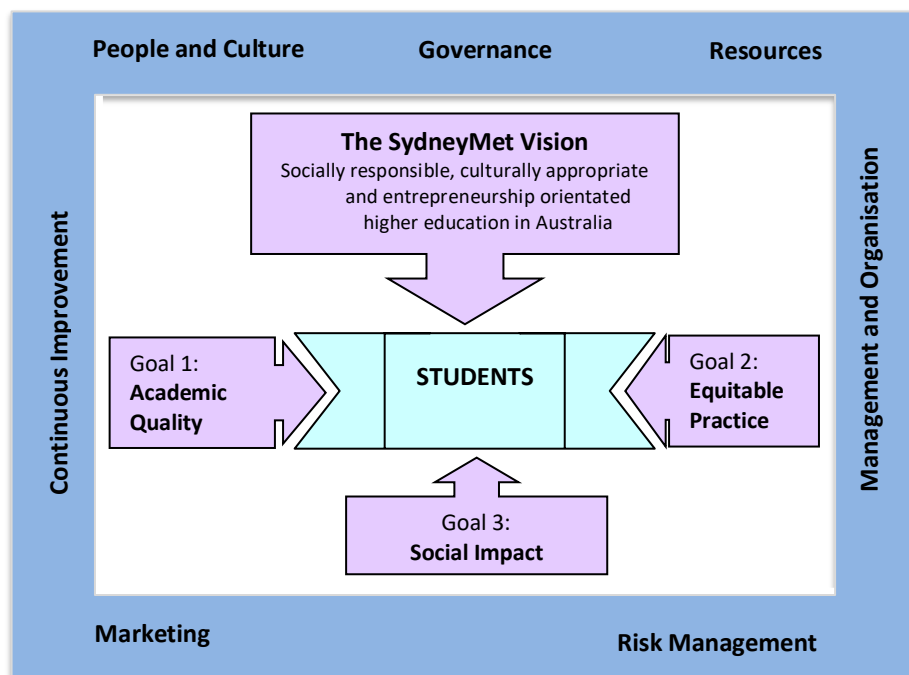


# STRATEGIC PLAN

(2021 – 2026)



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## **From the Chair of Governing Council**

I am proud to introduce the Strategic Plan (2021 – 2026), which presents our vision and guides our practice at SydneyMet over the next five years. This approach can be summed up as *'Education for Change'*.

The goal of SydneyMet College is to become a progressive private higher education provider in Australia, distinguished by academic quality, equitable practice and social impact. Together, these commitments translate the agenda of *'Education for Change'*.

Our vision has developed out of a belief that the present higher educational culture in Australia does not serve international students well because it is often lacking in this core value. It is thus unable to recognise and mobilise the diverse cultural capital of students and staff, or to impart the value of social responsibility. By advancing entrepreneurial thinking and culturally engaged learning for positive social change, SydneyMet hopes to fill this gap.

The present globalised, neo-liberal marketplace offers an unprecedented opportunity for international entrepreneurship. SydneyMet exists to provide a transformational education experience which will inspire and equip a new generation of entrepreneurs from around the world. Effective education requires a deep understanding of where students come from and what their values and assumptions are, and SydneyMet takes culture seriously. This is because we believe that transformational learning only occurs when students are enabled to engage deeply with the educational process.

We look forward to working with the SydneyMet College's Academic Board and Executive Management to implement this exciting and ambitious strategy over the next five years.

Chair of Governing Council  
Jonathan Howes  
SydneyMet College

## From the Principal Executive Officer

I am delighted to present the SydneyMet Strategic Plan (2021-2026). This Plan sets our strategic approach and the goals which guide its implementation.

SydneyMet is distinguished by its vision of socially responsible, culturally appropriate and entrepreneurship-oriented higher education in Australia. With its agenda of 'Education for Change', this Plan advances ideas and actions for progressive social change.

To achieve the vision, SydneyMet has three interconnected strategic goals: *Academic Quality*, *Equitable practice* and *Social Impact*. We regard the interplay of these goals as the hallmark of a progressive private higher education institution. Its motto, *Education for Change* (in Latin, '*Educationem Mutationi*'), reflects its commitment to social change.

Our first goal is *Academic Quality*. We will maintain high student standards both at enrolment and throughout the course. We will be selective in staff appointments and generous in professional development. Our student-centred, hands-on approach to learning will ensure that the SydneyMet experience – or the *SydneyMet Advantage* – produces a high calibre of graduate.

Our second goal is *Equitable practice*. This is reflected in our commitment to enhance social inclusion in higher education. We strive to be recognised as an exemplar of equitable opportunities and support for all who work and study at SydneyMet.

Our third goal is *Social Impact*. Our motto, *Education for Change*, reflects SydneyMet's commitment to educating students who can make a difference. We anticipate that our graduates and alumni will help implement ideas of entrepreneurship to enhance social benefits and economic prosperity, and influence debates on social entrepreneurship both in Australia and globally.

This Strategic Plan is the first step in a program of action. It will be supported by a series of functional plans, policies and procedures established to ensure good governance and quality control.

I am grateful to the staff, Governing Council, Academic Board and Directors of SydneyMet, who have shaped and supported this inaugural and ambitious strategy. I look forward to working with the College community to translate this strategy and to keeping you informed of the implementation process and achievements.

Professor Robin Kramar  
Principal Executive Officer (PEO)  
SydneyMet College

## CONTEXT

The SydneyMet College is an idea and conviction emerged and evolved from the experiences, hope and dreams of people living in Australia's multicultural society. The idea of the College was germinated from the passion and persistence of academics and professionals of diverse cultural heritage who experienced educational disadvantages first hand, and understood the true value of education to transform careers and lives. Insights and lessons from their active and sustained personal and professional engagements within the Australian educational landscape over many years have provided a robust foundation on which SydneyMet is built. SydneyMet aspires to be Australia's pioneering College for socially responsible, culturally appropriate and entrepreneurship-oriented higher education to guide the careers and lives of students from around the world.

The Higher Education landscape is changing in two fundamental ways. Firstly, the sector has experienced growth in transnational enrolments. In 2002 there were 116,934 overseas students enrolled in Higher Education in Australia. By 2012 this number had doubled to 230,923 students. By 2017 it had tripled to 350,472 students. In 2016, approximately 5 million tertiary students were studying abroad, an increase of 67 per cent since 2005 (Department of Education fact sheets).

In terms of global market share, Australia has the third largest share of the international education market, after the US and the UK - a global market share of around 8% of the international Higher Education market (Australian Bureau of Statistics 2013; Australian Education International, 2014). International student surveys conducted by the tertiary institutions (both universities and HEP's) show a high degree of overall satisfaction with Australian higher education, with 89% of respondents providing positive feedback (Australian Education International, 2016).

Secondly, demand for entrepreneurship-oriented higher education has grown as more and more young people seek self-employment in emerging and creative fields and seek pathways for meaningful contribution to social development (Harmon, 2015). Globalisation and movement of people across national borders has increased the scope for influence at the international level. There are increasing calls for culturally appropriate education (e.g. Zuleyka, 2012) so that graduates reap the benefits of cultural diversity and adapt to an increasingly intermingling world.

Private Higher Education Providers in Australia are growing. There are currently 125 HEPs and 43 universities registered with TEQSA (<https://www.teqsa.gov.au/national-register>). There has been a massive increase in student enrolment in private HEP in the last several years, with a 40.4% increase from 2012 to 2015. It is a significant market, but one that requires differentiation and a focus on a specific target audience. This is particularly the case for small Higher Education Providers (HEP's).

The main differentiator between the existing providers and SydneyMet is the niche focus of the SydneyMet on socially responsible, culturally appropriate and entrepreneurial education.

The Australian Trade Commission (Austrade) (2017) has developed a market development roadmap to support the international education sector's sustained long-term growth, titled AIE2025 (Austrade, 2017). This strategy highlights innovation and differentiation based on competitive advantage as critical for the success of HEPs. How is SydneyMet different?

The present educational landscape in Australia does not well serve the educational needs of international students, whether current or future. Conventional educational culture is based on the top-down model, with limited student engagement and little recognition of differences among the students. When an international student comes to study in Australia, their quality of learning experience and outcomes are often compromised by the universal, 'cultural-neutral, or 'west-centric'

learning environment which leads to a clash of learning systems and cultures. Many talented students and professionals are seriously under-educated or ill-educated because the nature and type of higher education they obtained in Australia have been culturally disengaged or misfocussed.

Even though Australia attracts a large number of international students, the services available are often inadequate to cater to their needs. For example, Graduate Careers Australia (2014) identified the need for enhanced support for English language ability to international students. Communication and inter-cultural support is essential to international students (Arkoudis 2015). Educational disadvantages are critical in the Australian educational sector with unequal opportunities of access, student experiences and outcomes (Perry 2017).

The conventional universities and colleges also do not provide education that inculcates the skills and required attitude to work in diverse cultural settings - and this despite the fact that large numbers of students will be returning to work in their own countries after studying.

SydneyMet aims to meet this new demand for culturally engaged education. The College has chosen to position itself to offer a specialised course that can bridge and connect the international student audience with Australian business concepts. Recent studies suggest that entrepreneurship education is an important area in need of development (Maritz, Jones and Shwetzzer 2015). Our aim is to graduate well-educated, culturally sensitive and ethically-minded entrepreneurs. Whether starting a business in Australia, working as an employee for some time and then starting a business, or joining a family business in their home country, there is a potential market gap the College can fill. The potential to link Australian innovations with international, Australian-educated entrepreneurs can provide a specialised and unique educational offering that aligns to the principles of innovation outlined in AIE2025.

## COMPETITIVE ADVANTAGE

SydneyMet has the following competitive advantages in the marketplace:

- *Quality differentiation:* SydneyMet adopts a mid-to-high-range fee structure for its courses so that it will generate a level of student commitment, student quality and service quality that ultimately leads to better learning outcomes for students.
- *Experienced and multicultural staff:* SydneyMet academic and administrative staff members are highly experienced experts in their respective field. The staffing composition will mirror a multicultural society, helping international students to feel connected and supported. Students will develop strong linkages with university professionals and departments to facilitate their further studies.
- *Culturally appropriate learning environment:* Students will have a diverse and dedicated group of service personnel at SydneyMet who are competent and capable in working with students from a variety of cultures. Teaching staff will employ culturally appropriate learning strategies depending on student needs and preferences.
- *Scholarship and financial aid to students:* SydneyMet takes academic merit and the needs of students very seriously. It will offer merit-based and need-based scholarships and financial aid to deserving students. Of particular note is SydneyMet's '10% policy': where 10% of the College's profits are returned in the form of scholarships and bursaries for indigenous students from Australia and overseas.
- *Workplace Integrated Learning (WIL):* Reflecting its commitment to real-world competence, SydneyMet gives every student the opportunity to experience work placement. The WIL Unit is embedded in our course as a cornerstone of our hands-on learning approach.
- *Exemplary services and support:* SydneyMet is committed to supporting students and staff through a range of academic and professional initiatives that nurture a positive and rewarding learning and working environment. Students will be engaged with a robust service providers network of other educational services such as visa counselling, job hunting and others.
- *Small size:* SydneyMet adopts a strategy of starting a small and effective institution, with the maximum 180 students for the institution. It will also cap the class size to the maximum of 30 students per class, which enables productive interaction between teacher and students.
- *Entrepreneurship skills with high employment prospects:* Consistent with the vision of SydneyMet, students will develop the highly practical and professional knowledge, skills and attitude needed for becoming an entrepreneur. If students choose to work, they will be highly sought after in the job market.
- *Located in Sydney - the Australia's global city:* SydneyMet campus is situated in the heart of Australia's largest city. The campus is located at a transportation and infrastructure hub, allowing students the flexibility to attend the College just before or after work commitments.

In sum, SydneyMet positions itself as a small and unique HEP that responds to the need for a new educational culture in Australian higher education where students are placed at the centre and are provided with a socially engaged and culturally flexible learning experience. In the future, it aspires to be a small private university distinguished by high quality of education, and equitable teaching and learning practices that maximise social impact.

## VISION

SydneyMet will be a progressive higher education provider in Australia distinguished by socially responsible, culturally appropriate and entrepreneurship-oriented education.

## MISSION

SydneyMet exists to deliver culturally appropriate, equitable and engaged education for students so that they become competent to function as entrepreneurs in real world global settings. SydneyMet will work together with its students, graduates, educators and stakeholders to translate the agenda of '*Education for Change*' and advance ideas and actions for progressive social change within diverse communities in Australia, the Asia Pacific and further afield.

## VALUES

### 1. Student-centred

We place students at the centre of what we do – integrating curriculum, teaching practice, learning support, pastoral care and career advice throughout the student life cycle.

### 2. Academic excellence

We strive for academic excellence to deliver 'culturally competent and socially responsible education', and to guarantee intellectual freedom and high ethical standards;

### 3. Creativity and leadership

We welcome new ideas from our students, staff and stakeholders in order to encourage leadership for entrepreneurial innovation and opportunities in the global context of diversity of cultures.

### 4. Diversity

SydneyMet's faculties, students and the entire College management value and respect people of all cultural backgrounds. Each of these SydneyMet stakeholders will embrace cultural diversity as a key strength.

### 5. Integrity and openness

We encourage open discussion and constructive debate; and we practice our specialty with honesty, openness and integrity. We exercise candour with our stakeholders.

### 6. Partnership

We partner with communities, businesses, governments and educational institutions in Australia and internationally who share our ethos in order to achieve our strategic goal of producing entrepreneurship-ready graduates who can bring positive social impacts.

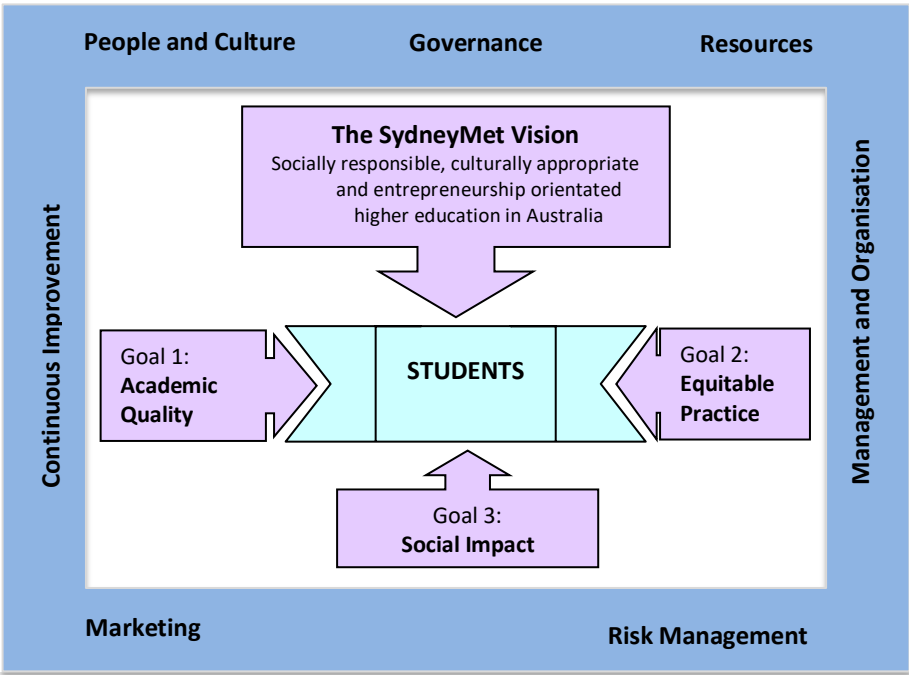
### 7. Equity

We strive to create an inclusive and supportive community in which the needs of each student are considered, and all have a fair chance to succeed. We will also promote equity and justice in the wider world in our commitment to disadvantaged and marginalised communities.



GOALS

SydneyMet has three interconnected strategic goals: *Academic Quality*, *Equitable practice* and *Social Impact*, summed up in its motto, *Education for Change* (in Latin, ‘*Educationem Mutationi*’).



## **A. ACADEMIC QUALITY**

Our first goal is *Academic Quality*. This will be reflected in the quality of our teachers, our curriculum and the academic support that ensures student engagement and attainment. Our commitment to the student's experience – reflected in courses rich in face-to-face learning – to staff development and to research-informed curricula will produce graduates who are at the cutting edge of social entrepreneurship.

### **A1 Student-centred approach to learning**

We will provide a supportive and enriching learning environment where students will be heart of what we do. To achieve this, we will:

- a. Attract and retain the best students from diverse cultures, using strategies including the offering of scholarships and bursaries
- b. Develop innovative teaching strategies focused on entrepreneurship that promote inclusive learning practices and enhanced student-teacher interactions
- c. Provide opportunities for students to gain diverse, global perspectives and practical skills through internship experiences.

### **A2 Rich learning environment**

In order to enhance student engagement, experience and satisfaction, which are vital for international students, we will maximise the effectiveness of our learning environment. We will focus on face-to-face teaching and learning with support from online learning platforms such as Moodle. We will build real-world work experience into our course structures. To achieve this, we will:

- a. Develop diverse face to face teaching and learning methods that promote the student learning experience and campus life
- b. Include a Workplace-Integrated Learning Unit in each course
- c. Support academic staff to actively use direct interaction and case study based teaching, supported by appropriate digital materials and platforms
- d. Promote a culture that allows engagement with physical and digital infrastructures for internationally engaged learning.

### **A3 Research-informed teaching**

We will use the latest research and professional insights to enrich our teaching. To achieve this, we will:

- a. Develop curricula based on the latest research and professional insights as well as solid evidence of students' feedback
- b. Encourage teacher's use of current research and professional insights in classroom teaching by aligning the research strengths and interests of academics
- c. Develop policies and programs to encourage staff members to take account of scholarship in teaching and learning

### **A4 Valuing and supporting teaching quality**

We will value and support our teachers who undertake high quality teaching. To achieve this we will:

- a. Develop policies and programs to support high quality teachers including those related to promotion.
- b. Provide teachers with resources and pedagogical training for innovative entrepreneurship-oriented teaching practice
- c. Develop a culture of reflective practice using four lenses (Brookfield 1998) to generate developmental insights for professional development in teaching.

## **A5 Key Performance Indicators (KPIs)**

We will measure our success based on the following specific indicators:

- Increased number of high performing students
- Increased participation of students with culturally and socio-economically diverse background.
- Increased student satisfaction
- Improved student retention
- Improved graduate outcomes in terms of student post-graduate success
- Increased retention rate of staff.

## **B. EQUITABLE PRACTICE**

SydneyMet embraces equity as one of the distinguishing features of its teaching and practice. We strive to become recognised as an exemplar of equity within the private higher education sector in Australia. We will establish a strong sense of social responsibility. We value diversity and inclusivity as vital strengths and our success will be built upon embracing the socio-economic diversity and cultural richness of all our stakeholders. We are sensitive to the issue of disadvantage amongst our staff and students. We consider equity to be a fundamental element underpinning our own practice and the practice of our graduates in the wider community.

### **B1 Equity within SydneyMet**

We will foster diversity in our community. We will attract and retain staff and students from culturally and socio-economically diverse backgrounds. We will provide opportunities and support for all who work and study at SydneyMet. Special consideration will be given to the recruitment, admission, financial aid, participation and completion of indigenous and socio-economically disadvantaged students. To achieve this we will:

- a. Provide student support services that target the challenges and needs of students from a range of non-English cultures.
- b. Develop strategies, initiatives and scholarships to attract and retain students from indigenous and low socio-economic backgrounds and those experiencing disadvantage (Student equity program). This includes our '10% policy' where 10% of the College's profits are returned in the form of scholarships and bursaries for aboriginal and indigenous students from Australia and overseas.
- c. Develop strategies and initiatives to identify and address areas of under-representation and disadvantage in staff recruitment, development, retention and promotion, and provide staff with support and opportunities (Staff equity program)

### **B2 Equity in the wider world**

We will advance and advocate equity agendas in debates about policies and practices of communities, governments and businesses through our students, staff and alumni. We champion and promote knowledge exchange for equitable entrepreneurship. To achieve this we will.

- a. Appoint and support 'Equity Champions' from student, staff and alumni groups to advance and advocate this agenda both within SydneyMet and in the wider world
- b. Promote diversity considerations in innovation and entrepreneurial policies and practices in Australia and around the world through knowledge exchange with industries and the community

### **B3 Key Performance Indicators (KPIs)**

We will measure our success based on the following specific indicators:

- Gender balance in SydneyMet's staffing
- Increased proportion of students from low socio-economic background
- Increased numbers and participation of students from indigenous and culturally diverse backgrounds
- Student and staff workplace satisfaction
- Graduation rates for students of low socio-economic status and culturally diverse backgrounds
- Impact (monitoring) of graduates and staff contribution in promoting inclusive and equitable communities in Australia and around the world.

## **C. SOCIAL IMPACT**

SydneyMet is committed to educating students who can make a difference. Our motto, *Education for Change*, reflects this. We will do this not only through culturally appropriate and entrepreneurship-oriented education, but also by collaborating with partners at home and abroad.

### **C1 Developing entrepreneurially focussed, global curricula**

We will embrace the diversity and dynamic contexts of global social and economic systems as a rich learning platform for entrepreneurship-oriented education. We will engage internationally and our graduates and alumni will influence social entrepreneurship thinking, policies and practices wherever they live and work. To achieve this we will:

- a. Embed the value of social responsibility in our teaching and learning programs
- b. Deliver internationally engaged curricula and offer a community of scholars and practitioners committed to making a difference through social entrepreneurship
- c. Influence debates and actions on social entrepreneurship

### **C2 Forging partnership**

We will develop active and meaningful partnerships with a range of stakeholders to enhance the reach and impact of our students, staff and graduates. To achieve this we will:

- a. Develop partnership with educational institutions and businesses to expand our efforts in culturally appropriate and entrepreneurship focused education
- b. Develop productive partnerships with civil society, market and government actors and advocate equitable entrepreneurship that improves the lives of disadvantaged communities in Australia and further afield.

### **C3 Key Performance Indicators (KPIs)**

We will measure our success based on the following specific indicators:

- Satisfaction of international students
- Increasing number and quality of in-bound international students
- Monitoring of graduates involvement in entrepreneurship activities
- Increased interaction with alumni
- Enhanced collaborations with priority businesses and community sectors
- Established partnership with a selected number of business and educational institutions in Australia and overseas.
- Monitoring of graduates contributing to promote positive social change in Australia and around the world

## GRADUATE ATTRIBUTES

These are the qualities we expect to see formed in our students during their studies. It is by these outcomes that the effectiveness of the College can ultimately be assessed.

SydneyMet Graduate Attributes (GAs):
GA 1 <b>Disciplinary Knowledge:</b> Ability to engage, integrate and apply disciplinary knowledge as well as familiarity with evolving practice of the discipline
GA 2 <b>Critical Thinking and Problem Solving:</b> Ability to think critically and solve existing and emerging problems
GA 3 <b>Creativity and Innovation:</b> Ability to develop new and creative responses to societal problems, challenges and opportunities
GA 4 <b>Engagement and Leadership:</b> Ability to engage others in lifelong learning and influence action
GA 5 <b>Communication and Information Literacy:</b> Ability to locate, evaluate and communicate information effectively at the professional level
GA 6 <b>Social Responsibility and Ethical Conduct:</b> Ability to act with social responsibility and work in culturally diverse settings, and be committed to ethical practice

## ENABLERS

### 1 People and Culture

SydneyMet aims to create a culture in which people, whether academic staff, administrative staff or students, are motivated to work passionately for high academic quality, commitment to their chosen profession, and service to others. The College culture will help instil the values that foster multiculturalism, social impact and equitable practices. The College will also hire and retain staff, both academic and administrative, who will promote our vision and foster our culture.

#### 1.1 SydneyMet will have a supportive and performance-oriented community of scholars and students. To achieve this SydneyMet will:

- Create a workplace environment that fosters professionalism and work integrity along with values like respecting cultural diversity, respecting one another, co-operation and collaboration.
- Develop inclusive and innovative behaviour among all staff especially among managers.
- Encourage teamwork among students and staff, especially academic staff.
- Encourage and reward innovative, creative and effective teams and individuals.

- e. Provide a healthy environment where work-life balance is maintained.
- f. Adequately support individuals who are underperforming and address their difficulties.

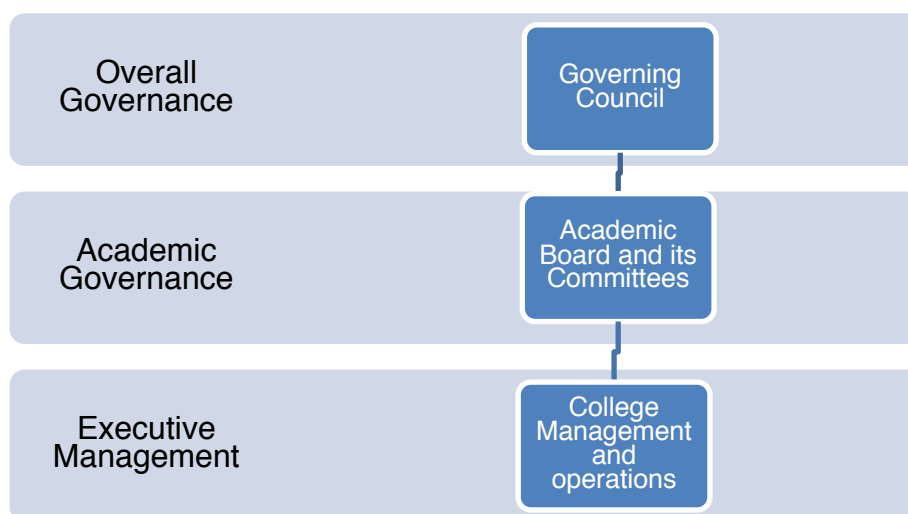
**1.2 SydneyMet will attract and retain the right people and support them for high performance.**  
To achieve this, SydneyMet will:

- a. College staff hiring strategies that will help in identifying and attract the best people with sound reputations through competitive salary packages.
- b. Provide incentives for staff development, opportunities to participate in workshops and conferences, and promotion opportunities.
- c. Provide opportunities for staff to personally and professionally develop through training and other strategies.
- d. Develop diversity in the composition of both administrative and academic staff, especially attracting people from underrepresented groups, so that it becomes easier to cater for a culturally diverse student body.

## 2 Governance

SydneyMet has followed a robust governance structure that ensures accountability, transparency and participatory decision-making to ensure integrity and honesty. There are checks and balances in the decision-making system with adequate measures to prevent dishonesty and fraud, and immediately correct those misconducts if they happen.

SydneyMet's governance is structured as three inter-connected bodies as illustrated below.



**2.1 SydneyMet will align its governance structure to fulfil its strategic purpose and maximise the use of resources for effective teaching and research.** To achieve this, SydneyMet will:

- a. Continually adopt best practices in academic governance so as to adapt to change.
- b. Embed new evidence-based practices to ensure that risks are identified and dealt with swiftly, and practices compliant with legislated rules and regulations.

**2.2 SydneyMet will maintain independence in academic governance.** To achieve this, SydneyMet will:

- a. Provide freedom of expression to academic staff.

- b. Create an environment where free intellectual activities can be carried out.
- c. Support regular seminars, discussions and interaction on topics deemed important for the College stakeholders.

### 3 Resources

For better performance SydneyMet requires resources that can support best teaching and mentoring, and industry and community engagement so that it becomes a unique teaching and learning centre. Accordingly, SydneyMet must provide state-of-the-art knowledge in the course of study, computer and allied facilities like internet, adequate space in lecture rooms and other learning sites, and access to online resources. These facilities will be improved and updated according to shifts in technology and the needs of the College.

#### 3.1 SydneyMet will have adequate financial and other resources to support its ongoing and strategic objectives. To achieve this, SydneyMet will:

- a. Develop its resource base through shareholders, and philanthropists.
- b. Efficient implementation of activities so that value for money is created.
- c. Priorities are developed and investment is focussed towards priorities in meeting strategic objectives.

#### 3.2 SydneyMet will create an environment which will enable its management and staff to tap emerging learning, research and engagement opportunities. To achieve this, SydneyMet will:

- a. Continuously improve infrastructure, especially IT infrastructure.
- b. Regularly improve courses and course-content so that they are tied with market opportunities.
- c. Provide new skills to staffs so that they have the capacity to engage with industries and draw support for research.
- d. Develop linkages with industries to enable students to connect with them.

### 4 Management and Organisation

Everyday management of the institution is important in order to give a quality College experience to students. SydneyMet aims to attract a large body of international students, who would need effective support in an efficient manner. SydneyMet must have efficient management with adequate human resources to provide support to such students and academic staff.

#### 4.1 SydneyMet will have adequate and experienced staff to support culturally diverse international students. To achieve this, SydneyMet will:

- a. Attract experienced student support officers and councillors who can adequately provide support to international students.
- b. Train staff to work in a multicultural environment and increase their cross-cultural competence.
- c. Increase diversity in management staff.

#### 4.2 SydneyMet will have an experienced senior management, with a blend of academic and management experiences.

To achieve this, SydneyMet will:

- a. Attract and retain senior managers who have teaching experience as well as academic management.
- b. Provide opportunities to update management skills.

## 5 Risk Management

Like any organisation, academic institutions inhabit inherently complex and dynamic environments associated with several risks related to students, teaching and learning, student's progress, and also to financial problems, disasters, and mismanagement. SydneyMet will embed a risk-management culture that will make all stakeholders agile and responsive to risks and changes in the Higher Education landscape so that it is able to avoid potential harms but take up new opportunities.

### 5.1 SydneyMet will have a robust risk management culture that helps to identify the risks beforehand. To achieve this, SydneyMet will:

- a. Develop and implement a Risk Management Plan and Procedure that has an evidence-based approach to identifying and dealing with risks.
- b. Review risks in every management meeting.
- c. Improve the capacity of people to deal with risks through training.

### 5.2 SydneyMet will develop a mechanism to correct management oversight. To achieve this, SydneyMet will:

- a. Institutionalise a Fraud Detection and Prevention Policy, which will encourage a culture espousing the highest ethical and professional standards
- b. Encourage staff to come forward and notify the College of any potential or actual wrongdoing
- c. Form a Management Oversight Committee that oversees the management of agents and is comprised of members from College management and its governing bodies.

## 6 Marketing

To attract bright students who have a passion in the area of SydneyMet's teaching, marketing is important. Moreover, it is also important to give a clear view of the College in a transparent way. To be sustainable a good marketing is required. The current landscape for Higher Education Providers (HEP's) in Australia is competitive, with an array of university, private HEP and public providers.

### 6.1 SydneyMet will use socially responsible methods to attract a diverse group of students interested in entrepreneurship training. To achieve this, SydneyMet will:

- a. Develop a Marketing Strategy that helps disseminate correct information about the College in the international community.
- b. Train marketing agents to conduct ethical and transparent business practices with students by providing them with full and correct information about the College.
- c. Monitor the activities of the agents.

### 6.2 SydneyMet will analyse future scenarios and develop its marketing strategy accordingly. To achieve this, SydneyMet will:



- a. Form a committee within the College under the leadership of the Principal Executive Officer that looks into future prospects and advises on marketing strategy.
- b. Regularly visit overseas countries to research market segments and engage in marketing the College.

## **7 Continuous Improvement**

The Education sector is one of the fast changing in Australia and globally. The demand for education, students' preferences and the regulatory environment are constantly changing. Accordingly, educational institutions should be adaptive to deal with the changes. SydneyMet will have capacity to anticipate the changes through monitoring relevant research and strategic thinking in order to inform our programme of continuous improvement.

**7.1 SydneyMet will develop an internal mechanism to make continuous improvements.** To achieve this, SydneyMet will:

- a. Monitor the educational sector and regulatory environment along with the relevance of policies and procedures on a six-monthly basis, the results of which are fed into the Governing Council and Academic Board (and its sub-committees) meetings.
- b. Adopt the practice of periodically reviewing policies and procedures depending upon the nature of the policies and procedures.

**7.2 SydneyMet will regularly review its corporate and academic governance and be responsive to new changes.** To achieve this, SydneyMet will:

- a. Encourages its stakeholders to review and make recommendations on corporate and academic governance matters
- b. Develop New Course Unit Policies and Procedures regarding the addition of new units (subjects) or courses of study at the College, based on industry or community feedback or identified gaps in the market.
- c. Encourage academic staff to search/explore and adopt new best practices in the teaching and assessment of students.

## **EXECUTING THE STRATEGY**

SydneyMet has a clear path for the execution of this strategic plan. A series of high level functional plans, policies and procedures, which are linked with the Enablers outlined above, have been formulated to translate these strategies into operational activities. This includes functional documents such as corporate plans (e.g. Business Plan, Marketing Plan, Risk Management, Workforce Plan etc.), academic plans (e.g. Teaching and Learning Plan, Assessment Policy and Procedure, Admission Policy etc.), Governance policies (e.g. Governance Framework, Benchmarking, Resources Plan, Charters of governing bodies, student representation etc.).

SydneyMet's Executive Management Team will implement and monitor performance on a monthly basis using the KPIs listed above. Through the PEO who acts as a bridge between the SydneyMet management and its governing bodies, performance indicator reports are provided to the Governing Council and Academic Board (for the Academic Plans).

SydneyMet Plans, Policies and Procedures will be reviewed according to their review schedule, and as per the need identified by the governing bodies. The present Strategy will have an annual review in December each year, and the final review will be carried out in July 2024.