



Australian International
Institute of
Higher Education

TEQSA Registered in the “Institute of Higher Education” category

Queensland Institute of Higher Education

Strategic Plan

2022 – 2026



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Executive Summary

1. This Strategic plan describes
 - a) WHAT the Australian International Institute of Higher Education (the Institute) aspires to achieve strategically through its offerings;
 - b) WHO the Institute aims to target; and
 - c) OBJECTIVES the Institute aspires to achieve in pursuit of our mission
2. This key planning document draws on and addresses other key documents, including, but not limited to the AIIHE Business plan, the AIIHE Marketing Plan and AIIHE Workforce Plan.

Strategic Positioning

3. The Institute provides critical business skills in a geographically unique location at a competitive price point to international students. The Institute will offer work-relevant courses in Information Systems and Marketing, which will be delivered by appropriately qualified and experienced teaching staff in fit for purpose facilities. Rationale for higher education offerings in these two disciplines are explained in the AIIHE Business Plan.
4. The Institute will be located in Fortitude Valley where there are currently little to no local higher education provider competitors. This creates a unique opportunity to grow a student community in a vibrant central location.
5. Price is a key differentiator in sourcing international students who will undertake courses onshore. The expected cost per subject base will be \$2,000, rising in line with CPI. This provides a competitive low price within the Australian market. The Institute will not target its student recruitment activities on any single country market; instead we will employ a network of agents covering Asia, Europe, South African and South America.

Vision

6. The Institute aspires to be a leading and respected higher education institute which is vibrant and welcoming to students; pursues excellence in education and contributes to the wider community.

Mission

7. The Institute will provide quality education that will enable its students to acquire the knowledge and skills to succeed in their careers, to become community leaders and to engage in lifelong learning.

Market Context

8. An analysis of the higher education sector shows growth prospects for the international student load in a Bachelor of Business (Information Systems) is strong, growing at a compound annual growth rate (CAGR) of 17.5 per cent from 2016-2018. This is in stark contrast with a marginal decline of minus 0.4 per cent CAGR for a Bachelor of Business (Marketing) for the same period.
9. In addition, competitive dynamics are in AIIHE's favour because in Queensland students can only



select from either higher priced universities or, for the Bachelor of Business (Marketing), one other private higher education provider, Christian Heritage College, which has low student volumes. This provides AIHE with the opportunity to enter the sector and offer international students an alternative private higher education provider, particularly an information systems course, which no other private higher education provider in Queensland offers at this point.

10. Nonetheless, the Institute recognises the Covid-19 pandemic (C-19) has, and will continue to, affect the outlook of the higher education sector. There are opposing views on the impact of C-19 on the higher education sector:
 - a) A negative view is that C-19 will change the higher education landscape permanently, leading to suppressed international student demand, and consequently numbers, for years to come.
 - b) The positive view is that C-19 will be a significant short-term change that will eventually pass, with no long-term impact on the higher education sector.
11. The Institute believes the future will be a blend of these two opposing views; international students will be allowed to enter the country in fewer numbers however, students will be more cost conscious. The Institute will cater to this changing market dynamics by providing focused teaching and operating as an efficient institution.

Portfolio of Programs

12. The Institute will offer two courses:
 - a) Bachelor of Business (Information Systems) (BBIS) and
 - b) Bachelor of Business (Marketing) (BBM).
13. These programs will be current and future workplace relevant. They provide an initial foundation year subjects covering key areas of business operations, deemed fundamental knowledge for producing work-ready graduates. The common first year subjects also provides flexibility for students, who after a year of study may wish to change their career focus.
14. In recognition of the uncertainty created by C-19 on the re-opening of international borders, the courses will be delivered with a combination of face to face and online learning. Given the low volume of C-19 cases in Queensland, the courses will be delivered face to face. However, should high C-19 cases return in Queensland, the Institute will ensure students can continue their courses and assessments online, subject to a relaxation of regulation on online delivery to onshore and/or offshore international students.

Students

15. The Institute's primary target market will be international students and their secondary target market will be domestic students.
16. Based on historical student data, the expected top three countries of origin for future international students is projected to be:
 - a) China, India and Nepal for the BBIS; and
 - b) China, Malaysia and Hong Kong for the BBM.
17. However, new market will be sought in the event of downturn in the above countries given the



impact of C-19 on movement of international students.

18. The AIIHE Business Plan contains the data analysis that has informed the Institute’s approach to recruiting students identified above.

19. Students will be recruited via onshore and offshore education agents and monitored in accordance with the *AIIHE Agent Appointment and Monitoring Policy*.

Strategic Objectives and Targets

Student and Learning

Objective	Measure	Current performance	Future target
1. Overall Student satisfaction target of 80% by Year 3 according to the Quality Indicators for Learning and Teaching (QILT) Student Experience Surveys (SES)	SES student satisfaction	No historical performance	80% overall student satisfaction in line with previous years’ SES average
2. QILT Teaching quality score of 83% on the SES by Year 2	QILT Teaching quality score	No historical performance	83% in line with the QILT average
3. Graduate Employment score of 77% in the graduate employment survey	Graduate employment survey within graduate outcome survey	No historical performance	77% as per graduate employment survey average for business and management courses
4. A greater than 80% progress rate for all students by Year 1	Progress rate	No historical performance	80% (Industry average is 84% for established non-university higher education providers (NUHEPs))
5. An attrition rate below 20% by Year 3	Attrition rate	No historical performance	20%

Workforce:

Objective	Measure	Current performance	Future target
1. Student to Staff Ratio below 25:1 every year	Student EFSTL / Teaching staff FTE	No historical performance	<25
2. Ensure staff receive professional development	Profit & Loss Statement: Staff professional Development	No historical performance	\$1500/FTE

Facilities and Services:



Objective	Measure	Current performance	Future target
1. 80% satisfaction with student services according to the QILT SES by Year 3	Student support satisfaction	No historical records	80% overall satisfaction (2019 QILT SES average is 78%)
2. 75% satisfaction with Learning Resources according to QILT SES by Year 3	Learning Resources Satisfaction	No historical records	75% overall satisfaction (2019 QILT SES average is 76%)

Financial:

Objective	Measure	Current performance	Future target
1. Achieve positive EBITDA by Year 4	EBITDA	No historical performance	Positive EBITDA
2. Achieve a minimum 3-year CAGR of 20% from Year 1 to Year 3.	Revenue	No historical performance	>20%
3. Maintenance of Employee benefits expenses to be less than 50% of annual revenue by Year 4	Employee Benefits expenses/Total Revenue	No historical performance	<50%

Marketing and Recruitment:

Objective	Measure	Current performance	Future target
1. Minimum of 80 commencing students in Year 1	Commencing EFTSL	No historical records	80 EFTSL at end of Year 1
2. A working Institutional website as a communications and marketing tool	Working website with comprehensive on; courses, student fees and requirements, academic profiles, policies, agents and student life	Website is over 70% complete	100% complete website with functioning internal links by January 1, 2021.
3. A comprehensive list over 50 agents which can recruit a minimum of 2 students each over the next five years	List of qualified and verified agents	No historical records	50 agents by 1 January 2022

Influencers affecting Strategic Objectives

20. The Institute recognises that it operates in a complex and dynamic environment in the local, national, and international context where economic and political change may impact the



provision of higher education.

21. The key influences that may affect the Institute's capacity to achieve its goals in the Australian education sector are:
- Political, economic and C-19 changes in Australia and overseas affecting the higher education sector and student demand;
 - Higher education provider competitor activities onshore and offshore; and
 - Emerging and redundant skills and work roles due to constantly changing technologies, efficiencies, and business applications.
 - Policy and regulatory developments affecting the higher education sector in Australia, such as changes to international student visa policies, the Higher Education Standards Framework (Threshold Standards) 2015, National Code 2018, the Education Service of Overseas Students Act 2000 and FEE-HELP.

AIiHE Strategic Plan and AIiHE Graduate Attributes

22. In line with the Institute's Vision and Mission, the Institute aims to provide higher education courses in a learning environment that encourages students to:
- Attain relevant and advanced knowledge in their chosen discipline areas;
 - Become work-ready, develop self-confidence and self-discipline;
 - Understand different viewpoints and embrace the diversity of the business world;
 - Explore new ideas and develop an intellectual curiosity;
 - Learn to communicate effectively, solve problems, and reach conclusions;
 - Be aware of and responsive to social and ethical issues in their professional and personal lives.
23. These aims are reflected in the desired **AIiHE Graduate Attributes** as follows:
- GA1: Knowledge:**
Possess demonstrable knowledge of theories and principles and their application to professional contexts relevant to their discipline;
 - GA2: Communication and Collaboration:**
Communicate clearly and collaborate effectively with diverse audiences in a global business environment using a range of written, oral and technological media;
 - GA3: Critical Thinkers and Problem Solvers:**
Think critically and innovatively to solve problems independently or collaboratively;
 - GA4: Lifelong Learners:**
Obtain, utilise, analyse and evaluate information to support evidence-based decision-making;
 - GA5: Socially and Culturally Competent:**
Respect and value cultural and social diversity; and
 - GA6: Ethical Practitioners:**
Maintain high standards of personal, professional and academic integrity and ethics



Monitoring and Review

24. The Governing Council will review the Strategic Plan annually to ensure the Institute’s strategy is current and reflect global and local changes or events affecting the Australian higher education sector. This will be especially important in the coming years due to the uncertainties created by C-19.