

Appendix 5

Copies of promotional documents from TEPA's
The Student Education Profile: Improving staff selection (1992-1994)

The
**Student
Education
Profile**



**improving
staff selection**


● ***Using the Student Education
Profile to select the right staff***

Right profile — right person

From 1992 employers will have a whole portfolio of information about Year 12 school-leavers on which to base that all-important decision—who is the right person for the job?

Student Education Profiles and the information they contain will provide a clear, comprehensive and realistic indication of an applicant's abilities and potential.

This booklet has been compiled with considerable input from employers to introduce business people to the new system, and to let them know how it can help make staff selection easier.



Professor Ken Wiltshire, Chair
Tertiary Entrance Procedures Authority

‘Student Education Profile — Improving Staff Selection’

Choosing new staff is one of the most crucial tasks a business proprietor undertakes. Selecting the right person for the job takes skill, experience, good judgement, and sound information.

Schools in the 1990s are working hard to bring the world of work closer to students. They are also helping employers by providing useful, reliable information about students' knowledge, skills and abilities as they leave school to enter the work force.

Most Year 12 students now leave school with a ‘portfolio’ of relevant information about themselves and their achievements. Part of this portfolio is the new Student Education Profile—the official documents showing subjects, results and tertiary entrance selection information. Many job applicants will now be presenting their Student Education Profile documents to prospective employers.

The Student Education Profile consists of two documents containing four pieces of information. This brochure explains how employers can use the Student Education Profile to obtain useful, relevant information about school-leavers' capabilities when selecting staff.

The basics of the new system

Each school-leaver's Student Education Profile will contain one, or both, of the following documents:

Senior Certificate. Each student completing Year 12 receives this record of subjects studied and levels of achievement gained. Most subject results are listed in five categories, from Very High Achievement to Very Limited Achievement. Students who choose to sit for the Queensland Core Skills (QCS) Test will have their result shown on the Senior Certificate. The Senior Certificate provides excellent information for use by employers.

Tertiary Entrance Statement. This document ranks students for tertiary entrance. The rankings consist of the student's Overall Position (OP) and his or her Field Positions (FPs) in a range of fields of study. Students wanting to receive the Tertiary Entrance Statement must ensure they fulfil prerequisites for tertiary study in their choice of senior subjects. Students who don't want to pursue tertiary study may choose from a wider range of school subjects. They won't have a Tertiary Entrance Statement, but they may be just as well prepared—if not better—for the job. Therefore, employers should be wary of relying on Tertiary Entrance Statements as a means of selecting staff.

Case Study — The Office

A legal firm wishes to recruit two office juniors. One will become a legal secretary, and the other will move into the accounts department.

The firm's selection criteria include:

- Academic results in appropriate subjects
- Practical skills such as typing,

checking lists, etc.

- Presentation and communication skills
- Ability to work as part of a team

The Student Education Profile can provide valuable assistance in establishing the strengths and weaknesses of each applicant in many of these areas.

Here are two of the applicants:

SARAH: Age 17

Education — Year 12

Senior Certificate:

Board Subjects

English *High Achievement*
 Secretarial Studies *High Achievement*

Mathematics *Sound Achievement*
 in Society *Sound Achievement*

Board-Registered Subjects

Recorded Subjects

Media Studies *Pass*

Queensland Core Skills Test

Because of Sarah's results in English, Secretarial Studies, Legal Studies and Advanced Typewriting, she is short-listed for the legal secretary's position.

NICHOLAS: Age 17

Education — Year 12

Senior Certificate:

Board Subjects

English *High Achievement*

Economics *Sound Achievement*

Accounting *Sound Achievement*

Board-Registered Subjects

Practical *High Achievement*
 Computing Methods *High Achievement*

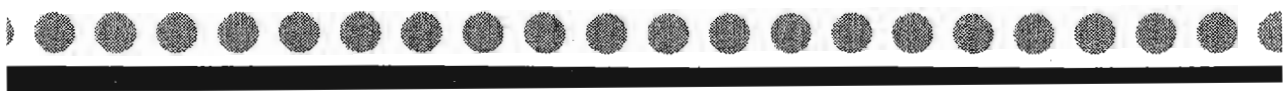
Queensland Core Skills Test

Because of Nicholas' results in accounting-related subjects, he is short-listed for the position in the accounts department.

Nicholas has a Tertiary Entrance Statement, but Sarah does not.

In Nicholas' case, the employer simply notes that the Tertiary Entrance Statement indicates he may be eligible for business-related tertiary courses.

Sarah is not disadvantaged as a Tertiary Entrance Statement is not essential for entry to business or TAFE colleges, should she decide to upgrade or extend her office skills.



Case Study — The Retailer

Jan Jones is the district personnel manager for a major retail store.

Her job is to recruit young people for customer service positions in the store. For the successful applicants, it is an opportunity to begin a rewarding career in the retail industry.

Selection criteria include:

- Excellent communication and interpersonal skills
- An ability to give excellent customer service
- Presentation skills
- Adequate basic skills such as literacy and numeracy

After receiving large numbers of applications, Jan uses brief personal interviews with applicants as her main means of reaching a 'short list' of young people.

To make the final selections, she reviews their written applications, most of which include the student 'portfolios'—their Student Education Profiles, other documents issued by schools, and documents from outside bodies such as work experience reports.

How can these documents assist her?

- She is able to compare applicants' results in subjects such as English;
- She looks for strong performances in relevant subject areas, such as the many subjects in the communications field offered by many schools;
- Some applicants have completed TAFE studies in retailing while still at school—perhaps this is

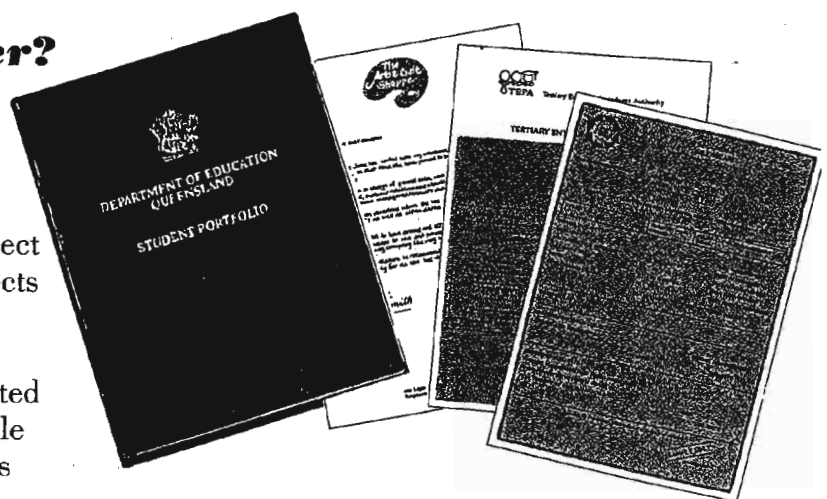
evidence of their long-term interest in a career in retailing;

- Some applicants have studied language subjects, such as Conversational Japanese, which could give them a head start in stores with a large proportion of overseas tourist customers;
- The QCS Test provides a useful benchmark to judge whether applicants have satisfactory core skills such as literacy and numeracy.

The job does not involve tertiary study, so Jan is not interested in whether applicants have Tertiary Entrance Statements.

How to make final choices for each position?

It's up to the employer. It could be the quality of a verbal reference, a comparison of subject results in key areas, or the quality of a school project that is presented as part of the student's 'portfolio'. The Student Education Profile provides employers with a solid base for decision making.



Some questions from employers . . .



What are all the new terms, and what do they mean?



Terms and phrases you will encounter include:

Student Education Profile (SEP). This is the new system for providing information about school results and achievements to employers and tertiary institutions. The SEP consists of the Senior Certificate, which all Year 12 graduates receive, and the Tertiary Entrance Statement, which is provided to those whose choice of subjects makes them eligible to be considered for tertiary entrance.

Senior Certificate. This details the subjects studied and levels of achievement in each, from Very High Achievement to Very Limited Achievement. These gradings are determined over two years of study and are strictly monitored. Most Year 12 students want to keep their post-school options open, so they choose to sit for the QCS Test, and that result is also shown on the Senior Certificate.

Queensland Core Skills (QCS) Test. This test shows a student's ability in common curriculum elements. It is a test of core skills rather than subject knowledge. Many of these skills—spelling, grammar, calculation, etc—are essential in most jobs. The result of the QCS Test is shown on the Senior Certificate, and is rated from A through to E.

Tertiary Entrance Statement. This document shows a student's overall ranking and field

positions, and is used by tertiary institutions, in conjunction with the Senior Certificate, to select students for tertiary courses. Calculation of the rankings is complex. Overall Positions will fall between Bands 1 (highest) and 25. Field Positions will fall between Bands 1 (highest) to 10. The 'fields' for which students receive a score are identified on the Statement.

Student Portfolio. This folder of information is assembled by most students throughout Years 11 and 12. It usually contains documents such as a School Exit Statement, samples of work, Junior Certificate, references etc. Many students include their Student Education Profile documents to provide a complete package of information for employers.



What are 'Board' subjects?



The Board of Senior Secondary School Studies sets the syllabuses for 'Board' subjects. Students wanting a Tertiary Entrance Statement must complete 20 semester units, usually equivalent to five 'Board' subjects studied in Years 11 and 12. Many tertiary institutions and major employers set certain 'Board' subjects as prerequisites for admission or recruitment. However, schools also offer a range of 'Board-Registered' subjects, and 'Recorded' subjects, many of which have a substantial practical element.



Why don't all students receive both the Senior Certificate and Tertiary

Entrance Statement when they leave school?



Options are provided to make school studies more useful and relevant to students and what they hope to do after leaving school. Not all students who complete Year 12 want to undertake tertiary study. The final years of school must be relevant and useful for these students as well as those who wish to proceed to tertiary study.



Why shouldn't employers make decisions about staff selection based on the Tertiary Entrance Statement?



Employers should understand that the information they can obtain from other sources—such as the Senior Certificate and the student's portfolio—will provide more useful information about the individual abilities of students.



What has happened to the TE Score?



The TE Score no longer exists. It was originally established to provide tertiary institutions with a means of choosing students for tertiary courses. The new Tertiary

Entrance Statement, in conjunction with the Senior Certificate, now provides this information to tertiary institutions. The Senior Certificate still provides the most useful information about students' school achievements to employers.



Where do I find out more about the Student Education Profile and the new school-leaving system?



There are several sources of information.

1. The student's school. Ask the Principal or guidance officer.
2. The Board of Senior Secondary School Studies. Responsible for issuing the Senior Certificate which includes the Queensland Core Skills Test and school subject results.
Tel: (07) 864 0299.
3. Tertiary Entrance Procedures Authority (TEPA). Responsible for issuing students' Tertiary Entrance Statements.
Tel: 008 804 991 (operating until 28 February, 1993)
then (07) 234 1498.



Lorraine Martin
Principal
Lorraine Martin
Commercial College Ltd
and member, TEPA
Employer Liaison
Committee

‘The new Student Education Profile gives employers the information they really need—an insight into the abilities and skills of each school-leaver—to make the best staffing choices.

This booklet has been developed specifically for employers as an initiative of TEPA’s Employer Liaison Committee which represents a wide range of employer interests.

I recommend that you read this booklet for a general insight into the new system and keep it on hand for easy reference.’

TEPA Employer Liaison Committee:

Chair: Mr Richard Anderson, *Coopers & Lybrand*. **Executive Officer:** Ms Sally Bick, *TEPA*.
Members: Ms Ingrid Asbury, *Metal Trades Industry Association*; Mr Phil Bernays, *Adamson, Bernays Kyle & Jones*; Ms Mary Kelly, *Queensland Teachers Union*; Ms Lorraine Martin, *Lorraine Martin Commercial College Ltd*; Ms Anh Nuyen, *Board of Senior Secondary School Studies*; Dr Robin O’Hair, *Dartnell Pacific Pty Ltd*; Ms Bernadette Roberts, *TEPA*.



For further details contact:

Tertiary Entrance Procedures Authority (TEPA)
008 804 991 (operating until 28 February, 1993) then (07) 237 1498



Tertiary Entrance Procedures Authority
PO Box 171, Brisbane Albert Street Q 4002
Queensland, November 1992

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- i Six schools returned questionnaires with incomplete data regarding student numbers. Two of these questionnaires did not have sufficient information regarding the magnitude of the total school population. The 23006 figure is the lower limit to the potential student population about which data was collected.
 - ii An approximation of the QBSSSS' remoteness index was used in this analysis (QBSSSS, 1999b).
 - iii Note that one school returned a fully completed questionnaire with a "?" written next to the space where its QBSSSS Id # should have been noted. It was not possible, therefore, to identify the characteristics of the school which had provided this information.
 - iv Pearson correlation co-efficient was significant at $p=0.01$.
 - v In eight schools there were no OP-ineligible students. These schools have been excluded from this summary analysis.
 - vi Of the 230 Phase 1 responding schools, 24 were all female and 15 were all male.
 - vii Difference was significant at $p=0.000$ and was constant for male and female students.
 - viii Differences between school sectors was significant at $p=0.02$.
 - ix Difference between geographical location of schools was significant at $p=0.02$.