



THE UNIVERSITY OF  
MELBOURNE

# Learner Profiles: Equity Considerations

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# Report of the Shergold Review of senior secondary pathways into work, further education and training (June 2020)

The ATAR ‘cannot measure the full range of skills and attributes students have gained through their years of schooling’ (p 47).

## Recommendation 4

*Students should leave school with a Learner Profile that incorporates not only their ATAR score (where relevant) together with their individual subject results, but also captures the broader range of evidenced capabilities necessary for employment and active citizenship that they have acquired in senior secondary schooling.*





# What should be included in a Learner Profile?


## **Shergold Review:**

- ATAR (where relevant)
- Individual subject results
- VET competencies and certificates
- Minimum literacy, numeracy and digital literacy achievement
- Broader capabilities evidenced through, for example:
  - employment experiences
  - caring responsibilities
  - sports achievements
  - interests and hobbies


# Shergold Review

## LEARNER PROFILE


NAME: \_\_\_\_\_ USI: \_\_\_\_\_



### ACADEMIC RESULTS




### VOCATIONAL EDUCATION AND TRAINING



**ATAR** 76.9  
Individual subject results, e.g.

- Maths – 85
- English – 65
- Drama – 60
- Biology – 80





**CERTIFICATES AND/OR COMPETENCIES ACHIEVED**

CHC33015 Certificate III in Individual Support

BSBEBU401A Review and maintain a website

### ACHIEVEMENT OF MINIMUM STANDARDS

 LITERACY – MET
  NUMERACY – MET
  DIGITAL LITERACY – MET

### WORK, CARING AND COMMUNITY EXPERIENCE

Work on family farm

Caring responsibilities for grandparent

## LEARNER PROFILE (CONTINUED)

NAME: \_\_\_\_\_ USI: \_\_\_\_\_



### DEMONSTRATION OF CAPABILITIES FOR EMPLOYMENT AND ACTIVE CITIZENSHIP

CAPABILITY	EVIDENCED THROUGH*	LEVEL
Communication	School-based learning/activities <b>Home and community service</b> Work experience	Developing
Critical and creative thinking	<b>School-based learning/activities</b> Home and community service Work experience	Some evidence
Personal and social capability	School-based learning/activities Home and community service <b>Work experience</b>	Range of evidence
Ethical understanding	School-based learning/activities <b>Home and community service</b> Work experience	Some evidence
Intercultural understanding	<b>School-based learning/activities</b> <b>Home and community service</b> Work experience	Range of evidence
Teamwork	<b>School-based learning/activities</b> <b>Home and community service</b> <b>Work experience</b>	Fully evidenced
Leadership	<b>School-based learning/activities</b> <b>Home and community service</b> <b>Work experience</b>	Fully evidenced
Entrepreneurial	School-based learning/activities Home and community service <b>Work experience</b>	Some evidence



## Big Picture

# International Big Picture Learning Credential

*A passport to the world*



**Abbie Leyshon**

Abbie is a determined, self motivated young person who is passionate about helping Australians have improved options when seeking treatment for knee injuries. Abbie has a competitive nature, and has represented her club, association and state for Netball and is on her way to be identified at a national level. Abbie has proactively sought out opportunities to develop and deepen her knowledge of the human body and it's systems. Abbie has excellent communication skills and has been able to establish authentic adult connections with mentors both at university and in the field of physiotherapy to support her learning. Through these connections Abbie has gained employment at a local physiotherapists providing her direct access to professionals in the field, and opportunities to see best practice in action. Abbie demonstrates high self efficacy, is flexible and adaptable, has well established communication skills and has a deep understanding of the work of a Physiotherapist.

[Online portfolio](#)

[Video statement](#)

### Knowing How to Learn - Level 5

Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

### Social Reasoning - Level 4

Students at this level recognise the connections and distinctions between social issues through systematic investigation.

### Communication - Level 5

Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

#### Achievements:

- 1st in mainstream course HSC PDHPE



[What do these levels mean?](#)

#### Real World Experiences:

- Internship at Sharpe's Physiotherapy
- Internship at Gwandalan Public School- Delivering Gross Motor Program
- Internship at Macquarie Physiotherapy
- Humanitarian Social Action Trip to Tonga

### Personal Qualities - Level 5

Students at this level are insightful and hold themselves accountable for their actions.

### Quantitative Reasoning - Level 4

Students at this level are competent and confident users of mathematics in their lives.

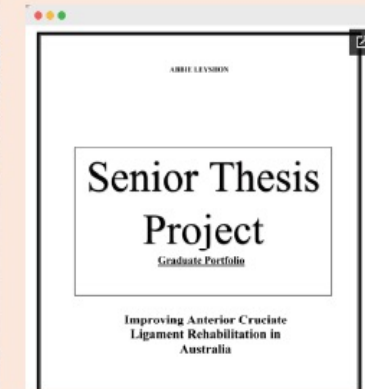
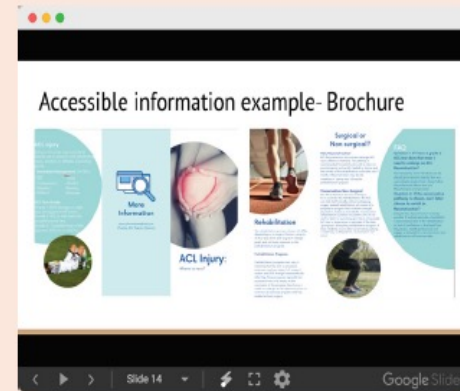
### Empirical Reasoning - Level 4

Students at this level pose and test hypotheses, applying investigative methods to clarify/explore their new understandings.

# Big Picture



## Inside Abbie's Online Portfolio





# The Equity Argument

A learner profile provides recognition of a wider range of learning than the ATAR or the Senior Secondary Certificate. This breadth of recognition can benefit students who don't excel academically or don't take a traditional academic path or who have acquired other learning. Examples from Shergold:

- economically disadvantaged students who need to work part-time to help support their families
- students who care for family members or act as interpreters for non-English-speaking parents
- Aboriginal and Torres Strait Islander students who have acquired traditional cultural knowledge.

# The Inequity Argument

Students from economically advantaged backgrounds:

- have greater access to additional learning activities, e.g. sport, culture, internships, student exchanges
- may receive more support from their teachers in the development of their profile
- may have the resources to 'game' the learner profile:

In the USA, where profiles are used in tertiary applications, a profile tailoring industry has developed, providing support to students who can afford to pay for their profiles to be professionally developed, enhanced, or tailored for particular institutions.





## Case study: ANU

Australian National University new admissions requirements (2020):

- As a compulsory condition of entry, students are now required to demonstrate their involvement in activities outside of the classroom from Year 10 to Year 12.

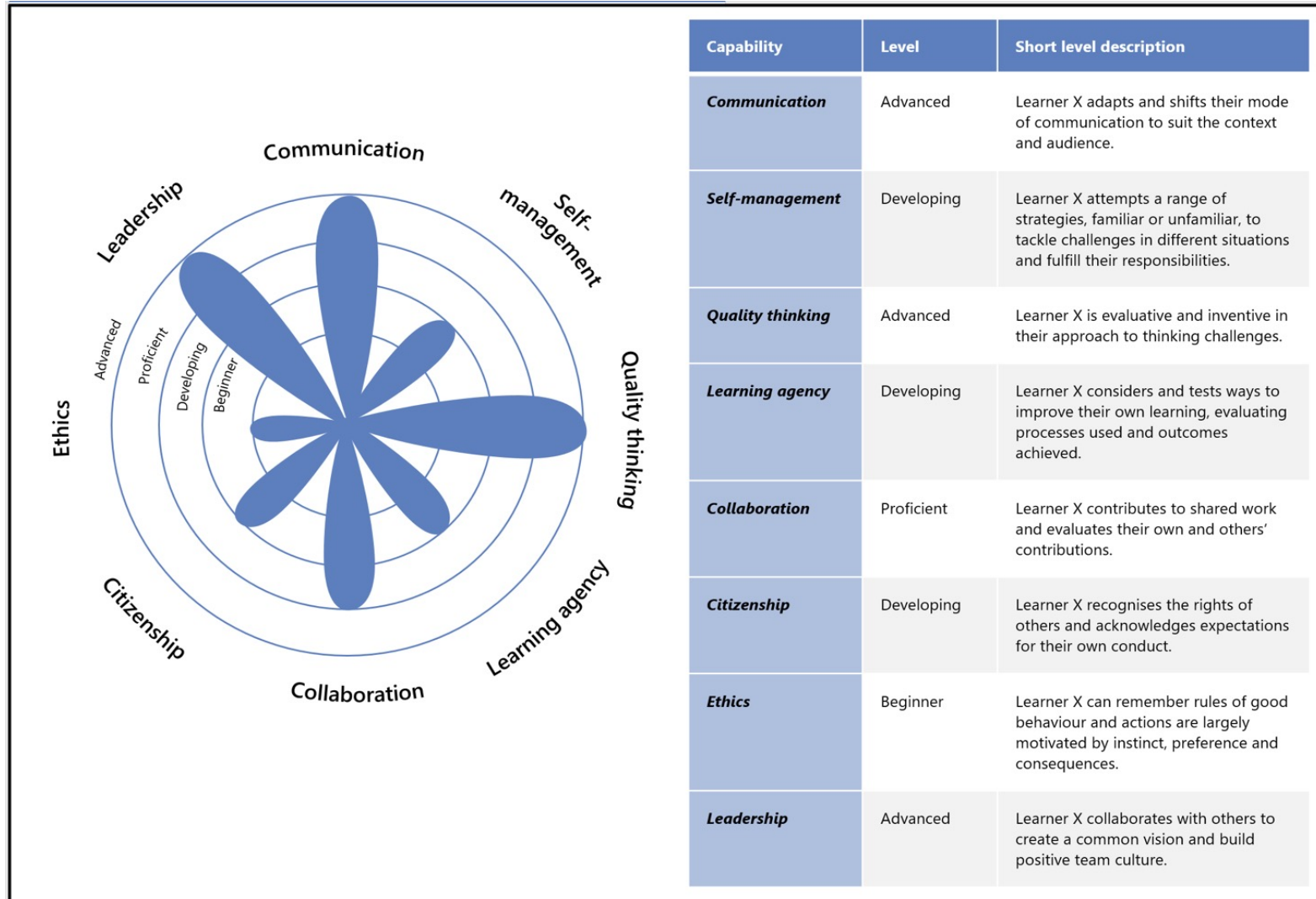
This change was introduced to (among other things):

- Promote community engagement and ‘well-roundedness.’

# Discussion Questions

- Does a requirement to be 'well-rounded' increase pressure on students to be good at everything?
  - Is there value in 'jagged' profiles and 'interesting lopsidedness'? Value for whom?
- Shergold: 'If implemented thoughtfully,' a learner profile can address disadvantage. How can 'thoughtful implementation' be ensured/encouraged?
  - Mandate a learner profile template and disallow customisation/tailoring?
  - Limit the reporting of co-curricular learning activities?
  - Report on the capabilities but not the activities?
  - Mandate level descriptions/standards that support comparability in the reporting of capabilities?

# The core component: a trusted record of attainment in capabilities



- A warranted record of attainment in the capabilities is the essential component in a learner profile.
- Attainments should be measured using validated methods against a framework with standards that support comparability.



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# Thank you

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