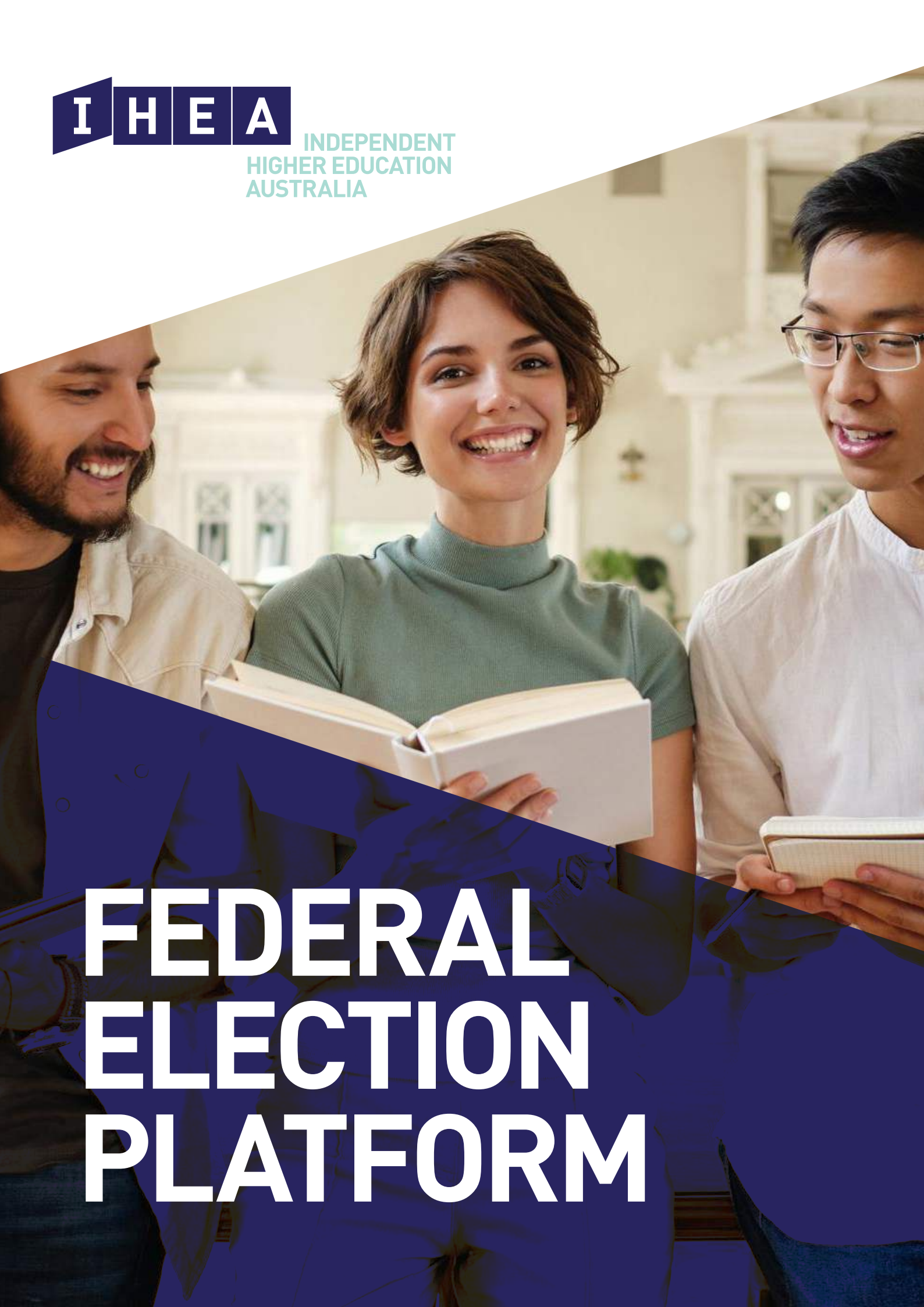




INDEPENDENT
HIGHER EDUCATION
AUSTRALIA



FEDERAL ELECTION PLATFORM

INTRODUCTION

This document is Independent Higher Education Australia's (IHEA) Federal Election Platform, which outlines our policy positions for higher education in the lead up to the 2025 federal election.

A flexible, agile and responsive tertiary education system will be critical for Australia to address its skills needs now and into the future and to underpin a robust and well performing economy. It will also ensure that we have the educated workforce to bring innovative solutions to address the challenges we will need to face as a nation.

Globally and nationally, there are a number of issues that require innovation and advanced skills, which will need to be addressed through higher education. Australia needs to boost its productivity levels from recent poor performances. It needs to ensure fiscal sustainability and managing debt levels; a robust and comprehensive healthcare system, which includes addressing mental health issues, homelessness and post traumatic stress disorders as well as supporting First Nations People and the elderly to have the best quality of life; health and research infrastructure that can weather future health crises; defence requirements and cybersecurity, which are supported by cutting edge technology and strong trade and global partnerships; sustainable energy provision; and advances in technology and artificial intelligence that will constructively and effectively disrupt traditional industries and job markets.

While predictions can be made that skills in some broad areas will experience greater demand in the future, specific skills needs can be hard to predict. Many occupations that will be created and/or evolve in coming decades may be hard to envisage and also rely on technologies that have not yet been developed.



A flexible, agile and responsive tertiary education system will be critical for Australia to address its skills needs now and into the future and to underpin a robust and well performing economy.



A higher education sector that supports Australians in gaining and maintain currency of their qualifications, skills and knowledge over the course of their working lives has to be the main priority. With cost of living pressures currently at the forefront of people’s minds and pursuing paid work rather than tertiary education it’s important that pathways to higher education are well supported to ensure that we have the capability to address the issues our nation is facing now and will face in the future.

The independent sector is a vital part of Australia’s higher education landscape. It delivers high quality education outcomes for both domestic and international students alike. This is reflected in the excellent performance and consistently topping the rankings in the student experience surveys of the Quality Indicators for Learning and Teaching (QILT) for teaching quality; learner engagement; skills development; and overall quality.

The student centred approach of independent providers is reflected in their business and operating models and course offerings that address student and industry demand. Independent providers have strong connections to industry to keep pace with and provide leadership around rapidly evolving industry skills and knowledge demands. The education experience provided by independent providers contributes to students’ employability and long term career success. Their unwavering focus on practical knowledge based skills development prepares graduates for the workforce. Through its approach, the independent higher education sector is well positioned to create safe and respectful environments that translate to more socially responsible and respectful graduates and workplaces.

Independent providers remain focussed and resilient to deliver quality education to their students. They rebounded from the COVID-19 pandemic and are withstanding the impacts of plateauing domestic student numbers, as well as significant reductions in international students being driven by government as the primary vehicle to reduce migration. International education is important to not only independent providers but to the whole higher education sector, plus the workplaces these students undertake part time jobs in whilst studying, such as hospitality, retail and parts of the gig economy.

However, the approach of independent providers needs to be reflected systemically and underpinned and fostered by a supportive and agile tertiary education system. Australia’s tertiary education sector needs to support all eligible individuals to have access to education, remove barriers and not impose affordability and cost impediments.

There are a number of short term and specific reforms that can be progressed immediately. These reforms will ensure that the appropriate infrastructure is being put in place for a responsive, agile and innovative tertiary sector that will be at the forefront of meeting Australia’s workforce challenges and delivering a strong economy for future generations.



The student centred approach of independent providers is reflected in their business and operating models and course offerings that address student and industry demand.

14 Proposed Pillars of Reform for A Better Higher Education Sector



PROPOSED STUDENT CENTRED REFORMS

- 1 **Equity of HELP Loans**
The permanent abolition of the FEE-HELP loan fee
- 2 **Funding Equity**
Access to Commonwealth Supported Places (CSP) and programs
- 3 **Diversification**
Diversification of higher education providers to ensure growth
- 4 **Greater Access**
Permanently embed Undergraduate Certificates in the Australian Qualifications Framework (AQF, announced in January 2025)
- 5 **Lifelong learning**
Ensure that appropriate policy settings and incentives are in place to support lifelong learning

PROPOSED INTERNATIONAL EDUCATION REFORMS

- 6 **Sustainability**
Ensure the sustainability of international education
- 7 **Accessibility and Competitiveness**
Reduce fees for student visas for Australia to remain competitive
- 8 **Transparency**
Access to performance data on international education agents
- 9 **Protections**
Allow onshore commissions for international education agents
- 10 **National Benefit**
Greater pathways to permanent residency for graduates in priority disciplines

PROPOSED REGULATORY BURDEN REFORMS

- 11 **Streamlined**
Lesser, not more, bureaucracy
- 12 **Fairness**
Implement an equitable Tertiary Education Quality and Standards Agency (TEQSA) cost recovery model
- 13 **Duplication**
TEQSA and Australian Skills Quality Authority (ASQA) to reduce burden on dual sector providers
- 14 **Modernisation**
Reform copyright legislation to reduce levies on independent education providers

PROPOSED STUDENT CENTRED REFORMS



1. Permanent abolition of the FEE-HELP loan fee

The 20 per cent FEE HELP loan fee is an inequitable and discriminatory fee or tax on education and training for independent undergraduate higher education students. The loan fee creates unnecessarily high levels of student debt, reduces economic activity of graduates and is unfairly applied based on student's choice of provider. Students in the independent sector seek quality and innovation in market driven courses. This fee also discriminates choice and the level of accessibility provided to Australian students, which are issues that were acknowledged in the Australian Universities Accord (Accord) Final Report.

Removal of the FEE HELP loan fee may result in a reduced return to government of as little as \$6.2 million per annum in general revenue but burdens independent sector students with \$100 million more debt than their course costs. Independent sector students are the only HELP recipients required to borrow 120 per cent of their tuition costs to pursue their educational and career goals. IHEA recommends that the next Australian Government needs to urgently move to abolish such an unfair levy on these higher education students.

Further detail about IHEA's case for the abolition of the FEE HELP loan fee can be found in our submission in Response to Australian Universities Accord Discussion Paper, which is available [here](#).



Removal of the FEE HELP loan fee may result in a reduced return to government of as little as \$6.2 million per annum in general revenue but burdens independent sector students with \$100 million more debt than their course costs.



2. Access to Commonwealth supported places and programs

All higher education students need to be supported to study in the fields of their choosing, including those that will address current and future skills needs and shortages. Funded Commonwealth Supported Places (CSP) on a demand driven basis should be extended to all TEQSA registered higher education providers in areas that are identified as national priorities.

While overlooked in the recent Accord process, IHEA continues to support the recommendation of the 2008 Bradley Review that access to CSP be extended across the sector following the establishment of TEQSA. Access to funded places for all registered providers will deliver equity for all students. Skills and workforce shortages, however, have identified an urgent need to train students in fields of national priority. IHEA proposes that all students should have an equal opportunity to be supported through a funded, CSP when enrolling in recognised, national priority fields, regardless of their provider category.

An equitable approach should also be applied to other Commonwealth programs. If the Government is committed to equity and student choice, this needs to be corrected. Independent providers are well positioned to support students through Government programs because of their values, size, diverse delivery models, niche courses, student services and support, flexibility and responsiveness and approaches to student and staff safety. This enables independent providers to have the agility to implement innovative teaching methods and curricula and to provide students with broader and more dynamic course options.

Immediate action can be taken with respect to the \$160 million for Commonwealth Teaching Scholarships to support new undergraduate and postgraduate teaching students to meet the costs of their study, which overlooks the critical need for teachers within the independent sector, who are partnering with schools to deliver innovative programs to address the supply of teachers. Further, limiting eligibility for the Commonwealth Prac Payment to students at a Table A or Table B provider who are studying teaching, nursing and midwifery, and social work is also disadvantaging students at independent providers. This can and must

be corrected in the interests of genuinely supporting equity and choice as well as being a built in feature of all Commonwealth funded higher education programs.

A further example of where independent providers should not be disadvantaged is in relation to Fee-Free TAFE. The Fee-Free TAFE Bill should be expanded to include all qualified VET providers, not just TAFE. This expansion would avoid the limitations of a TAFE-centric approach and allow for greater flexibility and inclusivity in training provision. It would also ensure that all students have more equitable access to quality training and are not discriminated against based on provider type.



3. Diversification of higher education providers to ensure growth

The Government has committed to growing student numbers to reach the target of 80 per cent of working age people attaining a tertiary qualification by 2050. An underlying premise of this growth, as articulated in the Accord Final Report, is a more than doubling of CSPs (from 860,000 in 2022 to 1.8 million), with 25 to 34 year olds with a bachelor's degree increasing from the current 45 per cent to 55 per cent. The Government sees growth in students participating and completing higher education qualifications from under represented and equity cohorts as being pivotal to meeting these targets. However, to date, the approach to Managed Growth Targets (MGT) and Needs based Funding is to focus on Table A providers (i.e. public universities). In doing so, the Government has taken a one dimensional approach, which will result in the target being unmet. Given the stated importance of meeting the target in delivering "a skilled workforce to meet the changing needs of the economy through a tertiary education attainment target" (p.17, Accord Final Report), achieving "growth necessary to meet future skills requirements" (p.4, Accord Final Report) will be significantly compromised.

Limiting this support to Table A providers and their students appears short sighted, given that public universities are understood to effectively be at capacity and will struggle to support growth in students from under represented groups. Indeed, "exploring the case for the establishment of new public universities in under serviced areas" (p.36, Accord Final Report) will be a costly response to ensure that the proposed growth can be supported. As such, IHEA recommends that the Government expands and diversifies its approach to include students at independent higher education providers to ensure that the ambitious targets can be met. Allowing access of independent providers to MGT and Needs based Funding will ensure the Government delivers on its ambitions.



4. Permanently embed undergraduate certificates in the Australian Qualifications Framework (AQF, announced in January 2025)

Through the Higher Education Relief Package during COVID 19, the funding of six month short courses created opportunities for employment for students and long term benefit to the economy. The most important aspect of the short course proposal was agreement by the Commonwealth and States to include the undergraduate short course qualification in the Australian Qualifications Framework (AQF) as an 'Undergraduate Certificate'. IHEA strongly lobbied for this to be a permanent arrangement. While it was due to cease on 30 June 2025, Commonwealth and state and territory Education Ministers agreed to its permanent extension. This will afford students the opportunity to complete a nationally recognised qualification in a short period of time that can provide relevant, industry specific skills. This decision shows a commitment to lifelong learning as the Undergraduate Certificate is effectively a microcredential and will allow a student's studies to be "combined or built upon to form larger qualifications where they constitute a larger body of structured and coherent knowledge" (p. 96, Accord Final Report).

PROPOSED STUDENT CENTRED REFORMS

(continued)



5. Ensure that appropriate policy settings and incentives are in place to support lifelong learning

Bringing the higher education and VET sectors together will be critical to underpinning and supporting lifelong learning and evolving jobs market, which are currently funded through distinct arrangements. Some forecasters have estimated that over the coming two decades Australian workers will change jobs 2.4 times and tasks within Australian jobs will change 18 per cent every decade (AlphaBeta, Future Skills, 2020). To keep pace with these changes, Australia will need a flexible and adaptable education system that will enable people to update their skills over the course of their working lives. This will be critical to Australians achieving their ambitions and becoming appropriately qualified to stay employed and for employers and the economy to have people appropriately skilled and trained to support the jobs of the future.

This was acknowledged in the Accord Final Report, which reflected that it will be paramount “to deliver new options for lifelong learning and to encourage higher education participation from new cohorts” (p.19, Accord Final Report). Actions to better integrate the sectors to support lifelong learning should include creating better and stronger pathways between vocational and higher education. This will require “modular, stackable” courses that “involve minimum volumes of learning and can be stacked to a full qualification” (p. 19, Accord Final Report) and the development of micro credentials, short courses, and upskilling opportunities to be readily available and actively supported. To support this vision, IHEA recommends that the Government implement a single student loan scheme across the tertiary sector with equitable settings for all students. This will be a fundamental and critical first step to support students to have more control over their journey of learning and study and to have appropriate incentives and access to upskill and reskill at every stage of their lives to connect with the type of education that is right for them at the time.



Bringing the higher education and VET sectors together will be critical to underpinning and supporting lifelong learning and evolving jobs market, which are currently funded through distinct arrangements.



PROPOSED INTERNATIONAL EDUCATION REFORMS



6. Ensure sustainability of Australia's international education sector

At a time when Australia's international education was recovering from the impacts of COVID 19, barriers and impediments were being put in place, which have the potential to outlast the impact of the pandemic. In 2023-24, the international education sector recovered to be worth \$51.0 billion, which was our fourth largest, and largest services and non resources export industry. The international education industry was responsible for a 0.8 per cent increase in Gross Domestic Product (GDP), which was more than half of the 1.5 per cent economic growth recorded in 2023. The proposed Government approach to cap student numbers failed to recognise the critical role international education plays in Australia.

IHEA welcomed that the Education Services for Overseas Students Amendment (Quality and Integrity) Bill 2024 (ESOS Bill) did not pass and therefore caps did not come into effect from 1 January 2025. The proposed approach under the ESOS Bill was to cap international students at independent higher education providers more stringently than at public universities, which is discriminatory against students who wish to study at these providers. Furthermore, it does not address the issue of controlling international student numbers given the vast majority (84.0 per cent in 2023) of students were enrolled at public universities. IHEA remains opposed to the capping of international students.

In December 2024, Ministerial Direction 107, whereby student visa processing was prioritised based on providers' Evidence Level and the students' home country Assessment Level, was replaced with Ministerial Direction 111. MD 111 allows for student visas to be prioritised for processing based on the date of receipt up until the provider reaches 80 per cent of their indicative proposed cap of New Overseas Commencements, as was proposed under the ESOS Bill. This represents a fairer approach for independent providers in which there is no hard cap and because it is predicated on treating providers the same based on the date of receipt of applications by the Department of Home Affairs.

Any arrangements that are put in place by the Government that forms after the next election must not disadvantage independent higher education providers, which would have occurred under the ESOS Bill.

IHEA's proposition is that international students numbers at independent higher education providers should be no less than they were in 2023, as long as they are also not lower than in 2019, which acts as a safety net.



7. Reduce fees for student visas for Australia to remain competitive

Reducing student visa fees will drive Australian market competitiveness, remove barriers to entrance and advance the narrative of welcoming students. The ongoing increases in non refundable student visa application fees to the highest amongst our competitors serves as a further deterrent and negative impact on Australia's international education market. The Government needs to actively develop a plan to reduce the amount of student application visa fees. IHEA recommends reducing the visa application fee to that of a major competitor of Australia's the United States of America, where it is \$US185 (approximately \$A280). This will encourage students to apply for Australian student visas. The lower financial barriers can make studying abroad a more accessible option for a broader range of students and put an appropriate and more relevant focus on the quality of students applying, who should be assessed on their merits and aptitude as tertiary students.



8. Access to performance data on international education agents

International education agents are central to the success and integrity of the student experience and a high performing international education sector. They are critical to the success, integrity, and student experience of the industry. International students and

their families need adequate protections to ensure agents are acting in the student interest. To date, arrangements have severely impacted the ability of providers to actively and effectively manage their agent network. At present, performance information about an agent is only available to providers associated with the agent. This can be detrimental to understanding and having visibility of the actions of the broader field of agent performance and inappropriate behaviour. This makes it challenging for a provider to assess new potential agent partners. As such IHEA supports arrangements to regulate and ensure greater transparency and accountability of agents. An immediate action is to develop a dashboard of performance data that clearly identifies which providers an agent is working with as well as the country of origin of the international students they are recruiting. PRISMS will need to be updated to allow providers to access better data on agent performance.

9. Allow onshore commissions for international education agents

The Australian Government's decision to ban providers using all onshore commissions is not the answer and will only disrupt the current, legitimate arrangements that are in place. It may not necessarily resolve the issue of concern i.e. around 'course hopping' and may lead to direct engagement between students and agents without the protections afforded under the Education Services for Overseas Students Act, which come into effect when a provider is involved. IHEA is concerned and opposed to any measures to prohibit agent commissions for onshore transfers, which fails to recognise the appropriate and valuable role that most agents play in supporting students to appropriately transition to new courses.

IHEA does not support any attempt to introduce blanket bans on commissions. As is in place under *The Education Services for Overseas Students (ESOS) Act 2000*, agent commissions are prohibited during the first six months (restrictive period), but are allowed during other periods. However, banning agent commissions for transfers to courses at a lower AQF level is supported by IHEA.



10. Greater pathways to permanent residency for graduates in priority disciplines

Transparent and accessible pathways to permanent residency is a key component of attracting high quality international students to Australia. With current workforce and skills shortages driving industry demand, improved pathways to permanent residency will attract students into national priority fields and best utilise their expertise and skills post graduation. Improved pathways to permanent residency will also improve Australia's international competitiveness and contribute to recognition by the Australian community of the value of the international education industry.

Pathways to permanent residence for highly skilled graduates in areas of forecast long term skills shortage provides incentive to study in Australia, advances innovation, and targets industry demand. The Government extended post study work rights for international graduates that were introduced on 1 July 2023, to provide graduates with degrees in select areas of verified skill shortage an additional two years on their Temporary Graduate visa (subclass 485). These were promptly reversed when the Migration Strategy was released on 11 December 2023 as part of a broader approach to reduce migration numbers by cutting international student numbers. IHEA recommends that the additional two years of work rights should be restored to the renamed Post Higher Education Work Visa, as a priority.



PROPOSED REGULATORY BURDEN REFORMS



11. Lesser, not more, bureaucracy

The higher education sector is already overburdened with regulation and regulators. There is TEQSA, the *Higher Education Support Act (HESA) 2003*, Department of Education (DoE), the Higher Education Standards Panel (HESP), the ESOS Act, the Department of Home Affairs (DHA) and more. The establishment of another layer of bureaucracy in the form of the Australian Tertiary Education Commission (ATEC) is not a priority. There is a risk that the ATEC becomes another layer and burden for providers. While the ATEC is scheduled to be operational from 1 July 2025, it may not be fully operational until at least six months later. The establishment of the ATEC within the DoE ensures that this will merely be a bureaucratic reshuffle and will remove any independence. IHEA's view is that the establishment of ATEC will potentially divert cost and effort away from undertaking the job at hand and the necessary focus on building an agile tertiary sector. The absence of a clear statement that ATEC will include a Deputy Commissioner to represent the interests of independent higher education makes it difficult for IHEA to endorse the establishment of the ATEC.

Ensuring that ATEC has access to expertise in the day to day operation of higher education providers, including independent higher education providers, will be critical in being able to undertake its functions and set an agenda for tertiary education. A focus on the national interest, however it will be defined, should not come at the expense of the tertiary education sector. If it does, it will create challenges in developing and implementing a strategic plan and approach that is in the best interest of dealing with the longer term needs of the tertiary education sector and developing and implementing a plan to achieve it. Given that ATEC is being created within a system that already includes established regulatory, advisory and administrative agencies, councils, commissions and government departments, a clear delineation of responsibilities must be established to prevent unnecessary complexity, redundant policy, and conflicting compliance requirements. Policy levers that are already available to one of the existing agencies (e.g. compliance reporting on issues of quality, currently sitting with TEQSA and ASQA) must be explicitly removed from ATECs remit.



12. Implement an equitable TEQSA cost recovery model

The TEQSA Cost Recovery model unfairly disadvantages independent and smaller providers and will drive increased tuition fees across the sector. Increased tuition fees lead to increased HELP debt and effectively shifts the cost of regulation to student debt burden. The next Australian Government needs to urgently review the cost recovery model to ensure an equitable distribution of regulatory costs based on provider enrolment numbers. Currently, an imbalance in the impacts of cost recovery on Australia's small independent sector which comprises only 10 per cent of student enrolments but pay a significant amount of the regulator's recovered costs. In a fairer and more equitable approach, IHEA recommends that total cost recovery is allocated according to providers' student enrolments (Equivalent Full time Student Load, EFTSL). This would remove the built in base cost amount that is applied to all providers and result in a more transparent and simple approach to cost recovery for regulation of quality in Australian higher education.



Currently, an imbalance in the impacts of cost recovery on Australia's small independent sector which comprises only 10 per cent of student enrolments but pay a significant amount of the regulator's recovered costs.

PROPOSED REGULATORY BURDEN REFORMS

(continued)



13. TEQSA and ASQA to reduce burden on dual sector providers

Dual sector providers are unfairly burdened by current regulatory arrangements which require registration and reporting of the same information to two regulators, ASQA and TEQSA. IHEA proposes that dual sector regulated tertiary sector providers have a single registration through TEQSA. This should be an interim model toward putting in place a joined up tertiary education sector regulator. This reform would both reduce red tape and remove barriers to providers broadening their offerings across sectors and creating greater skills pathways for students. Dual sector providers are unfairly burdened by current regulatory models. IHEA proposes a simple reform to streamline regulation and reduce red tape through single registration via TEQSA for dual sector providers. Dual sector providers will be critical in supporting a 'better connected connected tertiary education system centred on meeting skills needs including through upskilling, reskilling and other forms of lifelong learning' (p.69, Accord Final Report). The alignment of a dual sector provider's CRICOS registrations would also streamline arrangements.



14. Reform copyright legislation to reduce levies on independent education providers

The costs of copyright licences for higher education providers are burdensome and do not reflect the real costs of online study resources. High copyright fees impact tuition fees and increased student debt. The next Australian Government needs to urgently review copyright legislation to ensure statutory licence provisions and costs reflect modern education practices and reduce unreasonable cost imposts on education. IHEA recommends that the license rates be independently reviewed with a view to their being parity between independent providers and public universities. Currently, the rates independent providers pay are higher. As the end user of this service, students are paying more to access the same materials that their counterparts at public universities are paying. There is no public interest reason for this differentiation.



ABOUT IHEA

Independent Higher Education Australia Ltd. (IHEA) is a peak body established in 2001 to represent Australian independent (private sector) higher education providers. Our membership spans independent universities, university colleges and other institutes of higher education, all of which are registered higher education providers accredited by the national higher education regulator, TEQSA or associate members seeking registration.

Our Vision is that: students, domestic and international, have open and equitable access to world class independent higher education in Australia, built on the foundations of equity, choice, and diversity.

Our Mission is to represent independent higher education and promote recognition and respect of independent providers as they contribute to Australian education, the Australian economy, and to society in general. We achieve this by promoting continuous improvement of academic and quality standards within member providers, by advocating equity for their staff and students, and by delivering services that further strengthen independent providers' reputations as innovative, sustainable, and responsive to the needs of industry and other relevant stakeholders in both higher education and vocational education and training. IHEA's commitment is to excellence, productivity and growth in independent higher education being delivered through a trusted Australian education system underpinned by equity, choice, and diversity.

IHEA members have different missions, scales, and course offerings across the full AQF range (Diplomas to Doctorates). IHEA has 86 members, comprised as follows:

- Five private universities (Australian University of Theology, Avondale University, Bond University, Torrens University, and the University of Divinity,).
- Six University Colleges (ACAP University College, Alphacrucis University College, Excelsia College, Moore Theological College, SAE University College and Sydney College of Divinity).
- Six self accrediting institutes (ACAP University College, Excelsia College, Griffith College, Kaplan Business School, Marcus Oldham College, and The College of Law).
- Seventy one not-for-profit and for-profit institutions of higher education; and related corporate entities.

IHEA members teach approximately 74 percent of the students in the independent sector (i.e., more than 130,000 students) and educate students in a range of disciplines, including law, agricultural science, architecture, business, accounting, tourism and hospitality, education, health sciences, theology, creative arts, information technology, and social sciences.

IHEA holds a unique position in higher education as a representative peak body of higher education providers. Membership in IHEA is only open to providers registered, or seeking registration, with the Australian regulator – TEQSA. However, some IHEA members are dual and multi sector providers who also deliver VET and/or English Language Intensive Courses for Overseas Students (ELICOS) courses.

A list of IHEA member providers is on the following page.

IHEA Member Institutions

Universities

Australian University of Theology
 Avondale University
 Bond University
 Torrens University
 University of Divinity

University Colleges

ACAP University College
 Alphacrucis University College
 Excelsia University College
 Moore Theological College
 SAE University College
 Sydney College of Divinity

Institutes of Higher Education

Academies Australia Polytechnic
 Academy of Interactive Technology
 Acknowledge Education
 Adelaide Central School of Art
 AIBI Higher Education
 Australasian Academy of Higher Education
 Australasian College of Health and Wellness
 Australian College of Christian Studies
 Australian College of Nursing
 Australian College of Physical Education
 Australian College of the Arts (COLLARTS)
 Australian Institute of Business
 Australian Institute of Business and Management
 Australian Institute of Management Business School
 Australian Institute of Music
 Champion College Australia
 Christian Heritage College
 Eastern College Australia
 Education Centre of Australia
 Asia Pacific International College
 ECA College of Health Sciences
 Higher Education Leadership Institute
 Endeavour College of Natural Health
 EQUALS International
 Governance Institute of Australia
 Holmes Institute
 ICHM
 Ikon Institute of Australia

Institute of Health and Management
 International College of Management, Sydney
 Kaplan Business School
 Laurus Higher Education
 LCI Melbourne
 Le Cordon Bleu Australia
 Leaders Institute
 Lyons College
 Marcus Oldham College
 Melbourne Institute of Technology
 Morling College
 National Academy of Professional Studies - NAPS
 National Institute of Organisation Dynamics Australia
 Navitas
 College of Business and Technology
 Edith Cowan College
 Educational Enterprises Australia
 Melbourne Institute of Business and Technology
 Navitas Bundoora
 Queensland Institute of Business and Technology
 Perth Institute of Business and Technology
 South Australian Institute of Business and Technology
 Sydney Institute of Business and Technology
 Western Sydney University International College
 Ozford Institute of Higher Education
 Photography Studies College
 Polytechnic Institute Australia
 Sheridan Institute of Higher Education
 Skyline Higher Education Australia
 SP Jain School of Global Management
 Sydney Institute of Higher Education
 Sydney International School of Technology and Commerce
 Sydney Metropolitan Institute of Technology
 Tabor College Australia
 The Australian Data and Cyber Institute
 The College of Law
 The Institute of Creative Arts and Technology
 The MIECAT Institute
 The Tax Institute Higher Education HEPCO
 Torrens Global Education Services
 Think: Colleges
 Universal Business School Sydney
 Universal Higher Education
 UoW College
 Wentworth Institute of Higher Education



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