

Student equity in higher education

This task set contains:

Teacher instructions
Reading text
Learner response sheet
Answer key

Marking and feedback to learners

When marking the learners' responses please adhere strictly to any answer key provided in the task set.
As it is critical to keep all documents in the task set secure for future assessment purposes, please DO NOT hand out the answer key after marking or allow learners to keep their corrected response sheets when giving feedback.

Learning Context

Insert information about how the students were prepared for the task; e.g., vocabulary instruction, discussions on the topic, grammatical preparation, practice similar skills or activities in other contexts.

Assessor instructions for administering the task

1. Tell learners what they have to do; i.e., read the text and then answer the questions with information from the text. Read out the assessment conditions.
2. Give the learners the reading text and response sheet.
3. Inform learners of compulsory questions that must be correct in order to achieve the Learning Outcome. Say: *To achieve this learning outcome you must answer these questions correctly: 7 and at least 5 of the other 6 questions.*
4. Collect all reading texts and response sheets from the learners.

Conditions for assessment

1. Learners may use dictionaries.
2. Learners must read the questions but answers may be spoken or written.
3. responses need not be grammatically correct or in sentence form but errors must not interfere with meaning
4. The text:
 - is at least 300 to 350 words in length
 - is an authentic text or adapted from an authentic text
 - contains reported speech
 - contains at least 4 pieces of information.
 - may contain headline with common, familiar idiomatic language
 - is accompanied by a graph or image

Answer key

In order to achieve the learning outcome, learners must identify the topic (Q7), demonstrate understanding of main information in the text and demonstrate understanding of facts which support the main information—at least 5 of the remaining 6 questions.

Note that sentences need not be grammatically correct or in sentence form, but errors must not interfere with meaning.

1. six
2. entering / beginning / commencing and completing/finishing
higher/tertiary/university education
3. *any 3 of:* outreach schemes, scholarships, entry schemes, assistance while studying
4. People from culturally and linguistically diverse backgrounds
5. *Both* bridging *and* foundation
6. Assistance / help while studying
7. Higher education equity for disadvantaged students



STUDENT EQUITY

Equity means equal access and outcomes for students who, because of their circumstances, have traditionally been less likely to go to university. Six target groups are recognised in Australia as being disadvantaged in getting an education:

- people of Aboriginal and Torres Strait Islander descent
- people with disabilities
- people from culturally and linguistically diverse backgrounds
- people from rural and isolated areas
- people from socioeconomically disadvantaged backgrounds
- women in non-traditional study areas.

Most higher education providers have equity and access programs. They aim to support students from target groups to successfully enter and complete tertiary studies. Here are some of the kinds of things education providers do.

Outreach schemes

Outreach schemes include school visits, community events, workshops or classes on the institution's campus, or special entry schemes, support programs and scholarship opportunities.

Scholarships

A range of equity and access scholarships are available through the federal government as well as from individual institutions and organisations. Some scholarships are automatically offered through the Department of Human Services.

Entry schemes

Many higher education providers offer alternative entry schemes for disadvantaged students. These allow students to enter courses via non-traditional pathways (for example, without completing secondary education).

This may mean doing a bridging or foundation program. These programs are specially designed for students who have experienced educational disadvantage or who do not have the formal qualifications to enter the course they would like. There are also special entry schemes that grant disadvantaged students special consideration. Ask your higher education provider about its pathway and special entry options.

Assistance while you are studying

Many higher education providers have general learning skills units to support all students. They also have academic support programs especially for students from each of the equity groups. They run seminars or workshops on topics such as essay writing, exam preparation, academic English, and study and organisational skills.

Students with disabilities can also expect equal access to all parts of university life. Many institutions have disability officers who organise specialised equipment, note-takers, volunteer readers, and peer support networks.

More help is usually available at assessment times, and at the beginning of each academic semester to help students settle into tertiary study.

Sources: Text adapted from Good Universities Guide 2017 p 36

<http://ebook.gooduniguide.com.au/#folio=36> accessed 20/04/2017 ; image adapted from

https://assets.wired.com/photos/w_582/wp-content/uploads/2016/09/edit_meme16.jpg accessed

24/04/2017 (please see also [Craig Froehle](https://www.wired.com/2016/09/birth-weird-life-afterlife-internet-meme/), <https://www.wired.com/2016/09/birth-weird-life-afterlife-internet-meme/> [CULTURE](#) date of publication: 09.26.16.09.26.16 accessed 24/04/2017)

Name of learner _____ Date _____

Task instructions: Read the information text and answer the questions below.

There are 7 questions. To achieve this learning outcome you must answer these questions correctly: question 7 **and** any five of the other questions.

1. According to the text, how many different groups of people are recognised as less likely to get a higher education? _____

2. Most higher education providers have special access and equity programs for people from the target groups. Their goal is to help these people succeed in

3. What are **three** of the ways higher education providers aim to increase access and student equity?
 - a) _____
 - b) _____
 - c) _____

4. I am a migrant whose first language is not English. I belong to which of the targeted groups? _____

5. People who do not have the formal qualifications to get into the course they would like may be able to access it through a _____ or _____ program.

6. Workshops in essay writing, academic English, and study skills are examples of _____ which is offered by universities.

7. Tick the correct answer. The topic of this text is:

- Higher education scholarships.
- Students ringing bells.
- Higher education equity for disadvantaged students.
- Student support.

This is the end of the reading assessment

For teachers/assessors only	
The learner:	Assessor ticks questions answered correctly and ticks outcomes achieved.
1.1 identifies topic.	Qu. 7 <input type="checkbox"/> 1.1 <input type="radio"/>
1.2 demonstrates understanding of main information in text.	Qu. 2 <input type="checkbox"/> Qu. 3 <input type="checkbox"/> One of these must be correct. 1.2 <input type="radio"/>
1.3 demonstrates understanding of facts that support the main information.	Qu. 1 <input type="checkbox"/> Qu. 4 <input type="checkbox"/> Qu. 5 <input type="checkbox"/> Qu. 6 <input type="checkbox"/> If one of Qu.2 or Qu.3 is incorrect these must all be correct. If both Qu.2 and Qu.3 are correct only 3 of these must be correct. 1.3 <input type="radio"/>

Outcome of task:	Date:
Name and signature of assessor:	
Name and signature of learner:	