INTERNATIONAL INSTITUTE OF BUSINESS AND TECHNOLOGY

STRATEGIC PLAN: 2020-2024

Overview

IIBT is a multi-sector education and training provider which distinguishes itself through a strong focus on international education combined with university pathways and partnerships. IIBT is located in three Australian cities: Perth, Sydney and Brisbane, and offers Higher Education, VET and English Language Programs.

This strategic plan presents the vision, mission and values that direct all IIBT operations and behaviour. The vision, mission and values are underpinned by four strategic key areas, namely Learning and Teaching Excellence, Students Engagement and Experience, Financial Viability and Sustainability and Governance and Operational Excellence. Although these strategic key areas are presented as separate entities of the purpose of this strategic plan, in the practical situation they are all interlinked and interrelated. Each of the strategic key areas are realised through strategic goals and monitored through broad key performance indicators. This strategic plan highlights the longer-term strategic direction and goals and will be revised annually if needed to capture and reflect changing circumstances at IIBT, locally, nationally and internationally.

Vision

IIBT is a leading private education and training provider both nationally and internationally offering quality educational opportunities.

Mission

To provide purposeful academic programs for students to enter higher education, the workplace or academia.

Values

IIBT Perth campus embodies the values of honesty, transparency, collegiality, merit, equity and accountability.

The mission, vision and values are underpinned by four strategic areas, namely:
1. **Learning and Teaching Excellence**
2. **Student Engagement and Experience**
3. **Financial Viability and Sustainability**
4. **Governance and Operational Excellence**

A discussion of each of the strategic key areas, the strategic goals and broad key performance indicators follows.

1. LEARNING AND TEACHING EXCELLENCE

Learning and teaching excellence are intrinsic to the vision and mission of IIBT. The aim for learning and teaching excellence is to educate and train students, and produce graduates, who will contribute economically, culturally and socially to their respective communities. The focus of learning and teaching excellence is to provide an outstanding learning experience for students. The strategic goals stimulate the offering of highly sought-after educational courses, delivered through contemporary educational approaches and technologies.

The current Higher Education course profile includes the Diploma in Business Administration and the Diploma in Information Technology. This will be further developed by applying to TEQSA for accreditation of three graduate diplomas: Graduate Diploma in Cyber Security, Graduate Diploma in Entrepreneurship and Innovation and Graduate Diploma in Business Administration in 2021. In addition, the existing Postgraduate Qualifying Program (PQP) will be restructured to align it with what similar providers are offering.

The course profile of the VET programs includes Certificate IV, Diploma and Advanced Diploma in Business Administration and in Information Technology. IIBT aims to strengthen its position as a Higher Education pathway provider. To this end, VET diploma and advanced diploma programs will be phased out in the near future. Only the VET Certificate IV programs, which will articulate into the Higher Education diplomas will be retained.

The current course profile for the English programs includes General English, Academic English III and Academic IV. These might be further expanded if required.

By 2025, IIBT will be offering a range of education and training courses based on contemporary learning and teaching approaches and methods enabling students to achieve optimal outcomes.

1.1 Strategic Goals

a. Expand course offerings to stimulate growth and provide flexibility for prospective and current students.
b. Design, develop and deliver high quality, engaging and challenging courses based on best practice examples and in accordance with the different standards of accreditation and endorsement bodies (TEQSA, ASQA, NEAS).
c. Provide high quality governance, leadership, management and a commitment to continuous improvement.
d. Provide students with a variety of learning experiences, including technologically up-to-date learning support, opportunities and innovative education approaches to stimulate optimal learning and teaching.
e. Create a supportive and collaborative learning and teaching environment to encourage whole-student development and achievement of maximum individual potential.

f.   Promote and support innovative teaching practices that actively engage students, enhance the quality and rigor of assessment practices to improve retention and progression rates.
g.   Create a cutting-edge online teaching and learning environment for students.
h.   Develop both the physical and online libraries for all the three campuses to create an environment that promotes inquiry at a postgraduate level.

1.2 Broad Key Performance Indicators

a.   Maintain accreditations from TEQSA, ASQA and endorsement from NEAS for the different courses (Higher Education, VET courses, English Language Programs) through adherence to high learning and teaching standards.
b.   Fulfil the learning and teaching-related conditions imposed by TEQSA regarding IIBT re-registration on the stipulated time.
c.   Fulfil the learning and teaching related conditions imposed by TEQSA regarding the Diploma in Business Administration re-registration on the stipulated time.
d.   Conduct course review of the Diploma in Information Technology course (2021).
e.   Apply to TEQSA regarding new Graduate Diploma in Cyber Security, Graduate Diploma in Entrepreneurship and Innovation and Graduate Diploma in Business Administration courses (2021).
f.   Apply to TEQSA for IIBT Diploma in Business Administration re-registration (2024).
g.   Conduct course reviews in accordance to the relevant accreditation and endorsement bodies' standards (Higher Education, VET, NEAS) and implement required changes.
h.   Evaluate and update course materials as required after each study period to ensure continuous quality improvement and high-quality learning and teaching.
i.   Evaluate and update learning practice and experiences, including exploring and implementing appropriate innovative teaching approaches based on best practice examples.
j.   Increase student satisfaction rates regarding units and courses through implementing best practice learning and teaching approaches and methods.
k.   Conduct benchmarking regarding the success of student cohorts against comparative courses of study including analysis of progression rates, completion times and rates.
l.   Evaluate and improve online teaching and learning experience for both lecturers and students, while maintaining high quality teaching and learning standards.
m.   Evaluate and expand existing physical and online library resources to include material suitable for AQF8 level.

2.   STUDENT ENGAGEMENT AND EXPERIENCE

Student engagement and experience encapsulate students' engagement and experience during orientation and subsequent activities related to learning and teaching. Students are provided with support to transition to their selected course(s) of study. These support arrangements create equivalent opportunities for academic success regardless of the students' backgrounds, are sensitive to the needs of particular cohorts and individual students (including international students and students with special needs). In addition to academic support, students are provided with personal

and professional support when needed and have access to mechanisms to effectively resolve grievances.

In an effort to provide a holistic experience to students, on and off campus events and activities are offered in addition to students' learning and teaching experiences. These activities and experiences (including cultural events, sports and student-focused workshops and seminars) enrich the students' professional and personal growth and support the achievement of high levels of student satisfaction. The safety and wellbeing of students is promoted at all times.

By 2025, IIBT will be a leader in providing education and training courses with a strong focus on excellent student engagement, experience and achieving positive student success and satisfaction levels.

2.1 Strategic Goals
a. Develop programs to support students' transition into their selected course(s), including orientation and study support.
b. Assess student progress, early detection of students at risk of poor progress and monitor high risk students to support student success through tailored intervention strategies.
c. Develop and implement individualised academic support programs when required to enhance maximum outcomes for each in each individual student.
d. Extend and offer a range of on and off campus activities and events to enhance, enrich and strengthen student engagement experiences.
e. Recommend appropriate referral options for students regarding personal support services to manage non-academic issues.

2.2 Broad Key Performance Indicators
a. Develop an annual report on the graduate destinations of each of IIBT's higher education course and submit it to TEQSA on the stipulated time.
b. Develop and implement an academic progression and retention strategy to identify high risk students, monitor and support students' academic progression throughout their courses.
c. Increase the range and number of on and off campus activities and events for students on an annual basis.
d. Increase the range and number of referral support services for students requiring dedicated and professional support services on an annual basis.
e. Decrease student attrition and increase pass rates through effective retention and progression methods.
f. Increase student satisfaction rates regarding on and off campus activities and events on an annual basis.

3. FINANCIAL VIABILITY AND SUSTAINABILITY

Financial viability and sustainability are crucial aspects and support all other strategic key areas and activities. This is the ability to generate adequate income to meet operating payments and debt commitments, allow growth while maintaining high quality levels of service. The aim of financial viability and sustainability is to make the most efficient, effective and focused use of current financial resources whilst continuing to build funds and make the case for enhanced investment in high quality education and training.

Marketing forms a crucial part of financial viability and sustainability as student fees are a major source of income for IIBT. The marketing strategy includes implementing ethical, legal, risk-limiting approaches, techniques and methods, rigorous scrutiny of new agents, close monitoring and management (including annual evaluation and ongoing training and support) of new and ongoing agents. IIBT aims to market to and recruit high quality students from a diverse background to promote IIBT as an inclusive, high quality and diverse learning and teaching environment while enriching the students' engagement and experience.

By 2025 IIBT will be a financially sustainable and profitable education and training provider that recruits students from a range of backgrounds and countries through a well-established group of ethical and highly effective agents and other rigorously selected and closely monitored marketing approaches.

3.1 Strategic Goals

a. Implement best practice financial processes and procedures fulfilling obligations to external financial auditors and accreditation bodies.
b. Recruit high quality students through ethical and legal marketing strategies and effective agents to increase revenue.
c. Recruit students from a range of backgrounds to develop and maintain an inclusive and diverse group of students.
d. Build and maintain relationships with partner universities through visits to relevant contact staff in the international office and the different faculties to maintain and develop a range of selected and appropriate pathway options.
e. Expand relevant course offerings based on demand in the market to remain competitive, create a sustainable income and flexible options for prospective and current students.
f. Seek partnerships with selected education and training providers to build beneficial alliances, through articulations and Memorandum of Understanding (MOUs).
g. Reinstate the VET Delivered to Secondary Schools (VETDSS) to attract domestic students to IIBT.
h. Build partnerships with educational institutions in China and Taiwan to market IIBT courses and recruit students through a Business-to-Business (B2B) system.

3.2 Broad Key Performance Indicators

a. Fulfil the financially related conditions imposed by TEQSA regarding IIBT registration on the stipulated time (2021-2024).

b. Submit the required monthly, quarterly and annual financial documentation to the relevant authorities, e.g., TEQSA, ATO, Insurance and external Auditors on the stipulated time.

c. Improve a variety of high-level financial indicators (e.g., operating surpluses).

d. Manage existing and new agents through assessing new agents, annual reviewing existing agents, implementing remedial action regarding non-performing agents, terminating agent contracts when required.

e. Closely monitor marketing strategies, practices and approaches to ensure ethical and high-quality outcomes.

f. Increase the number of recruited students for each study period.

g. Introduce the Higher Education Diplomas to the Sydney and Brisbane campuses in 2021.

h. Implement the Graduate Diploma in Cyber Security, Graduate Diploma in Entrepreneurship and Innovation and Graduate Diploma in Business Administration in 2022.

i. Reinstate the VETDSS in 2021.

j. Restructure the PQP and offer it in 2022.

k. Obtain articulation agreements and MOUs with local universities.

l. Ensure financial software provides accurate and efficient data management and processes.

m. Manage existing partnerships and seek relevant new partnerships with selected education and training providers to build beneficial alliances.

n. Maintain relevant memberships and licences to support learning and teaching.

o. Increase offshore partnerships in China and Taiwan.

4. GOVERNENACE AND OPERATIONAL EXCELLENCE

Governance and Operational Excellence drive and enable the performance of all areas and activities at IIBT. The aim of governance is to facilitate effective, efficient and pragmatic management, transparency and accountability that can deliver the long-term success of IIBT. A solid structure, organisation, well-designed reporting systems, ethical approaches and monitoring all dealings, interactions, and transactions effectively are crucial. One of the fundamental objectives of corporate governance is to develop transparent, effective and efficient business practices.

Operational excellence is a core part of the IIBT to remain competitive and cost-effective as it facilitates execution of the strategic plan and goals, improves consistency, efficiency and work processes required for business success. Operational excellence embraces problem-solving, continuous improvement, flexible change approaches, fit for purpose quality assurance methods, tools and systems to support the broad key performance outcomes.

By 2025 all IIBT's governance, management and administrative policies, processes and systems will be developed, implemented, tested and refined based on best practice examples in comparable organisations.

4.1 Strategic Goals

a. Maintain accreditations from TEQSA, ASQA and endorsement from NEAS for the different courses (Higher Education, VET courses, English Language Programs) regarding governance and operational standards.

b. Provide high quality governance, leadership, management, and a commitment to continuous improvement based on best practice examples and in accordance with the different accreditation and endorsement bodies' (TEQSA, ASQA, NEAS) standards.

c. Establish and maintain highly functional governance bodies (Board of Governance and Academic Board) through the inclusion of suitably qualified independent and IIBT membership and supported by transparent and accountable processes and reporting methods.

d. Develop and implement a Risk management framework to mitigate and manage risks.

e. Support learning and teaching activities through sufficient quality facilities, infrastructure, suitably qualified staff and innovative teaching to deliver the different courses of study.

f. Provide and recommend learning resources that are appropriate to the level of the course of study, consistent with the expected learning outcomes and modes of participation, and accessible (including for individuals with special needs) to enhance optimal outcomes.

g. Develop and implement student management processes, procedures and/or relevant technologies to enhance effective student enrolment, progression and graduation.

h. Develop and implement student management processes, procedures and/or relevant technologies to enhance effective administration and management.

i.   Maintain quality assurance systems and processes fit for purpose, based on best practice examples in comparable organisations.

4.2 Broad Key Performance Indicators

a. Fulfil the governance and management related conditions imposed by TEQSA regarding IIBT re-registration in the stipulated time.

b. Conduct an internal and external review of the Board of Governance and the Academic Board.

c. Fulfil the conditions related to the Board of Governance reports imposed by TEQSA.

d. Update and implement a risk management framework.

e. Ensure that all Board and Committee Chairpersons are independent members, review Board of Governance and Academic Board membership and renew as appropriate to enhance oversight and accountability.

f. Apply to TEQSA for IIBT re-registration (2024).

g. Practice transparent and effective governance through leadership, management and support from the different Boards and Committees.

h. Provide suitably qualified teaching staff, quality adequate physical facilities, learning resources and appropriate innovative education technologies to support learning and teaching excellence.

i. Offer Scholarship Enhancement opportunities to teaching staff and professional development opportunities to non-teaching staff.

j. Develop, update and maintain effective processes, procedures, databases, relevant memberships and licences to support governance and operational excellence and increase quality outcomes.