Strategic Plan
2024-2028

Document name	Higher Education Leadership Institute Strategic Plan 2024-2028
Document approver	Board of Directors
Responsible officers	CEO, Higher Education and Chair, Board of Directors
Supporting documents, procedures and forms	• HELI Constitution • HELI Governance Charter • HELI Delegation of Authority Policy
References and legislation	• Tertiary Education Quality and Standards (TEQSA) Act 2011 • Higher Education Standards Framework (Threshold Standards) 2021 (HESF2021) • Education Services for Overseas Students (ESOS) Act 2000 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018) • Higher Education Support Act 2003
Approval	Board of Directors: 23 June 2023

1. Introduction

The purpose of the Strategic Plan is to highlight the broad directions that the Higher Education Leadership Institute will pursue in the next five years. HELI is aiming for measured growth and that requires pursuing the twin goals of running the current operations efficiently and profitably while building up organisational capabilities collectively to maintain quality and accommodate growth. This plan is an instrument for defining and achieving the strategic objectives and building organisational capacity and capability for both quality and growth.

2. HELI Mission

HELI provides transformative higher education which fosters personal fulfilment, professional growth and creativity of thinking in our students.

3. HELI Vision

HELI seeks to become a leading independent, self-accrediting higher education provider through diversity of courses, diversity of delivery, and commitment to fulfilling and high-quality student experiences and graduate outcomes.

4. HELI Values

✓ Integrity
✓ Equity
✓ Equal opportunity and social inclusion
✓ Academic and intellectual freedom
✓ Customer centricity
✓ Efficiency
✓ Diligence

5. HELI strategic aims, strategies and outcomes

The strategic aims have been developed in recognition of the college's current development as a higher education institution. Within this context, consideration has been given to its regulatory history and current status, academic development and operational sophistication, market position, and institutional ambitions.

The strategic aims also provide strategic intent which is succinct, relevant, and applicable to the scale of HELI's operations and ambitions. Further, the structure and content of the plan is intended to be understood, and engaged with, by staff, students, Board and other stakeholders. Within this context, HELI has identified three strategic aims to guide its development and operations over the next five years. In the following table, each aim is defined, and strategies and outcomes are identified in order to assess achievement against the goals. Progress will be reported to the Board of Directors on an annual basis.

Strategic Aims	Strategies	Measures of Success	Reporting Frequency
1. Enhanced student experience The centrality of the student experience is beyond question in contemporary higher education institutions. While the student experience can be defined and constructed around numerous factors, it is preferable to view this theme through the lens of a student life cycle approach.	a. Liaise with ECA corporate services to streamline processes, procedures and IT infrastructure for student benefit b. Integrate Student Engagement and Support activities to ensure implementation and monitoring of Student Retention framework c. Develop common student satisfaction survey instruments across the HE division d. Develop flexibility in curriculum offering, design, and delivery e. Identify key on-campus actions and strategies to meaningfully define and support the student experience	i. Improved annual rates of retention, progression and completion	Annually
		ii. Decrease in annual formal grievances	Annually
		iii. Diversity of student choice in: - modes of course delivery - unit/elective options	Annually
		iv. Increase in on-campus student activities	Annually
		v. Exceed QILT student satisfaction averages for private providers	Annually
		vi. Improved UEQ outcomes for unit and teaching satisfaction	Annually
		vii. Improved response time to applications and student enquiries	Annually
2. Reputation for quality and progress towards self-accrediting authority (SAA) Within the academic function of the College (both governance and	a. Identification of lead indicators related to TEQSA risk indicators b. Alignment of HE entities Academic Boards in a single meeting to facilitate consistency of approach, standards and decision making	i. Improvement in lead indicators of TEQSA risk measures	Annually
		ii. Course accreditations and institutional registration awarded for 7 years	Ad hoc as required

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operations) HELI will work towards positioning itself to obtain self-accrediting authority (SAA). This outcome encompasses all college operations but gives particular focus to: contemporary curriculum; benchmarked quality assurance processes; fit for purpose governance; scholarship; and, stakeholder reputation.	c. Ensure the work of governance boards and committees are well-managed, integrated and well-informed	iii. No conditions placed on course accreditations or institutional registration	Ad hoc as required
	d. Review remuneration and incentives for high performing staff	iv. Academic outcomes superior to those of benchmarking partners	Annually
	e. Implementation of policy and practices that engages permanent and casual academic staff in scholarship	v. Professional body endorsement for relevant courses	Ad hoc as required
		vi. No residual concerns noted by TEQSA	Ad hoc as required
		vii. Employment and retention of highly credentialled academic staff	Annually
		viii. Exceed QILT student satisfaction averages for private providers	Annually
		ix. Increase in internal research grant allocations	Annually
3. **Measured growth** Measured growth is anticipated to occur through several mechanisms including, but not exclusive to, the following: diversity of delivery modes; course expansion; campus expansion; partnerships; and market diversification.	a. Establish a curriculum development team to develop new courses	i. Increase in range of courses offered	Annually
	b. Expand course profile at undergraduate and postgraduate levels	ii. Increase in CRICOS capacity	Ad hoc as required
	c. Identify potential short course and feeder/taster courses	iii. Increase in domestic student numbers	Annually
	d. Establish online and on-campus		

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	capability for all courses. e. Work with UAC to increase potential market reach f. Review CRICOS capacity at all campuses to identify locations for growth	iv. Increase in offshore online international student numbers	Annually
		v. Decrease in costs per EFTSL	Annually
		vi. Identify opportunities for business-to-business partnerships	Annually
		vii. 'Student Load' TEQSA risk indicator categorised as Low.	Annually

*All outcomes will use 2022 measures as baseline data for reporting purposes.