



# WHY WIDENING PARTICIPATION IN HIGHER EDUCATION BENEFITS ALL OF US

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# UNIVERSITY EDUCATION AT A DISTANCE

- Higher education privileged urban dwellers
- Deakin's mission as a distance provider
- Overcome perceptions of being a low-quality education

# THE EMERGENCE OF SOCIAL WORK EDUCATION AT A DISTANCE

- Attracts scepticism within the professional community as to quality of education
- Need for evidence base
- Distance education has evolved over the last two decades – much more online and interactive now
- Innovations are challenging with some unforeseen consequences

# BROADENING PARTICIPATION: DEAKIN BSW STUDENTS AND ALL AUSTRALIAN BSW STUDENTS, 2016

<b>Indicator</b>	<b>Deakin%</b>	<b>All universities%</b>
Regional and remote students	35	23
Low socio-economic status (SES) students	21	14
Students with disability	11	8
Indigenous students	16	1
First in family to attend university	48	42

# BROADENING PARTICIPATION: DEAKIN BSW STUDENTS AND ALL AUSTRALIAN BSW STUDENTS, 2016

<b>Indicator</b>	<b>Deakin%</b>	<b>All universities%</b>
Aged over 25	71	24
Part-time enrolment	54	26
Basis of admission to university		
- Secondary education	11	44
- TAFE award	45	12

# GRADUATE SATISFACTION: DEAKIN BSW AND ALL AUSTRALIAN BSW GRADUATES, 2016

<b>Indicator</b>	<b>Deakin%</b>	<b>All universities%</b>
Overall satisfaction	90.3	87.1
Good teaching	80.6	70.0
Generic skills	93.5	87.7

# GRADUATE EMPLOYMENT OUTCOMES: DEAKIN BSW AND ALL AUSTRALIAN BSW GRADUATES, 2016

<b>Indicator</b>	<b>Deakin</b>	<b>All universities</b>
Full-time employment	83.3%	67.9%
Overall employment	93.3%	86.3%
Median salary	\$67,000	\$60,000

# E-PROFESSIONALISM

- Online education prepares graduates for online working with service users at a distance
- Online continuing professional development (CPD)



# BENEFITS FOR THE WIDER COMMUNITY

- Improved ability of organisations to recruit/retain staff in regional/remote areas
- Service users have a right to appropriately qualified professional service

# TRANSFERABLE LEARNING

1. Promoting social inclusion is not part of the DNA of many organisations
2. Promoting social inclusion requires taking account of changing contexts
3. Programs can have unintended positive consequences
4. Programs can have unintended negative consequences

# TRANSFERABLE LEARNING

5. Ethical conundrums part of promoting social inclusion
6. Changes involve taking risks
7. There are always critics so collect relevant data
8. Promoting social inclusion is not easy