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ACPE Strategic Plan

2016 – 2018

ACPE STRATEGIC PLAN 2016 – 2018

Preamble

This high level document outlines the means through which ACPE Limited (trading as The Australian College of Physical Education (ACPE)) delivers its higher education priorities over a three year planning cycle.

ACPE is part of the Study Group Australia family of brands. Study Group Australia (SGA) and is a wholly owned subsidiary of Study Group Pty Ltd (SG), a leading provider of global education programs in Australia and New Zealand, North America and China, and UK and Europe. Globally Study Group educates over 63,000 students annually from over 130 countries.

In Australia and New Zealand, SGA manages and delivers programs across both proprietary and partnership colleges. ACPE is a Degree conferring College with the Higher Education Division of SGA. Other proprietary Higher Education Colleges in this division are Australian College of Natural Medicine (ACNM) (trading as Endeavour College of Natural Health) and Study Group (trading as Martin Higher Education).

Study Group's Mission

Study Group prepares students for life in a global economy. We educate students from every corner of the globe enabling them to realise their potential through a transformational learning experience.

Study Group's Vision

Study Group is the world's leading for profit education provider for international students. We measure success by our students' outcomes, achievements and the experiences they have with us.

We have the interests of our students at the very heart of everything we do, inspiring them to achieve great things. Equally, we are inspired by what they achieve.

Our teaching and learning, including our use of technology, represent some of the most innovative approaches in the market.

We are the partner of choice for leading Universities throughout the world, helping them realise their goals without compromise.

Our innovation, breadth of programs and global reach, will transform the educational experience of tens of thousands of students every year, and enable our own team to achieve even more.

Australian College of Physical Education (ACPE)

The College is a specialist independent tertiary institution that since 1917, has prepared teachers for placement in schools particularly in physical education. Originally established as a physical education training institution for young women, the College is now co-educational and offers full degree programs in sport, dance, health and education.

In recent years, graduates have found work in many areas including tertiary and high school teaching as well as private schools; the Departments of Sport and Recreation, the Australian Sports Commission, the Australian Olympic Committee, Local Government Recreation Centres or as Coaches and Trainers for professional sporting teams, instructors in private gyms.

Today, the graduates can be found working in schools and sports administration throughout Australia, and many other countries.

ACPE Purpose

The ACPE purpose is readily aligned with that of Study Group given that:

ACPE seeks to be the preferred education provider locally, nationally and internationally in the areas of sport, health and education.

ACPE's Values

Values that guide every interaction we have with students, staff, consumers and stakeholders:

- **Students First:** Translating our passion for learning into the empowerment of our students by enabling them to compete and succeed when they leave our care.
- **Ambitious:** Recognising that our success will stem from balancing our commercial aspirations to grow, with meeting the needs of our students, partners, staff and stakeholders.
- **Delivering:** Making promises we can keep and delivering on them, every time. Not trying to do everything but holding ourselves to account on doing the really important things, well.
- **Curious:** Leveraging both creativity and evidence-based decision making to continuously improve the company.
- **Huddle:** Recognise that our capacity to contribute as a whole is greater than the sum of our parts. Rallying around ideas, goals and challenges, bringing everything we've got to the table. Succeeding together as one Study Group.
- **Happiness:** We value positivity, joy, encouragement and strive to be in the moment. We affirm our own actions, those of others and the organisation.

Planning Cycle and Embedded Resource Framework

ACPE operates under a three year rolling strategic planning cycle. Each year the plan is reviewed by the Senior Management and Board of Directors to ensure it is fit for purpose.

The Senior Management team align their respective department objectives, goals and performance measures contained within the Operational Plans to the current Strategic Plan and SGA Strategic and Business Plan.

The Annual budget is developed through individual budget for each cost centre within ACPE and combined to an overall inclusive budget. Head of Departments academically and operational centres consult their teams to develop the proposed budget.

Tertiary Education Sector Environmental Scan – Next 12 Months

The Australian tertiary education environment continues to await the promised major government reforms to the sector, the anticipation of which informs much of the surrounding activity.

With the change of Prime Minister in 2015, the Turnbull government has committed to review all Abbott government proposed reforms with the view to redeveloping the proposals in time for the May 2016 budget. Therefore the anticipated changes in 2015 to be implemented on 1 January 2016 did not come to fruition. These changes were highly anticipated by private providers as they would have seen all higher education institutions aligned in terms of student fees and government supported places for students. Along with this, the College has recently continued to realise declining enrolment numbers and industry challenges. While government reform of the sector would likely be a positive move for ACPE, it is not to be relied upon for growth or budget projections.

Government budget cuts continue to impact the Tertiary Education Quality and Standards Agency (TEQSA) with a full internal restructure in 2015 seeing TEQSA move to a more centralised case management approach with just two Directors in charge of larger teams of case managers. ACPE's case management team has changed. The College's new case manager took over in late 2015 and is unfamiliar with our history, but is keen to work with us to streamline processes as much as possible and assist with future planning for regulatory business.

Key drivers in the tertiary education sector include:

- Change of Prime Minister and subsequently Cabinet in 2015 have seen higher education reforms put 'on hold' however further developments on these matters have been promised for the 2016 budget. In particular, the change to funding support (Commonwealth Supported Places) for students by way of a single, coherent income-contingent loan scheme accessible to students wherever they choose to study (currently only available to those studying at an approved university) is looking more unlikely.
- Competition from the Higher Education sector is becoming more competitive. Recent reports demonstrate multiple Universities lower entrance requirements according to ATAR scores. The laxity on ATAR scores has become more widespread including several Sandstone institutions for key courses. This has increased the direct competition for some of our less boutique qualifications like Bachelor Education PHE.
- The Higher Education Standards Panel (appointed by the Federal Minister for Education) has completed its review of the Higher Education Standards Framework and the proposed revised standards have been agreed to by TEQSA. The revised standards were legislated in December 2015. It has been explained that there will be a transition period into the new standards when they come into place, from 1 January 2017.
- TEQSA's regulatory approach changed significantly again in 2015 to focus on a 'Core' or 'Core Plus' model of regulation. Institutions will work closely with Case Managers to tailor each regulatory submission based on TEQSA's previous knowledge of the institution and this will lessen the paperwork required to be provided for each application. The introduction of the online (Sharepoint-based) portal for submission of applications and requested information has been highly successful for ACPE's TEQSA interactions.
- In October 2014 the Federal Government's discussion paper 'Reform of the ESOS Framework' was released. In December 2015 the Education Services for Overseas Students (ESOS) Amendment (Streamlining Regulation) Bill 2015 passed through Parliament to amend the Education Services for Overseas Students Act 2000 (ESOS Act). This begins the process of reforming the legislation around educating international students in Australia, with the main focus being reducing unnecessary red tape for institutions implementing the framework. The reform process will begin on 1 July 2016.
- Further restrictions regarding the entrance requirements for Bachelor of Education degrees have been implemented for 2016. This initiative is part of the Great teaching Inspired Learning blueprint for action by the NSW government to improve higher standards of teaching. The established pathway through Bachelor Health and Movement and Bachelor Applied Dance secure alternate entrance for prospective students that do not meet the new heightened requirements for direct entrance.

ACPE Reinvigoration Plan

In 2015 the College committed to a reinvigoration plan so that it could grow its student base, grow its delivery footprint, reinvigorate its courseware and teaching methodologies, and change its culture.

The six point plan below is presented as a series of operational initiatives and is expanded further in Key Goals statements 1 to 6.

1. **New Degree Offerings**

Initiative: Expand breadth and depth of programs.

Driver: Maximise lifetime value of student (up and across); student and discipline diversification.

2. **Increase Geographic Footprint**

Initiative: Establishment of study centres for online students and F2F offerings in strategic geographic locations in Victoria, Queensland, South Australia and Western Australia.

Driver: Increase brand recognition.

3. **Increase Online Student Enrolments**

Initiative: Establish multiple teaching periods for flexible enrolment and key subjects that facilitate student enrolment across all courses.

Driver: Leverage brand recognition, increase market diversification.

4. **Pathway Development**

Initiative: Organise pathway articulation agreements within SGA brands and external providers.

Driver: Leverage IP, student diversification, expand geographic footprint.

5. **Retention and Completion**

Initiative: Initiate strategies to maximize retention and completions.

Driver: Student support and development.

6. **International Students**

Initiative: Evaluate opportunity to distribute existing programs to international students.

Driver: Student diversification, partnership scale.

This Reinvigoration Plan will be formally monitored and evaluated throughout 2016.

Strategic Key Goals

Key Goal 1: Lead effective governance, leadership and quality assurance

- **Governance:** To oversee governance within the College, between other Higher Education Colleges and Study Group Australia (SGA)
- **Vision and Values:** To promote knowledge of, alignment with, and commitment to the mission, vision and values of SGA
- **Strategic Planning:** To develop and implement strategic plans complemented by effective management information and reporting procedures
- **Organisational Roles:** To ensure clear role definitions and delegations of authority
- **Policies, Procedures and Guidelines:** To develop, review or maintain relevant policies, procedures and guidelines required for the efficient and effective operations of the College
- **Compliance:** To ensure continuity of compliance in respect of organisational registration and course accreditation
- **Benchmarking:** To engage in academic and operational benchmarking with appropriate partners
- **Risk Management:** To monitor and improve risk management procedures to protect academic and administrative systems.

Key Goal 2: Develop and nurture an exemplary academic culture that facilitates student engagement and development through quality teaching and learning

- **Academic Integrity and Scholarship:** To build an academic culture that recognises the importance of academic integrity, scholarship and high quality academic instruction
- **Curriculum:** To promote innovation in the development and implementation of curricula that facilitates the achievement of best practice learning outcomes in flexible learning environments
- **Learning Outcomes:** To achieve learning and career outcomes that are comparable with corresponding courses in higher education providers in Australia
- **Student Support:** To encourage optimal student academic performance by aligning support with their needs
- **Course Content:** To continuously improve the quality of ACPE's educational programs.

Key Goal 3: Develop and nurture a culture of formal and informal learning that enhances College and community experience and prepares students to be active contributors to society

- **Culture:** To promote a sense of community that provides a safe and inclusive environment where students feel encouraged to engage with the College
- **Support Services:** To provide support services that enable equal opportunity for all students to maximise their potential
- **Extracurricular Programs:** To enable students to increase skills and develop relationships through participation in programs across a range of interests
- **Leadership:** To provide real world experiences that enable students to develop and strengthen their leadership skills
- **Career Readiness:** to empower students to commit to lifelong learning, contribute positively to society and be considered as first choice for employers.
- **Students:** To attract students from a diversity of backgrounds and to encourage their positive participation within the College and the broader communities

Key Goal 4: Develop efficient and effective staff and a supportive staff culture

- **Culture:** To nurture a cohesive, inclusive and supportive culture within the College
- **Staff:** To recruit and retain academic leadership staff at PhD level
- **Human Resource Management:** To incorporate mentoring, development, appraisal and reward
- **Scholarship:** To grow the professional capability of academic staff and the scholarship opportunities for those staff.

Key Goal 5: Manage resources and infrastructure to deliver optimum efficiency and effectiveness

- **Operational Efficiency:** To monitor and improve the efficiency and effectiveness of the administration of the College
- **Shared Service Effectiveness:** To develop close business partner relationship with SGA shared services
- **Strategic and Operational Planning:** To oversee strategic and operational planning for student records, central records and archive systems, asset management, management information, library and information technology
- **Work Health & Safety:** To maintain policies, practices and environments that cater for the health and safety of all persons who have contact with the College
- **Commercial Management:** To meet operational and budget targets necessary as mutually determined on an annual basis
- **Resource Management:** To constantly strive to improve budget development and implementation procedures that optimise the use of resources
- **Infrastructure:** To further develop and maintain information technology and operational infrastructure, in pursuit of the College's values
- **Facilities:** To establish new facilities that will meet the needs and values of the College and sustain in the future.

Key Goal 6: Expand the public profile of the College and enhance its reputation to potential and current students and partners, nationally and internationally

- **Product:** Create wider, more engaging undergraduate and postgraduate qualifications
- **Partner Sales and Marketing:** To establish partnerships and articulation agreements with a wider range of institutions
- **Channel Diversification:** To enhance the use of the widest variety of channels of communication, including social media
- **Reputation:** To maintain a strong and positive public image.

Future Aspirations

It is ACPE's aspiration that, along with other Study Group Australia higher education brands, the College seeks to be a single self-accrediting institution which then further works toward and is eventually awarded university status.

In the medium term, over the next two to five years, ACPE will evaluate opportunities to align with Australian College of Natural Medicine Pty Ltd and Study Group Australia Pty Limited (higher education brands only), the other higher education registered entities within the Study Group Australia family of brands, to become a single higher education entity with three distinct Schools or Faculties.

In the medium to long term, over the next five to ten years, the new higher education entity aspires to seek self-accrediting status under TEQSA and move towards becoming a university. In gaining this status, the new higher education entity would be eligible for more public funding such as through the Office for Learning and Teaching, the Australian Research Council, and possibly Commonwealth Supported Places (for specific fields of study), among the numerous funding sources available to universities.

Using the principle of offering practical Bachelor level course offerings in areas that are not normally or universally offered by the Australia's public university system, the higher education entity will grow to incorporate a School of Health and Wellness (current ACNM degrees), a School of Business and Innovation (current Martin College degrees) and a School of Movement and Exercise (current ACPE degrees). This diverse range of offerings will ensure students have the opportunity to study integrated courses across the Schools.

Related Documents

- 2016 Budget
- ACPE Governance Framework