

Individual checks were based on the relationship, for groups of students with similar combinations of subjects, of OAI and average level of achievement (across best five subjects) and OAI and individual polyscore. A multiple regression analysis, which models OAIs in terms of levels of achievement, was also used as an overall check. Unlike analyses based on average levels of achievement, both the polyscore and this analysis have the advantage that they do not involve treating a particular level of achievement in one subject as being the same as the level of achievement with the same name in another subject.

Like the polyscore analysis, the multiple regression analysis showed a very good correlation of OAIs and levels of achievement. The strength of these relationships means we can look for outliers—cases in which a student has an OAI much lower than the modelled OAI for that student's particular combination of levels of achievement in particular subjects.

For a substantial proportion of the OP-eligible population, manual scrutiny of data was undertaken as an extra check of the integrity of OP calculations. First, computer searches of the data identified students with an OAI much lower than the modelled OAI for their particular combination of subjects and achievements. This search was performed for every student in the state and involved comparing them with every other student with a sufficiently similar combination of subjects.

Manual checks of around 5330 plots showing these individual student data indicated that further investigation was warranted for 949 of these students, on the basis that these students' OAIs were possibly odd. For these students an assessment record was printed showing semester units, levels of achievement, and SAIs in Board subjects. Panel comments on the relevant Forms R6 were noted and the student's approximate place within the achievement band was found for each subject.

Analysis of data for these students found 184 cases for which a change was justified to the student's OAI before the issue of SEPs. The OAIs of these 184 students were increased to the point where they would not be considered outliers. This usually means a change of one OP band.

---

## **6. WHAT SPECIAL CASE CALCULATIONS WERE CONDUCTED?**

---

Special calculations were carried out when:

- a school group had a high proportion of visa students (see table 2)
- a school subject-group had a high proportion of visa students (see table 3).

These calculations followed procedures approved previously by the Queensland Board of Senior Secondary School Studies on the recommendation of the Technical Advisory Subcommittee of the Moderation Committee.

---

## **7. WHAT WAS DONE TO PRINT AND DISPATCH SEPs?**

---

Since 1996, SEPs have been printed in-house. This brings advantages of enhanced flexibility and efficiency at a lower cost.

In-house printing provides a number of advantages over printing outside. It allows greater flexibility for variable printing of the Senior Certificates, which contained millions of items of information and more permutations of that information than ever before. In-house printing also provides easy access to programmers during the development phase, as well as the printing phase. Programming problems that appear during the printing of SEPs are resolved as they occur.

Extensive hand checks of all certificates for production quality were conducted before dispatching. A quality-control loop was in place that allowed scrutiny of every SEP printed. Necessary changes were made to computer programs. (One aspect that could not be entirely resolved during this quality-control phase was the naming of subjects supplied by TAFE. Some TAFE subjects have names that are abbreviated in a way that readers of the Senior Certificate who are not familiar with these VET terms would find difficult to understand or to differentiate between when names are very similar. Before printing the certificates, QSA staff identified and corrected spelling errors and inconsistencies in abbreviations and punctuation of the names of TAFE subjects.)

All timelines were met.

The scheduled date for posting the SEPs was 17 December 2004. To maximise the probability that all students would receive their certificates on the same day, posting occurred over two days—Thursday 16 December for students living interstate, overseas, and in remote areas of Queensland; and Friday 17 December for the remaining students. In 2004, SEPs were posted to 556 Australian postcodes and five overseas zones.

The schedule encountered no major problems, and 39 468 Senior Certificates and 27 912 Tertiary Entrance Statements (including those for visa students) were posted. Computer programs were used to ensure that every SEP had a precise known position in the packing production line.

This year (2004) was the second that the “SmartOP” service has been available in Queensland, providing Year 12 students with access to their OP and FP results via the internet and Interactive Voice Response (IVR) system (free-call 1800 number). The Smart OP service was available from 9am Saturday 18 December to close of business Monday 10 January 2005. To ensure that students could access their OP and FPs on the Smart OP website or on the IVR service from Saturday 18 December 2004, students were required to go to the Smart OP website and enter their QSA student number and change their PIN some time between 18 October and 16 December. From Saturday 18 December 2004 to Monday 10 January 2005, there were 35 098 web accesses to the Smart OP website. The number of accesses included successful and unsuccessful logons, as well as multiple accesses by the same

student. For the same period, 5550 calls were made to the IVR service. Between Saturday 18 December 2004 and the end of January 2005, more than 1200 calls were made to the general enquiry number. QSA staff dealt with a range of enquiries from students and their parents — these ranged from lost PIN numbers, rankings, changing preferences based on the OP received and tertiary entrance. The Office of the QSA was staffed through the Christmas and New Year period except for the public holidays.

In addition to the information made available to schools on the website (listed in section 2), on Tuesday 21 December details of students' results for each school — levels of achievement, OP, FPs, and QCS Test grades — were posted on the schools section of the website. Because the privacy of students and schools must be safeguarded, it was necessary to maintain security over internet data transfers and to continue to develop the effective use of user identities and secure passwords.

---

## **8. WHAT TERTIARY ADMISSIONS DATA WERE ELECTRONICALLY TRANSMITTED?**

---

Year 12 and tertiary entrance data were sent electronically to all tertiary admissions centres and interstate universities that had received applications from Queensland students. The interstate admissions centres submitted to the QSA the names of Queensland students who applied through them, and information about these students only was released.

The Queensland Tertiary Admissions Centre (QTAC) was supplied with a file of Year 12 student results (external and internal) by Friday 17 December 2004. Interstate admission centres began receiving data after Tuesday 21 December 2004, and these requests are still ongoing.

In 2004, 1142 Queensland students applied to interstate universities (in 2003 and 1997 there were respectively 1194 and 1275 such students). In 2004, the Australian Tertiary Admissions System was used to convert the OPs of students applying to interstate universities. The system uses the common Interstate Translation Index (ITI), which is a common scale used to convert the TE rank of one State to that of another. Each State is responsible for the conversion from home state TE rank to ITI. This conversion is based on a nationally approved combination of two methods previously used for interstate equivalences — the candidature method and the age cohort method. The approved approach is based on principles appropriate to the inherent imprecision of both the starting data and the nature of conversion from one state rank to another.

---

## **9. WHAT WAS DONE TO PROCESS APPLICATIONS FOR VERIFICATION (SENIOR CERTIFICATE) AND REVIEW (TERTIARY ENTRANCE STATEMENT)?**

---

Students had until Monday, 10 January 2005 to lodge an application for verification of their Senior Certificate and to seek review of their OPs and FPs. Late applications were accepted on the next day.

In 2004, there were 486 of these applications received, which was a decrease of 82 from the 2003 figure (568).

Students' applications can be classified into five main categories:

## **A. Change of name**

---

There were 10 requests received for change of name on Senior Certificates.

## **B. Verification of result in Authority and/or Authority-registered subject**

---

There were 133 applications related to differences between the levels of achievement as stated on the student's exit statement or school report and those shown on the Senior Certificate. Schools were asked to verify results.

## **C. Correction of result in Recorded subject**

---

Fifty-four requests were received for a correction of result in Recorded subjects.

## **D. Review in relation to OP/FPs**

---

There were 370 students who applied to have their OP reviewed (91 fewer than the 461 applications in 2003). In each case, a comparison was made across the State with students with similar results in a similar combination of subjects. Further checking of available information was made if this preliminary check showed the student who applied for the review had an OAI apparently much lower than the OAIs of other students with similar results in a similar combination of subjects. A panel of senior QSA officers examined each case and determined whether the calculation of a correction factor (to bring the student's OP into line with those of others with similar results) was warranted.

## **E. Other**

---

Applications by students for verification of their QCS Test results led to checks that an individual grade was correctly calculated. Since multiple marking of QCS Test papers had already occurred, there was no further re-marking.

A summary of the successful applications for verification and/or review (correct at the time of writing, at the end of February) is given in table 5 (final figures may be different).

**Table 5: Amendments to student results (as of 28 February 2005)**

Changes to levels of achievement (number of students)	
• Authority subjects	7
• Authority-registered subjects	9
• Recorded subjects	54
• External subjects	0
Changes to OPs	3
Changes to FPs	0
Changes to QCS grades	0

As soon as amendments were available, the Office of the QSA transmitted them to QTAC and tertiary admissions centres in other states.



---

## **10. CONCLUSIONS**

---

Issuing the SEPs in 2004 was more complex than in 2003. The amount and complexity of the information collected and reported, as well as the quality assurance required, continue to increase. Much of this complexity comes from the reporting of accredited vocational education on Senior Certificates. While the activities involved are diverse and often complex, they share a single aim, which is to provide a high-quality credentialling service to the QSA's most important clients — students.