



THE UNIVERSITY  
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# Education Transformation 2024 Operational Plan



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# Branch Purpose

Education Transformation serves as the driving force behind significant commercial and strategic growth endeavours, taking the lead in areas such as online education, curriculum innovation, professional development, and strategic projects. Operating on behalf of the Division of Academic and Student Engagement (DASE) and the University at large, Education Transformation establishes robust connections with the Division of External Engagement, driven by the commercial nature of key partnerships. These partnerships, coupled with the expanding business-to-business (B2B) focus within core operating models, contribute to the development of new educational products and innovations aimed at transforming learning and teaching for the future workforce.

Within its purview, Education Transformation plays a pivotal role in managing crucial third-party relationships critical to the success of the University's novel teaching and learning initiatives. Additionally, it exercises oversight over the University's professional and continuing education portfolio, known as PACE, along with the University's English Language Centre, The University of Adelaide College, and The University of Adelaide Managed Campuses. Education Transformation is deeply involved in online offerings through key partnerships with entities such as Pearson (Alliance), Open Universities Australia (OUA), FutureLearn, edX / 2U, and other collaborators. It also spearheads the establishment of an in-house online program unit and takes charge of planning and executing key strategic projects across the Division of Academic and Student Engagement.

# Overview of Branch Structure

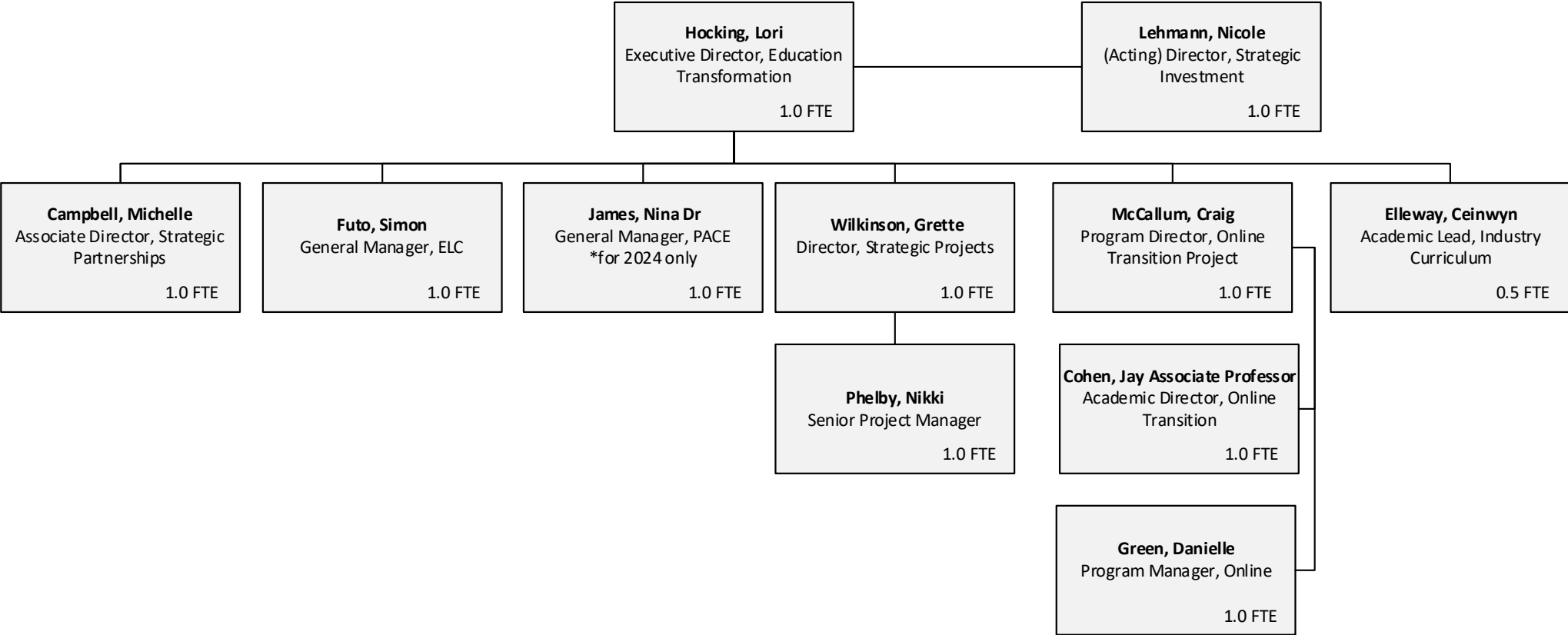
Lori Hocking, Executive Director, Education Transformation, provides the executive leadership of Education Transformation. The portfolio consists of the following teams/positions:

- **Professional and Continuing Education (PACE)** (23 positions) – PACE provide courses, workshops, and education programs every year to over 6000 participants from the community, business, and industry. Participants are drawn from throughout Australia and internationally, providing lifelong learning opportunities and pathways to the University.
- **English Language Centre (ELC)** (29 positions with significant casual teaching staff) – the ELC provides Academic English pathway programs, General English and English teacher training services (TESOL) for international students and visiting groups from overseas.
- **Online Transition Project** (5 positions) – responsible for the creation of an in-house online program unit. The Online Transition Team will continue to expand relative to approved milestones associated with this strategic initiative.
- **Strategic Partnerships** (5 positions) – responsible for oversight of The University of Adelaide College and The University of Adelaide Managed Campuses; and online offerings with key partners including Pearson (Alliance), Open Universities Australia (OUA), FutureLearn, edX / 2U and others. Often these
- **Strategic Projects** (5 positions) – responsible for leading the planning and delivery of key strategic projects across DASE, with key stakeholders representing the broader University.

Note – there is strong intersection and interconnection across the portfolio areas of Education Transformation which is intended to create efficiencies and effectiveness of design, development, and delivery, of core work.

# Branch Leadership – Organisational Chart

The following represents the senior leadership of the Education Transformation i.e. HEO 10 and above.



# Key Success Indicators

A range of metrics are required:

- 1. Portfolio personnel success:** Education Transformation will utilise the University's Pulse Survey data specific to DASE/Education Transformation to measure staff satisfaction within the portfolio. Using the previous Pulse Survey results (when released) as a baseline, Education Transformation seeks to:
  - Gain an overall 5% increase across all areas of staff satisfaction in 2024. Note - Education Transformation scored above the overall University average in most areas in 2022 (2023 data not yet available).
  - Top three to improve for 2024 ( $\geq 5\%$ ) – comparative to 2023 in Education Transformation, chosen due to their relative lower score compared to the overall DASE score, are listed below. It is important to note that 'Culture' has measures included that refer to senior leadership within the University as well as direct line managers/supervisors making it difficult to decipher actual performance directly relating to the Education Transformation leadership only. The top three areas for targeted improvement for the Education Transformation portfolio are:
    - Intent to stay;
    - Culture; &
    - Members of my team are able to bring up problems and tough issues.
- 2. Commercial Unit success (PACE / ELC):** Financial Reports, ie. Revenue and Net Operating Return (NOR) to increase from 2023 to 2024 and new students including:
  - ELC - increasing revenue by \$2.1 million (\$9.7 million in 2024 vs \$7.6 million in 2023, an increase of 27%) and NOR by \$1.3 million (\$2.5 million in 2024 vs \$1.2 million in 2023, an increase of 108%).
  - PACE - increasing commercial and engagement revenue by 50% (\$4M in 2023 vs \$6.M forecast in 2024 and commercial NOR\* by 150% (\$307k in 2023 vs \$790k forecast in 2024).

*\*Commercial NOR reflects the position of the commercial arm of the PACE operating model and excludes activities delivered for and under the engagement model which is operating under an expense cap to support strategic activities and deliver internal services.*

- Strategic Partnerships – Alliance revenue target of \$28.5M and new students = 956 (headcount); University of Adelaide College (Adelaide and Melbourne) total new pathways students to increase = 840 and progression rates from the College to the University = 95% (DTP and PMP) and 90% (Foundation); and implementation of 92 recommendations from 2023 Third Party Arrangements Strategic and Annual Reviews.

## **2. Partnership success:**

- Strategic Partnerships success: including Kaplan, Pearson, and Open Universities Australia, will be measured through regular reporting against contractual agreements and respective KPIs, and overall performance of the third-party arrangement outlined in annual and strategic reviews – executed in line with the Third-Party Arrangements for Educational Delivery Policy.
- PACE success: see Page 12 and PACE 2024 Strategic Goals and Success Measures.
- Online Transition Project (OTP) success: completion of the Transition Services Plan (TSP) completed in full by January 2025 with Boundless Learning.
- Strategic Projects success: Successful completion of key strategic projects (driven via capability building across DASE).

# Action Plan

Number	Initiative	Initiative Description (If required)	Completion Timeframe	Accountable Manager	Deliverables/Success Measures	Dependencies (where applicable)
1. <b>Online Transition Project – Transition Services Plan (TSP)</b>	<b>Draft and finalisation of the Transition Services Plan (TSP)</b>	The new Heads of Agreement with Boundless Learning – formalising the ‘new’ Alliance – requires the finalisation of a Transition Services Plan for the agreed transition of all services, to the University as at 31 Dec 2025.	Quarter 4, 2024	<ul style="list-style-type: none"> <li>Program Director, Online</li> </ul>	Completion and approval by Joint Alliance Board (JAB)	
2. <b>Online Transition Project – Adelaide University Transition Plan</b>	<b>Draft and finalisation of a plan, with UniSA Online, related to the delivery of online for Adelaide University</b>	<p>Multiple elements for consideration in the transition plan including:</p> <ul style="list-style-type: none"> <li>Open Universities Australia</li> <li>The Alliance</li> <li>Online Program Managers (OPMs) including FutureLearn and edX</li> <li>UniSA Online.</li> </ul>	Quarter 4, 2024	<ul style="list-style-type: none"> <li>Executive Director, Education Transformation</li> <li>Program Director, Online</li> <li>General Manager, PACE</li> <li>Associate Director, Strategic Partnerships</li> </ul>	Completion and approval by Curriculum Leadership Group (CLG) and respective governance	While the lead will be the OTP, PACE and Strategic Partnerships internally require input and consultation, and externally, UniSA Online and other OPM partners of the University of Adelaide will need to be considered.
3. <b>Strategic Partnerships – Third Party Strategic and Annual Reviews</b>	<b>Implementation of the 92 Recommendations for the Strategic and Annual Review</b>	<p>Multiple elements related to the implementation of the Recommendations including:</p> <ul style="list-style-type: none"> <li>Engagement of resources to provide support</li> <li>Prioritisation of the Recommendations</li> <li>Implementation.</li> <li>Annual Reviews redone for 2024.</li> </ul>	Quarter 4, 2024	<ul style="list-style-type: none"> <li>Associate Director, Strategic Partnerships</li> </ul>	Completion and reporting to Academic Board	Key partnership with Education Quality aligned with the TEQSA Health Check process.



<b>4. Strategic Partnerships – Reporting</b>	<b>Finalisation of SmartSheet setup and reporting for strategic partnerships</b>	Completion of work related to SmartSheet establishment to enable strategic partnership reporting and tracking of partnership outcomes/success measures etc.	Quarter 2, 2024	<ul style="list-style-type: none"> <li>Associate Director, Strategic Partnerships</li> </ul>	Completion and ongoing internal reporting to be enacted to relevant governance committees etc.
<b>5. Strategic Projects – Change Management Uplift</b>	<b>Change management</b>	<p>Continue to lead and support the development of DASE change management uplift and align with:</p> <ul style="list-style-type: none"> <li>Implementation of new change leadership opportunities</li> <li>Coordination and connection with whole of University approach.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Director, Strategic Projects</li> </ul>	<ul style="list-style-type: none"> <li>Number of opportunities for engagement</li> <li>Numbers involved in opportunities</li> <li>Continuation of the Community of Practice (CoP)</li> </ul>
<b>6. Strategic Projects – Project Framework</b>	<b>Project framework for DASE</b>	Establish, via Resource and Planning Committee, a consistent project framework for DASE and oversee its implementation.	Quarter 4, 2024	<ul style="list-style-type: none"> <li>Director, Strategic Projects</li> </ul>	<ul style="list-style-type: none"> <li>Finalisation of project framework</li> <li>Implementation of project framework</li> <li>All 2025 projects planned using project framework</li> </ul>
<b>7. English Language Centre – Developing People</b>	<b>Expanded teacher professional development and systems improvement</b>	<p>Aim to have the highest quality of teaching and provide the highest levels of support and customer service, in order to justify our pricing to partners. This includes:</p> <ul style="list-style-type: none"> <li>opportunities for teachers to develop innovative and engaging teaching techniques.</li> <li>ensuring systems should support efficient and professional admissions and student support.</li> </ul>	Quarter 4, 2024	<ul style="list-style-type: none"> <li>General Manager – ELC</li> </ul>	<p>Staff recognition via:</p> <ul style="list-style-type: none"> <li>SELTS</li> <li>Awards and Prizes</li> </ul>
<b>8. English Language Centre – Business Growth</b>	<b>Business growth and sustainability</b>	<p>In order to retain partners, ELC will need to offer high quality facilities, services, teaching and homestay accommodation. This includes a review of:</p> <ul style="list-style-type: none"> <li>pivoting from expanding numbers to refining programs</li> <li>reviewing current offerings: by ceasing to offer low value, low margin programs</li> </ul> <p>restarting a TESOL program in order to create a channel of high-quality teachers for employment at the ELC.</p>	Quarter 4, 2024	<ul style="list-style-type: none"> <li>General Manager – ELC</li> </ul>	<ul style="list-style-type: none"> <li>Number of new business proposals drafted</li> <li>Number of new business proposals accepted</li> <li>Reintroduction of TESOL program</li> <li>Cessation of low margin products</li> </ul>

<b>9. English Language Centre – Program Review</b>	<b>Program review and uplift / optimisation</b>	Review of all ELC products with a view to continuing to build the quality and distinctiveness of programs to ensure it can retain partners and attract institutions seeking premium programs.	Quarter 2, 2024	<ul style="list-style-type: none"> <li>General Manager – ELC</li> </ul>	<ul style="list-style-type: none"> <li>Completed review</li> </ul>	
<b>10. PACE</b>	<b>Please refer to pages 12 – 13 for a comprehensive overview of PACE strategies as per individual business area including Business Development, Education Solutions, Business Solutions and Marketing and Communications.</b>					

# Division of Academic and Student Engagement (DASE)

## Education Transformation – 2024 Plan on a Page

Education Transformation has a mandate to transform and innovate learning – for all learners who engage with the University – through the creation of a highly customised, personalised, intentional learning experience/s. Further, Education Transformation recognises key partnerships play a critical role in transformation enablement with a future focus on quality and excellence; market driven demand; and commercial viability.

Revenue Generation	Learning Products	Learning Partnerships
<ul style="list-style-type: none"> <li>• Continue to drive sustainable business models in Education Transformation commercial business units.</li> <li>• Improve reporting of key metric and expand opportunities for further collaboration to showcase outcomes.</li> <li>• Grow revenue and profitability of Education Transformation commercial business units.</li> <li>• Implement new operating models and monitor progression in Education Transformation commercial business units.</li> <li>• Lead the B2B Strategy including Phase 1, for the University, in partnership with Division of External Engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop commercial, market driven, and educationally sound, quality, learning products for domestic and global markets.</li> <li>• Implement the recommendations of the inaugural Third Party Arrangements, Annual and Strategic reviews.</li> <li>• Lead workstreams and work packages that support lifelong learners, pathways and online learners, for the future Adelaide University.</li> <li>• Lead the embedding of project and change management capability across DASE.</li> <li>• Support future Adelaide University projects ensuring strong collaboration and involvement of key areas in DASE.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand, in commercial business units, visionary partnerships to support the ET mission.</li> <li>• Continue to grow linkages to regional, domestic and global partners to expand the lifelong learner cohort.</li> <li>• Maintain a commitment to working with Faculties and Schools to diversify and strengthen capability related to new educational product, design, development and delivery.</li> <li>• Lead the development of the Transition Services Plan for the Alliance.</li> <li>• Lead a strategic review of Online Program Managers (OPMs) for the University, and the future Adelaide University.</li> </ul>

Our people
<ul style="list-style-type: none"> <li>• Building a culture framed by the University Values and Behaviours but captured by in ET leadership principles: Passion &amp; Purpose; Power (Personal); Perspective; People; and Positivity.</li> <li>• Creation of a dynamic, supportive, high performing workplace – engagement, reward, and inclusion for all.</li> <li>• Develop and sustain a workplace where staff are valued and cared for – and where leadership is engaged, committed, trusted and respected.</li> </ul>
Our enablers
<ul style="list-style-type: none"> <li>• Internal stakeholders who underpin and determine our value, success and lasting impact.</li> <li>• External stakeholders who ensure our relevance, reputation and sustainability.</li> <li>• Drive continuous improvement of business processes to ensure their fit for purpose nature and their currency and relevance, to the future vision.</li> </ul>

# Professional and Continuing Education | 2024 Strategic Goals and Success Metrics

In 2024, Professional and Continuing Education (PACE) aims to **optimise growth and profitability** in commercial activities while maintaining internal service provision and **supporting strategic engagement initiatives**.

## Strategic Goals

	<b>1 Financial Sustainability</b> Implement and further refine our new operating model to achieve financial stability.	<b>2 One Team</b> Continue to build an adaptive and unified team culture with shared ways of working.	<b>3 Growth</b> Grow our business-to-business revenue and impact through effective internal enablement and strategic partnerships across key industries.	<b>4 Impact &amp; Excellence</b> Contribute to addressing local, national and international skills shortages through quality training and education.	<b>5 Access &amp; Equity</b> Enable greater access and equity for learners through innovative education and pathways.	<b>6 Future-focused</b> Constructively contribute to shaping the lifelong learning capability for the new Adelaide University
<b>Business Development</b> <p>The Business Development team drives sales, secures new business, forges partnerships, crafts proposals and tenders, monitors market trends, engages with industry, plans client interactions, and manages accounts.</p>	<p>Recruit additional business development and sales team members to achieve higher financial targets.</p> <p>Increase financial viability of product offerings through enhanced reporting and feedback loops with Business Services.</p> <p>Accurately cost direct expenses and indirect staff time by tracking time spent against forecasts to ensure profit margins are realised.</p>	<p>Identify and refine BD processes, adopt an ERM system for better management, and implement frameworks to strategically evaluate tender opportunities.</p> <p>Utilise Kom Ferry Green Sheets for sales optimisation and centralise BD activity tracking on Monday.com to ensure consistency, transparency, and real-time visibility of performance.</p> <p>Promote team unity through regular activities and advance BD skills with targeted sales and client management training.</p>	<p>Strategically identify potential new clients and partnerships and leverage engagement plans for priority sectors.</p> <p>Increase B2B leads and lead tender responses aligned to existing PACE capabilities and expertise through a new dedicated resource.</p> <p>Meet enrolment targets for Executive Education programs and effectively upsell products such as online and short courses where appropriate.</p> <p>Understand the future needs of organisations to guide the development/ refinement of PACE's product offering.</p>	<p>Increase PACE's international footprint by working with Australia Awards providers and private providers in countries that are of strategic significance for the University.</p> <p>Improve engagement with the Industry Leaders Fund (ILF) and other relevant associations to leverage client and learner referrals that address local economic and social opportunities.</p> <p>Develop knowledge of industry and regional workforce requirements, by collecting market research in skills shortages and applying this to engagement plans.</p>	<p>Build and increase availability of the workforce development offering and alternate credentials, by testing and refining Adelaide Credentials for B2B clients.</p> <p>Work with B2B clients to identify and implement desired pathways to award study.</p> <p>Maintain agreement with UniHub Spencer Gulf and expand offerings through online self-paced offerings to prepare for further regional education opportunities.</p>	<p>Explore opportunities to partner strategically with organisations aligned to the future mission of Adelaide University.</p>
<b>Education Solutions</b> <p>The Education Solutions team manages product viability and product portfolios, curriculum development, third party provider education partnerships, quality and governance, market research, capability frameworks, workforce planning, and complex tenders.</p>	<p>Critique and implement outcomes from the third-party provider review that enable business growth and diversification of revenue streams for online product.</p> <p>Implement an enterprise account model for B2B clients.</p> <p>Support the sales and procurement of new business through new workforce capability and the provision of education resources to support sales.</p>	<p>Develop and execute a streamlined process for identifying and recruiting subject matter experts, learning designers, and course development professionals. After completion, create a talent database.</p> <p>Create shared project management capability through community of practice activities.</p> <p>Enable Faculty diversification of learner cohorts and revenue streams through enablement services and product viability assessment, and engagement through Faculty roadshows.</p>	<p>Develop a framework to identify and deliver custom workforce development solutions.</p> <p>Identify and lead tender and grant funding submissions for complex education opportunities.</p> <p>Provide a workforce development consultancy service in collaboration with BD, and design workforce development solutions.</p>	<p>Provide expertise and product knowledge to advance industry and regional collaboration projects, including Defence Trailblazer, Defence Co-Lab and UniHub.</p> <p>Review and implement improvements to the PACE Quality Framework.</p> <p>Lead the continuation of policies and processes that support the University's micro-credentials maturity such as PPAC and the Micro-credentials Policy.</p>	<p>Increase credibility in workforce development and alternate credentials, by testing and further developing Adelaide Credentials for custom clients.</p> <p>Support SAFF's funding and international development projects requiring significant educational contributions.</p>	<p>Leverage PACE assets and capabilities to influence the direction of lifelong learning for the Future University.</p> <p>Review and refresh PACE's online product portfolio and work with the Online Transition Team to contribute to Adelaide University.</p>
<b>Business Services</b> <p>The Business Services team oversees enquiry management, course scheduling and delivery, finance, administration, systems, reporting and analysis, admissions, contract management, facilities and equipment, and health, work, and safety measures.</p>	<p>Design and implement new finance dashboards and optimise reporting to improve business decisions.</p> <p>Develop integrated third party and owned enrolment report formats, enhance PACE Contract Management processes, and implement a data integrity protocol.</p> <p>Implement and review the new operating model to enhance the viability of commercial offerings and optimise engagement activities.</p> <p>Provide recommendations on pricing opportunities and expense optimisation through updates to the PACE cost calculator and input to the PACE product viability tool.</p>	<p>Undertake twice-annual surveys and circulate findings and recommendations of staff satisfaction and engagement.</p> <p>Develop and implement a Professional Development Framework for PACE staff to provide professional development opportunities and undertake course reviews.</p> <p>Uplift the PACE Onboarding Process to improve the provision of consistent and accurate information for commencing PACE staff and subject matter experts.</p>	<p>Set up and monitor Service Level Agreements (SLAs) for the delivery of engagement services to Faculties.</p> <p>Review and refine customer satisfaction and learner profiling information to maximise the utilisation of survey results and provide recommendations and insights to business development and marketing.</p> <p>Work with ITDS to develop a more efficient way of handling DoE Micro-Credentials enquiries.</p> <p>Develop a more efficient PACE records management system/process.</p>	<p>Implement an AI tool and/or checklist to review facilitator materials and improve quality of education materials.</p> <p>Maximise automation and reporting functionality for Monday Boards to monitor key metrics and course and subject matter expert impact and excellence.</p>	<p>Optimise efficiency in supporting course delivery in regional areas and increase student support for online learners.</p> <p>Increase digital maturity of learning through the new online learning template and piloting online course materials instead of printed materials.</p> <p>Optimise visitor/participant check-in process to improve the customer experience</p>	<p>Replace student management system to ensure an integrated lifelong learning student management system can be considered for Adelaide University.</p> <p>Explore uplift of ERM capability utilising the new ERM system currently being piloted by the University, to ensure a viable B2B relationship management tool can support the transition of B2B clients to Adelaide University.</p>

## Marketing & Communications

Together, the Marketing Lead and Senior Communications Lead are responsible for growing brand awareness and increasing the credibility of PACE's offering and impact among key target audiences, and enhancing PACE's digital experience.



<b>Campaigns</b>	<b>Website</b>	<b>Content development</b>	<b>Social media</b>	<b>EDMs</b>
Running integrated marketing and communications campaigns for the Transformative Leadership Program, Micro-credentials for Teacher Professional Development, and to formally launch PACE's B2B offering.	Implement druilme findings and 2x design sprints for the homepage and BD custom education solutions page.	Developing written content for PACE's website, undertaking a photography shoot, producing 2x Case Study videos, producing PACE publications and marketing collateral.	Managing PACE's LinkedIn page.	Distributing bi-monthly and quarterly B2C and B2B EDMs.

## Education Transformation

# Professional and Continuing Education | 2024 Strategic Goals and Success Metrics

## Engagement

Engagement targets with no revenue or revenue with a profit margin of <20%. Strategic initiatives including Defence Trailblazer, Adelaide University, global engagement and lifelong learning policies and governance.

Internal enablement (revenue for Faculty) - \$400K  
 Public course offerings (PMP, TLP, face-to-face short courses) - \$600K  
 Social impact (international and regional) - \$790K  
 Online Program Management (FutureLearn and EdX) - \$410K  
 Expense cap = \$600K

## Commercial

Revenue generating products with a profit margin of >20%.

B2B Tenders and Grants (inclusive of the Department of Education) - \$2.25M  
 B2B Private Custom Education - \$2M (revenue) and \$2.3M (sales)  
 EdX Bootcamps = \$130K  
 Overall projected net operating result (NOR) = \$790K

## Public Enrolment

Professional Management Program – 25 (annual)  
 Transformative Leadership Program – 18 (annual)  
 Face-to-face short courses – 12 (per course)  
 EdX Bootcamps – 100 (annual existing enrolments)  
 FutureLearn – 40 (annual verified enrolments)  
 AdelaideX – 3,427 (annual verified enrolments)

## PACE Team

Maintain high customer satisfaction of 50 NPS  
 Maintain high employee satisfaction of 50 NPS

### PACE Success Metrics

Each Business Unit plays a vital role in helping PACE achieve success in 2024 and beyond

### Business Unit Success Metrics

## Education Solutions

- Faculties are supported to deliver potential commercial and social products.
- Talent is identified and recruited using the established process and database.
- Potential commercial partners are assessed and viable commercial partnerships are pursued.
- Various frameworks, models and reviews are developed, implemented, refined and fit-for-purpose.
- Tender and grant funding applications are won through competitive process.
- Highly complex projects are delivered within specified budgets and milestones.
- B2B clients have access to PACE enterprise accounts.
- B2B client feedback is sought and used to refine Adelaide Credentials.
- Research is appropriately designed, implemented and used to inform PACE projects and initiatives.

## Business Development

- Appointment and commencement of new roles successfully executed.
- Enhanced precision in revenue forecasting achieved.
- Tender success rate significantly improved.
- Bounce backs from B2B EDM substantially reduced.
- 80% implementation rate of Green Sheet methodology.
- Customised B2B solutions to hit a conversion target of 60%.
- 30% of sales generated from new client acquisitions.
- Establishment of two new partnerships finalised.
- Increased enrolment of ILF recipients in programs within their award year.
- Renewal of the UniHub Spencer Gulf agreement extended beyond 2024.
- MoU with Tetra Tech signed.

## Business Services

- Deliver a comprehensive report on the new PACE operating model, incorporating processes to deliver engagement services.
- Ensure leadership remains fully briefed on PACE's financial status, with strategic recommendations at their disposal.
- Achieve successful deployment of refined and enhanced reporting tools.
- Attain a reduction in facilitator expenses and standardise processes via the SME project.
- Efficiently manage the appointment and initiation of new positions.
- Roll out the PACE Professional Development Framework alongside an integrated onboarding strategy.
- Launch a new PACE student management system, evaluate and potentially enhance the ERM system, and decide on improvements or alternatives to SINE.
- Execute the integration of Drupal with CRM systems.
- Secure an enterprise license for Monday.com, to enhance data security.
- Guarantee absolute accuracy in facilitator materials and the consistent application of UoA templates.
- Introduce an enhanced records management protocol for greater efficiency.
- Ensure that at least 50% of PACE courses leverage online materials for delivery.

## Marketing & Communications

- Increase unique website visitors to the TLP webpage by 10% from 4,051 to 4,456.
- Increase TLP flyer downloads by 10% from 39 to 43.
- Increase 'Apply Now' TLP button clicks by 10% from 26 to 29.
- Achieve 250 new B2C newsletter sign-ups.
- Publish 12 articles on PACE's website.
- Grow PACE's LinkedIn page following to 1,600 and average post engagement rate to 8%.
- Achieve an average open rate of 27% and click-through rate of 10% for PACE's B2B EDM.
- Achieve an average open rate of 35% and click-through rate of 8% for PACE's B2C EDM.

## Further enquiries

Lori Hocking, Executive Director, Education Transformation

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