



Higher Education Leadership Institute

Academic Plan 2021 - 2023

Commercial-In-Confidence

Contents

1.	Executive Summary	3
2.	Strategic Alignment	3
3.	Core Academic Values	4
4.	Academic Plan	5
5.	Schedule of Actions to Achieve Strategic and Academic Objectives	7
6.	Related Documentation.....	14
7.	Version history	14

1. Executive Summary

The Academic Plan of the Higher Education Leadership Institute (“HELI” or the “Institute”) covers the period 2021 to 2023 and was approved by the Academic Board through circulatory resolution on 13 April 2021.

The Academic Plan firstly articulates its alignment with essential elements of the Institute’s Strategic Business Plan 2019-2021 including:

- a) Vision and mission (Section 2 of this Plan),
- b) Core academic values that underpin, inform and guide all academic operations (Section 3 of this Plan).
- c) Specifying support for the following strategic objectives (Section 4 of this Plan):
 - Objective 1: Maintain HELI’s registration as an independent Higher Education Provider (iHEP).
 - Objective 2: Enhance the HELI experience for students and opportunities for graduates.
 - Objective 3: Grow student numbers:
 - b: Build HELI’s cohort of international students.
 - Objective 4: Seek out opportunities for business development that align with the [three] preceding strategic objectives

In pursuit of these strategic and academic objectives, Section 5 of this Plan provides a schedule of actions that specifies the objectives and associated performance measures, timeframes, and responsibilities to support the achievement of the Institute’s Strategic Objectives over the next three-year period.

The Academic Plan and its Action Plan are subject to regular review by the Academic Board to monitor the achievement of academic objectives and to recommend changes or amendments as required.

2. Strategic Alignment

The Academic Plan is aligned to HELI’s strategic vision (*Strategic Business Plan 2019-2021*), which is to:

Elevate and grow the academic and professional education sectors through innovative and inspiring learning and teaching.

This vision is achieved through our mission (*Strategic Business Plan 2019-2021*):

1. *Designing and delivering innovative postgraduate courses to meet the needs of the academic and professional education sectors.*
2. *Providing expert advisory services to independent higher education providers.*
3. *Expanding and improving our business through strategic partnerships.*
4. *Being a leader in our field.*

HELI has identified the following graduate attributes to reflect its vision and mission and articulate for all stakeholders the qualities and capabilities of a graduate (*Strategic Business Plan 2019-2021*). HELI is committed to graduating professional practitioners who through their life and work strive to be:

Humane: *professionals who are compassionate, who communicate and work collegially and respectfully with awareness of cultural diversity and sensitivities.*

Ethical: *professionals who exercise social responsibility and accountability and manage challenges and uncertainty with integrity and professional confidence.*

Leaders: *practitioners who actively contribute to best practice in their professional community and guide the development of disciplinary and interdisciplinary knowledge and expertise through scholarly activities.*

Inspiring: *practitioners who influence others through their innovative, critical and independent thinking and who continue to learn throughout life.*

3. Core Academic Values

The Academic Board, academic leaders, and teaching and support staff of the Institute adhere to the following core academic values which guide and inform the achievement of the Institute's mission and vision (*Strategic Business Plan 2019-2021*):

- 3.1. HELI is committed to the promotion of learning and teaching excellence and the cultivation in all stakeholders of critical and independent thought and the capacity for learning throughout life
- 3.2. HELI aims to deliver learning and teaching that engages with advanced knowledge and inquiry so that students derive maximum benefit from their study and are engaged in a stimulating, innovative, interactive, and research-informed learning and teaching environment.
- 3.3. HELI supports engagement with advanced knowledge and inquiry in learning and teaching through:
 - a. Creating a culture of critical reflective practice;
 - b. Supporting scholarly activity by its academic staff;
 - c. Securing learning resources and infrastructure that enable ease of access to current bodies of knowledge;
 - d. Supporting the professional development of all Helians and their involvement in professional and industry networks and bodies.
- 3.4. HELI promotes and cultivates critical and independent thought and the capacity of learning throughout life through:
 - a. Alignment of graduate attributes to course and subject learning outcomes and fostering their development through learning and assessment activities;
 - b. A delivery methodology that employs existing and emerging technologies grounded in sound adult learning and teaching principles and quality assessment practices;
 - c. An interactive learning environment to meet and address the learning and support needs of all stakeholders and is characterised by flexibility, accessibility and effectiveness;
 - d. Interactive learning and communication opportunities to facilitate and support the application of theory in practice and generate critical, independent reflective practice;
 - e. Academic staff who are active in scholarship, engage with the teaching-research nexus, and are committed to ongoing professional development and industry engagement;
 - f. Analysing and evaluating feedback from all stakeholders to improve the quality and effectiveness of the HELI's learning and teaching performance outcomes.

3.5. HELI cultivates scholarship in learning and teaching by engaging academic staff who:

- a. Demonstrate current discipline knowledge and ongoing intellectual engagement in their primary and allied disciplines, and the theoretical underpinnings of their area of expertise;
- b. Have a qualification in a relevant discipline at least one level higher than is awarded for the course of study and have experience of professional practice that is appropriate to their discipline;
- c. Keep abreast of the literature and new research, including by interaction with peers and using that knowledge to inform and enhance learning and teaching;
- d. Have skills in contemporary teaching, learning and assessment principles relevant to the discipline; their role; mode of delivery; and the needs of student cohorts.
- e. Are accessible to students seeking assistance with their studies at a level consistent with their individual learning needs.

3.6. HELI is committed to developing a culture of scholarship¹ through:

- a. Incentives and support mechanisms for academic staff to undertake scholarly activity;
- b. Encouraging academic staff to publish in peer reviewed journals;
- c. Encouraging academic staff to present at conferences, seminars and workshops;
- d. Facilitating academic staff to undertake professional development and scholarship;
- e. Supporting academic staff to participate in governance bodies and review processes at the invitation of other higher education providers.

4. Academic Plan

Over the next three-years, the Academic Plan aims to contribute to the achievement of the Institute's vision and mission and the following Strategic Objectives enunciated in the Institute's *Strategic Business Plan (2019 - 2021)*:

Objective 1: **Maintain HELI's registration as an independent Higher Education Provider (iHEP)**
- by ensuring the provision of quality higher education that meets or exceeds the Higher Education Standards Framework (2015).

Objective 2: **Enhance the HELI experience for students and opportunities for graduates**
- by improving the quality, currency and effectiveness of course design and delivery based on evidence from continuous internal and external monitoring and review.

Objective 3: **Grow student numbers**

3b Build HELI's cohort of international [and domestic] students

- i. *MeL Development* - finalising the development of the Master of eLearning (**MeL**) and commencing its delivery on campus in Melbourne
- ii. *GCeL and GDeL Development* - proposing the development of an application for accreditation of a four subject Graduate Certificate of eLearning (**GCeL**) and an eight subject Graduate Diploma of eLearning (**GDeL**) to be nested in the MeL, and, if approved and accredited, subsequently developing the qualification
- iii. *MBAEL (LHU) Licensing* - proposing licensing Liverpool Hope University's MBA (Educational Leadership) (**MBAEL**) for delivery online and on-campus in Australia while we work towards item iv
- iv. *MBAEL (HELI) Development* – proposing the development of an application for the accreditation of a two-year FTE (12 subject) MBA (Educational Leadership), nested with a Graduate Certificate in Business Strategy (**GCBS**) and a Graduate Diploma in

¹ Refer to *QAFO60 Scholarly Activity Policy and Procedure* [HELI Central > Quality Framework](#)

Educational Business Administration (**GDEBA**), and, if approved and accredited, subsequently developing the qualification

- v. *MRes Development* - proposing the development of an application for accreditation of a two-year FTE (12 subject) Master of Research (**MRes**), nested with a Graduate Certificate in Research Methods (**GCRM**) and a Graduate Diploma in Research Methods (**GCRM**) and, if approved and accredited, subsequently developing the qualification.

Objective 5: Seek out opportunities for business development

- a. The further delivery of HSC001 *Course and Assessment Review*
- b. The development of HSC002 *eLearning*
- c. The development of HSC003 *Higher Education Leadership*
- d. *iQTS feasibility* - maintaining a high-level relationship with London Metropolitan University (LMU) as the UK Department for Education consults on the development of a framework for the recognition of Internationally Qualified Teacher Status (**iQTS**).

If implemented this would allow teachers to qualify in countries outside the UK but the qualifications would be recognised in the UK and subsequently in Australia.

This is a potential new business opportunity for HELI:

- Licensing the online delivery of LMU's Postgraduate Certificate in Education (PGCE)
- Coordinating student placements in schools that match the IQTS requirements

5. Schedule of Actions to Achieve Strategic and Academic Objectives

Status:	On Plan	At Risk	Off Plan	Not Started
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Academic Objectives	Measure of Success	Timeframe	Responsibility	Status
Strategic Objective 1: MAINTAIN HELI'S REGISTRATION AS AN INDEPENDENT HIGHER EDUCATION PROVIDER.				
We do this by ensuring the provision of quality higher education that meets or exceeds the Higher Education Standards Framework (2015).				
1.1 Provide quality higher education that meets or exceeds the HESF (2015)	a. Academic Plan objectives aligned to achievement of HELI's Strategic Objectives	Post review of Strategic Plan	AB ² , Dean	COMPLETE
	b. Annual review of progress in achievement of academic objectives	By December each year	AB, Dean	
	c. Academic Plan objectives achieved	By December 2023	AB, Dean	
	d. Mapping to the requirements of the HESF (2015) completed	By August each year	QM ³ , Dean	
	e. Academic quality framework reviewed, improved and enhanced (as per <i>QAF000 Version Control Register</i>)	Ongoing review	Dean, AB	
1.2 Maintain and enhance HELI's Culture of Scholarship	a. <i>FRM001 Scholarly Activity Plan</i> ⁴ monitored and enhanced	March and December each year	Dean, AB	2020 COMPLETE 2021 PLAN DEVELOPED AND APPROVED BY AB
1.3 Renew HEP registration	a. Renewal of HEP registration application submitted	By 28 August 2023	CEO, QM	
	b. HEP registration renewed	28 February 2024	TEQSA	
1.4 Renew Grad Cert in HE Academic Practice accreditation	a. Renewal of Grad Cert application submitted	By 28 August 2023	Dean, CC ⁵	
	b. Grad Cert accreditation renewed	28 February 2024	TEQSA	

² AB = Academic Board

³ QM = Quality Manager

⁴ Refer *FRM001 Scholarly Activity and Professional Development Plan* [HELI Central > Scholarly Activity](#)

⁵ CC = Course Coordinator

Academic Objectives	Measure of Success	Timeframe	Responsibility	Status
1.5 Renew Master of eLearning accreditation	a. Renewal of MeL application submitted	By 28 August 2023	Dean, CC ⁶	
	b. MeL accreditation renewed	28 February 2024	TEQSA	
Strategic Objective 2: ENHANCE THE HELI EXPERIENCE FOR STUDENTS AND OPPORTUNITIES FOR GRADUATES.				
We do this by improving the quality, currency and effectiveness of course design and delivery based on evidence from continuous internal and external monitoring and review.				
2.1. Analyse and act on stakeholder feedback	a. Surveys of key stakeholders (students, educators, graduates, industry) analysed and reported on as required	End of each Term (students, educator) Annually (graduates, industry)	QM, CC, AQC ⁷	
	b. Actions arising from stakeholder feedback implemented and reported on to relevant committees	<i>FRM100 Quality Event Cycle</i> ⁸	CC, Dean	
2.2. Evaluate initial delivery of Grad Cert subjects	a. <i>Subject Review Report</i> on initial delivery completed	By Nov 2019	QM, CC, CAC ⁹	COMPLETED NOV 2019
2.3. Conduct course reviews	a. Grad Cert	By Dec 2021	QM, CC, CAC	
	b. MeL	By Dec 2022	QM, CC, CAC	
2.4. Review <i>Benchmarking Plan</i> and activities	a. <i>PLN031 Benchmarking Plan</i> monitored and reviewed	By December each year	Dean, AB	2020 COMPLETE
	b. <i>Peer Review Portal</i> benchmarking activities implemented	By December each year	Dean, QM	
2.5. Review <i>Digital Library Management Plan</i> and learning resources	a. <i>PLN040 Digital Library Management Plan</i> ¹⁰ and learning resources reviewed	Annually as per <i>QAF00 Version Control Register</i>	CC, Dean	
2.6. Appraise the performance of academic and support staff	a. Academic and support staff annual appraisals completed	By December each year	Dean, CC	

⁶ CC = Course Coordinator

⁷ AQC = Academic Quality Committee

⁸ Refer *FRM100 Quality Event Cycle* [HELI Central > Quality Framework](#)

⁹ CAC = Course Advisory Committee

¹⁰ Refer *PLN040 Digital Library Management Plan* [HELI Central > Planning](#)

Academic Objectives	Measure of Success	Timeframe	Responsibility	Status
2.7. Conduct annual Academic Planning Workshops	a. Annual <i>Academic Planning Workshop</i> scheduled	October each year	Dean	
	b. Subject delivery plan and schedule completed	By January and July each year	CC, Dean	JAN 2021 COMPLETE
2.8. Credit point system change feasibility	a. Assess the feasibility of amending HELI's credit point system to one that is more closely aligned to hours within the volume of learning equation	17 Dec 2021	QM, Dean	
2.9 Establish a Learning and Teaching Development Team	a. Create the role Associate Dean (Learning and Teaching) (0.5 FTE)	26 Mar 2021	CEO, Dean	
	b. Increase instructional design staffing by a further 0.4 FTE	26 Mar 2021	CEO, Dean	
	c. Source learning technology support resources through ECA	26 Mar 2021	CEO, Dean	MAR 2021 COMPLETE ECA has directed HELI staff to put requests through the IT ticketing system
2.10 Improve engagement with students	a. Recruit International Student Support Officer	Term 1, 2021	Dean, CEO	MAR 2021 COMPLETE New OM ¹¹ , will take this role 0.5 FTE for now. Officer to be recruited as HELI scales and Melbourne campus opens
	b. Acquire HP5 App licence to improve learning interactivity	Term 1, 2021	Dean, CEO	FEB 2021 COMPLETE
Strategic Objective 3: GROW STUDENT NUMBERS				
Strategic Objective 3b: Build HELI's cohort of international [and domestic] students (including development of the Melbourne campus):				
i. MeL Development - finalising the development of the Master of eLearning				
3.1. Develop MeL curriculum	a. MeL subject development plan implemented	Ongoing	CC, Dean	

¹¹ OM = Operations Manager

Academic Objectives	Measure of Success	Timeframe	Responsibility	Status
3.2. Recruit MeL Educators	a. Qualified educators recruited to develop subject content (AQF10 preferred)	Ongoing	CC, Dean	
	b. Qualified educators recruited to teach (AQF10 preferred)	Ongoing	CC, Dean	
3.3. Deliver the MeL	a. Melbourne eLearning infrastructure and resources finalised	Review 26 April 2021	Dean	Assoc. Prof. Scott Richardson has moved to Melbourne and will be lead Educator once the campus opens.
	b. Domestic and international cohorts enrolled	T1/2021	OM, CC	COMPLETE
	c. Initial delivery commenced as planned	T4/2020	CC, Dean	COMPLETE
ii. GCeL and GDeL Development – proposing development of Graduate Certificate in eLearning (GCeL) and Graduate Diploma of eLearning (GDeL) to be nested in the MeL				
3.4. Course development and approval	a. Develop GCeL and GDeL business case and new course proposal for Board of Directors and Academic Board	25 Aug 2021	Dean	5/5/2021 All timeframes changed to reflect advice from ECA CEO through Director (HE) and CEO 14/4/21 Timeframe corrected
	b. Approval to proceed to development	1 Sep 2021	BoD	14/4/21 Timeframe corrected
	c. Academic Board actions course development, incl. Course Advisory Committee	1 Sep 2021	AB	14/4/21 Timeframe corrected
	d. Course Proposal and Subject Outlines presented to Course Advisory Committee	26 Oct 2021	Dean, CC	
	e. Revised Course Proposal and Subject Outlines and draft submission presented to Course Advisory Committee	1 Feb 2022	Dean, CC, QM	
	f. External Expert review	1 Apr 2022	Dean	

Academic Objectives	Measure of Success	Timeframe	Responsibility	Status
	g. Final revision of Course Proposal and Subject Outlines and draft submission presented to Course Advisory Committee	3 May 2022	Dean, CC, QM	
	h. Final application to Academic Board and Board of Directors for approval	25 May 2022	Dean, CC, QM	
	i. Academic Board and Board of Directors approval	1 Jun 2022	AB, BOD	
	j. Application lodged with TEQSA	1 Jul 2022	Dean, QM, CEO	
iii. MBAEL (LHU) Licensing – proposing licensing of a Master of Business Administration (Educational Leadership) (MBAEL) from Liverpool Hope University for delivery online and on-campus in Australia				
3.5. Course approval and implementation planning	a. Development of MBAEL (LHU) business case presented to the Board of Directors and Academic Board	19 May 2021	Dean	16/4/21 Case drafted. With GG and GW for comment
	b. Approval to proceed to negotiation	2 Jun 2021	BoD	14/4/21 Missing task added
	c. Licence negotiated with Liverpool Hope University	31 Aug 2021	Dean, CEO, Director (HE)	
	d. Implementation plan	30 Sep 2021	Dean, CEO	
3.6. Deliver the MBAEL (LHU)	a. Domestic and international cohorts enrolled	T1/2022	Dean	
	b. Initial delivery commenced	T1/2022	Dean	
iii. MBAEL (HELI) Development – proposing development of a Master of Business Administration (Educational Leadership) (MBAEL), nested with a Graduate Certificate in Business Strategy (GCBS) and a Graduate Diploma of Educational Business Administration (GDEBA)				
3.7. Course development and approval	a. Development of MBAEL (HELI) business case and new course proposal presented to the Board of Directors and Academic Board	25 Aug 2021	Dean	
	b. Approval to proceed to development	1 Sep 2021	BoD	
	c. Academic Board actions course development (incl. Course Advisory Committee)	1 Sep 2021	AB	

Academic Objectives	Measure of Success	Timeframe	Responsibility	Status
	d. Course Proposal and Subject Outlines presented to Course Advisory Committee	26 Oct 2021	Dean, CC	
	e. Revised Course Proposal and Subject Outlines and draft submission presented to Course Advisory Committee	1 Feb 2022	Dean, CC	
	f. External Expert review	1 Apr 2022	Dean	
	g. Final revision of Course Proposal and Subject Outlines and draft submission presented to Course Advisory Committee	3 May 2022	Dean, CC, QM	
	h. Final application to Academic Board and Board of Directors for approval	25 May 2022	Dean, QM	
	i. Academic Board and Board of Directors approval	1 Jun 2022	AB, BOD	
	j. Application lodged with TEQSA	1 Jul 2022	Dean, QM, CEO	
iv. MRes Development – proposing development of Master of Research (MRes), nested with Graduate Certificate in Research Methods (GCRM) and Graduate Diploma in Research Methods (GDRM)				
3.8. Course development and approval	a. Develop MRes business case and new course proposal for Board of Directors and Academic Board	19 May 2021	Dean	5/5/2021 All timeframes changed to reflect advice from ECA CEO through Director (HE) and CEO
	b. Approval to proceed to development	2 Jun 2021	BoD	
	c. Academic Board actions course development (incl. Course Advisory Committee)	2 Jun 2021	AB	
	d. Course Proposal and Subject Outlines presented to Course Advisory Committee	27 Jul 2021	Dean, CC	
	e. Revised Course Proposal and Subject	27 Aug 2021	Dean, CC, QM	

Academic Objectives	Measure of Success	Timeframe	Responsibility	Status
	Outlines and draft submission presented to Course Advisory Committee (extraordinary meeting)			
	f. External expert review	24 Sep 2021	Dean	
	g. Final revision of Course Proposal and Subject Outlines and draft submission presented to Course Advisory Committee	19 Oct 2021	Dean, CC, QM	
	h. Final application to Academic Board and Board of Directors for approval	17 Nov 2021	Dean, CC, QM	
	i. Academic Board and Board of Directors approval	24 Nov 2021	AB, BOD	
	j. Application lodged with TEQSA	17 Dec 2021	Dean, QM, CEO	
Strategic Objective 5: SEEK OUT OPPORTUNITIES FOR BUSINESS DEVELOPMENT				
5.1. Delivery of HSC001 <i>Course and Assessment Review</i>	a. 12 students per cohort	(Week 5 of each term)	CEO, Dean	
5.2. Delivery of HSC002 <i>eLearning</i>	a. 12 students per cohort	(Week 5 of each term)	CEO, Dean	Will start from T3/2021
	b. ECA recruits Indian cohort	17 Dec 2021	CEO, Dean	Stalled
	c. ECA recruits Philippines cohort	17 Dec 2021	CEO, Dean	Stalled
5.3. Delivery of HSC003 <i>Higher Education Leadership</i>	a. 12 students per cohort	(Week 5 of each term)	CEO, Dean	Will start from T4/2021
5.4. iQTS Feasibility	a. Maintaining high level relationship with London Metropolitan University	Quarterly	CEO, Dean	
	b. Track development of UK Dept of Education International Qualified Teacher Status consultation	Quarterly	CEO, Dean	

6. Related Documentation

FRM001 Scholarly Activity Plan
FRM100 Quality Event Cycle
PLN001 Strategic Business Plan
PLN040 Digital Library Management Plan
QAF000 Version Control Register
QAF007 Academic Practice: Learning and Teaching Policy
QAF020 Course Review and Improvement Policy and Procedure
QAF060 Scholarly Activity Policy and Procedure

7. Version history

Version	Approved by	Approval date	Details
1.0	Academic Board	20 April 2016	Document creation for initial approval
2.0	Academic Board	28 February 2018	Revision and update of content and timeframes in preparation for 2018 delivery
2.1	Academic Board	5 December 2018	Scheduled revision including changes to nomenclature as requested by AQC and updated quality nomenclature as requested by AB
3.0	Academic Board	26 November 2019	New version to support achievement of 3-year Strategic Business Plan (2019-2021) objectives.
4.0	Academic Board	13 April 2021	New version to support achievement of 3-year Strategic Business Plan (2021-2023) objectives, presented to AB, 3 March 2021. This version includes changes suggested by AB at that meeting.
4.1	Dean	5 May 2021	Schedule adjusted to reflect preference for new product development order.

Document owner: Dean