



Sydney Metropolitan International College

2 – 4 Marmaduke Street | Burwood
NSW 2134 | AUSTRALIA

Telephone: +61 2 8971 5874

Email: info@smic.edu.au

Web: <http://www.smic.edu.au>

RTO 45523 | CRICOS Provider 03792E

ABN 35 616 159 276

Strategic Plan 2019 - 2023

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1.1 Welcome to Sydney Metropolitan International College

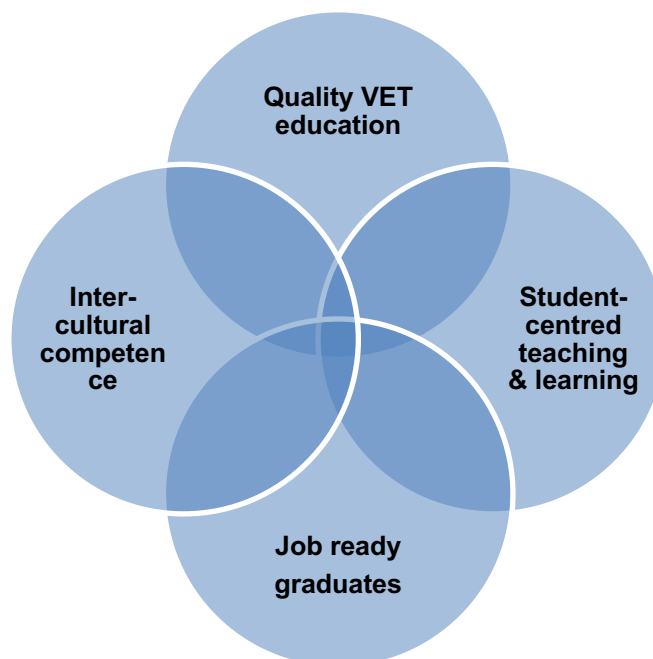
This strategic plan has been prepared for Sydney Metropolitan International College Pty Ltd (SMIC) as a guiding framework for business development and growth under the investors' vision to offer culturally sensitive, job oriented and career supportive business courses to international students in Sydney. It illustrates strategic directions in relation to current and future education market opportunities in Australia for a vocational education provider. It also identifies areas of challenge and weakness for continuous improvement, as well as an objective assessment of business contexts in order to secure the financial sustainability and organisational credibility of SMIC.

SMIC aspires to be Australia's leading vocational education and training (VET) college, by ensuring that students gain not only qualifications, but real skills for the workplace. It offers culturally appropriate, job-oriented courses, to guide the careers and lives of students. Its courses are nationally recognised in Australia within the VET Quality Framework, ESOS Act, National Code 2007.

SMIC is registered with the Australian Quality and Standard Authority (AQSA) as a Registered Training Provider (RTO – 45523). We offer courses in Business Administration, offered within the terms of the [Australian Qualifications Framework](#). SMIC is also listed on the [Commonwealth Register of Institutions and Courses for Overseas Students](#) (CRICOS) (Provider Code 03792E) which allows it to enrol international students who have been granted student visas to study in Australia.

SMIC is a progressive VET provider, driven by the passion of its founders to provide high quality, industry-focussed training. We are committed to understanding where students come from and what their values and needs are. SMIC takes diversity seriously, reflected in our philosophy of culturally engaged and jobs-ready education.

SMIC Strategic plan is developed with a focus to ensure that we deliver a high quality VET education characterised by student-centred teaching and learning and engaged and job-ready graduates with inter-cultural competence who are resilient and successful in the changing world.



2. Vision, values and goals

SMIC's vision, values and goals have come from the experiences, hope and dreams of educators living in Australia's multicultural society. Its founders are academics and professionals of diverse cultural heritage who understand the true value of culturally relevant education to transform careers and lives. Their active and sustained personal and professional experience within the Australian educational landscape over many years have provided a solid foundation of experience, on which SMIC is built.

SMIC Vision

SMIC vision is to provide high quality vocational education that allows students to learn and add value to their lives and the lives of others. SMIC's motto is *Education for Change* (in Latin, '*Educationem Mutationi*'), reflecting its commitment to bring positive change in individuals and society.

SMIC Values

Student-centred

We place students at the centre of what we do – integrating curriculum, training practice, learning support, pastoral care and career advice throughout the student life cycle.

Job-ready

We offer hands-on, practical education that adds value to your career.

Creativity

We welcome new ideas from our students, staff and stakeholders in order to nurture innovation and opportunities in the global context of diversity of cultures.

Diversity

SMIC's faculties, students and the entire College management value and respect people of all cultural backgrounds. Each of these SMIC stakeholders will embrace cultural diversity as a key strength.

Equity

We strive to create an inclusive and supportive community in which the needs of each student are considered, and all have a fair chance to succeed.

Integrity

We aim to foster the highest ethical standards in our graduates. We practice our specialty with honesty, openness and integrity.

Partnership

We partner with alumni, communities, businesses, governments and educational institutions in Australia and internationally who share our ethos in order to achieve our strategic goal of producing job-ready graduates.

SMIC Goals

In recognition of this vision and values, our goals are:

Goal 1: Achieve training and learning excellence in vocational education. We aspire to deliver consistent, high quality services and apply quality systems which support training and assessment excellence.

Goal 2: Become a sought-after teaching and learning platform for the industry. We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services which are founded on industry needs and expectations.

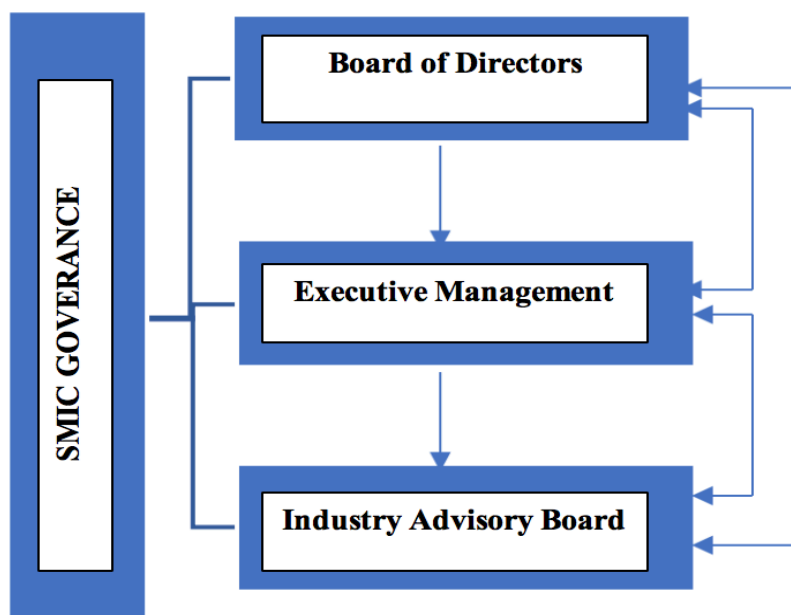
Goal 3: Cater to the needs of diverse social and cultural groups and increase the participation of indigenous students. We strive to attract, recruit and retain talented, competent and committed people. We are committed to providing an environment which is safe, equitable and welcoming for all.

3. Governance

SMIC has a robust governance system which includes: a) Board of Directors, b) Executive Management (and its Divisions), and c) an Advisory Board

The Board of Directors oversees the overall governance system and has responsibility to ensure statutory and compliance obligations. Executive Management is led by the Principal Executive Officer (PEO) and is responsible for the conduct of all College affairs. The Advisory Board will have wide ranging expertise including industry connection and will provide advice on strategic, academic and operational areas of SMIC.

SMIC's Executive has four Divisions: a) Academic Division, b) Administrative Division, c) Marketing Division, and Compliance Division. The PEO is supported by a Senior Leadership Team (SET) which includes the heads of the four divisions. The SMIC Governance Framework is illustrated below which includes the Board of Directors, Executive Management and the Industry Advisory Board.



4. Target Market

In planning the course, SMIC looked at trends and typical market offerings within the industry, as an indicator of market demand. SMIC's courses have been planned in the light of this, the rationale being that business VET courses have become increasingly popular entry point courses for international students aiming to enter higher education pathways in Australia. At this stage, SMIC will only serve international students.

Australia has been leading the world in providing high quality education. Its innovative and research-intensive education culture attracts students from across the world. International students in Australia mainly come from China and India, followed by Korea, Hong Kong, Thailand and Malaysia. Students looking for courses in accounting, business, hospitality and other trade areas can choose from more than 660 Colleges in Australia. Training Institutes and Colleges are favoured by students because they are places where students can develop practical skills that can be immediately applied to work.

SMIC will target both offshore and onshore students. Offshore students will be attracted to Australia's quality education system and the opportunity to study a VET program whilst experiencing Australian life, and onshore students will most likely have studied a program in a different field and want to learn additional skills to increase their employment prospects.

Both cohorts of international students will be recruited through quality education agents registered with the Institute, who will be subjected to stringent standards and systematic performance reviews to ensure compliance with Standards of the National Code 2007.

SMIC aims to obtain initial approval for a maximum capacity of 90 students and reach its maximum capacity within its first 2 quarters of operation.

Thus, SMIC is tapping into a clearly identified market for the education services. In addition, SMIC has a strong marketing network to reach out to international students in Asia, including, China, India and Nepal, three of the countries supplying the most students to Australia.

Projected Student Enrolment Projections

<u>Nationality Break Down</u>	<u>2017-18 (90 max capacity)</u>	<u>2018-19 (180 max capacity)</u>	<u>2019-20 (270 max capacity)</u>
Australia (onshore international)	10	20	25
China	30	60	75
India	10	20	30
Nepal	10	20	35
Pakistan	10	20	35
Bangladesh	10	20	35
Others	10	20	35
Total	90	180	270

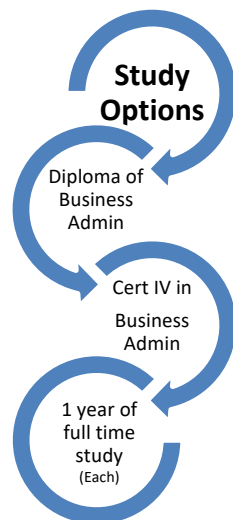
5. Marketing strategies

A number of marketing strategies will enable SMIC to deliver its services in a competitive manner:

- *Establish overseas branch offices.* Overseas branch offices will assist in recruitment of offshore students by providing direct contact points between offshore students and the College. Direct overseas recruitment can alleviate the price pressure from local education agents so that our college can price its services to be profitable while keeping the prices attractive to students.
- *Work in partnership with overseas institutes.* We will establish joint marketing programs with overseas institutes to offshore students who are looking for short – term education programs in Australia.
- *Offer an expanding range of education courses* in different areas and increase the number of seats in existing and new courses.
- *Work in alliance with overseas education agents to source students from a number of countries.*
- *Cooperation with local small-medium businesses.* Students will be encouraged to get work experience, which will be valued by their future employers. SMIC can cooperate with local firms to offer internship opportunities to students upon successful completion of their courses.
- *Advertising & networking.* Advertising through TV, internet and newspaper is a powerful tool to deliver messages to students and their parents. SMIC can apply to be listed on Education Directories to enhance its visibility and facilitate searches by students.
- *Enhance industry connections.* Improving the collaboration instead of competition with other RTO partners
- *Develop and sustain a workforce of staff* that has the capacity to quickly respond to the progressively more complex and changing demands of students.

6. Courses

SMIC offers two business administration courses with a well-considered plan for expansion in the areas of Information Technology and others in the future.



6.1 BSB50415 Diploma of Business Administration

The BSB50415 Diploma of Business Administration is a nationally recognised qualification for those looking for the skills and expertise required for a successful and rewarding career working in a broad variety of business settings. The course is aimed at individuals who possess substantial experience in business, but seek to develop their skills further across a wide range of business functions. Training is conducted face-to-face, 20 hours per week in a classroom environment. Ten hours each week of self-study is recommended during term time. The course duration is 1 year of fulltime study which includes 40 weeks plus 12 weeks of holiday breaks.

The course will be delivered in four terms over a one-year period. Each term will have 10 weeks (plus 2 weeks of break). Each week will include 20 hrs of face-to-face learning. The course is delivered from the campus location at 2-4 Marmaduke Street, Burwood NSW 2134.

6.2 BSB40515 Certificate IV in Business Administration

Get started on the path to a career in office management with the BSB40515 Certificate IV in Business Administration which is a nationally recognised qualification. The BSB40515 Certificate IV in Business Administration provides you with the skills and knowledge to work in a wide variety of administrative roles. You'll learn how to oversee the day-to-day operations of the office, organise meetings, prepare and edit correspondence, reports and presentations. Training is conducted face-to-face, 20 hours per week in a classroom environment. Ten hours each week of self-study is recommended during term time.

The course duration is 1 year of fulltime study which includes 40 weeks plus 12 weeks of holiday breaks.

The course will be delivered in four terms over a one-year period. Each term will have 10 weeks (plus 2 weeks of break). Each week will include 20 hrs of face-to-face learning. The course is delivered from the campus location at 2-4 Marmaduke Street, Burwood NSW 2134.

From 2019, SMIC will apply for additional courses in scope in the business management streams, mainly Advanced Diplomas.

7. Competitive advantages and success factors

7.1 Competitive Advantages

- SMIC is located not in the CBD where a number of colleges already exist, but in a vibrant suburb of Burwood, a transport hub just 15 minutes train ride from Sydney CBD, and home to a large and diverse migrant community.
- SMIC promoters have a wide network of experienced professionals who will be invited deliver seminars on cutting edge ideas, industry practices and practical skills.
- We offer culturally sensitive and equitable teaching, learning and assessment services to students of diverse origins.
- SMIC will engage some of the most experienced and reputed trainers to deliver high quality training and assessment practices

- SMIC has a great learning environment. Small class size encourages a study atmosphere that is friendly and cooperative, students have access to teachers easily after class, and those who have learning difficulties can be recognized quickly and assisted.
- SMIC will identify suitable further learning pathways with other higher education institutions in such a way that our students are better informed of the future career possibilities and pathways when they join our vocational courses.
- SMIC has competitive tuition fee structure which is affordable to international students.

7.2 Competitive Disadvantage

- Courses offered by Our College are limited to the Business field only at present, which means that students do a wide range of options.
- Our College does not have established collaboration with major leading universities at this stage.
- Students are willing to pay extra for a brand name. However, SMIC is new in the market and does not have a highly recognized brand.

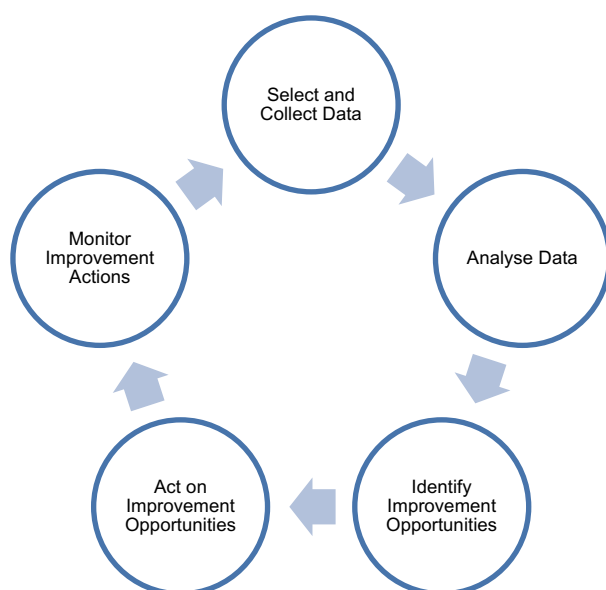
7.3 Success factors

The following factors have been identified as critical to future success in the industry:

- *Providing high quality in courses currently favoured by students.* To be able to cater to the students and provide courses that will foster students' competency development is critical, to ensure access to a wider variety of students in the market.
- *Cooperation with Higher Education Institutions.* Signing Pathway Agreements and Credit Transfer Permits with institutions across all states in Australia. Potential partner Universities include University of Technology Sydney, Macquarie University, Griffith University, Southern Cross University, Deakin University and Monash University.
- *Cooperation with overseas education agents.* Overseas education agents are important in connecting and placing offshore students. Work closely with them is crucial, to dilute the effect of strong bargaining power of local education agents.
- *Maximizing the utilization of teaching resources.* As SMIC provides Accounting and Business Courses, it is able to effectively use teaching resources to improve student interest in learning and teaching quality, while also reducing the running cost of teachers' salaries in daily operation.

8. Risk Management

The governance of SMIC is informed by the risk management approach to ensure compliance. At SMIC, we are committed to the continuous improvement of our training and assessment services, learner services and our administrative management systems. Central to this commitment is this policy which outlines our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement. It applies a systematic approach to support continuous improvement. This approach includes:



Risk	Likelihood	Impact	Strategy
Responding to changing market	Likely	H	Systems and processes in place in place to ensure knowledge management of current staff is in place.
Change in Legislation	Likely	H	Continual improvement system, processes and procedures in place
Competition	Likely	L	New opportunities explored
Legal Action	Highly Unlikely	L	Policies and procedures in place, systems for record keeping in place
Potential injuries	Unlikely	L	WHS system and incident reporting in place
Damage to facilities and equipment	Likely	M	Daily back up of files, insured, cloud based student management system telephones diverted to mobiles, archiving off premises
Trainers and assessors unavailable	Likely	H	Review duties of remaining staff, set priorities and reallocate duties temporarily Use networks for backup trainer Possible rescheduling of classes Communicate with students
Accreditation	Likely	M	Annual internal audits Maintain systems and procedures Engage in continuous improvement practices
SMIC policies not updated timely to comply with changes in regulations	Unlikely	M	Relevant legislation is incorporated into existing policies and procedures

9. SWOT Analysis

Sydney Metropolitan Business College Pvt Ltd.'s SWOT Analysis includes the following:

Strengths	Weaknesses*
<ul style="list-style-type: none">• Location• Strong management commitment to education and service excellence• Strong marketing strategy• Strong financial backing• Well qualified trainers• Cost of courses• Commitment to quality student services	<ul style="list-style-type: none">• Limited course range on offer• Entering market as a new organisation• New experience to the Team in managing a Registered Training Organisation and CRICOS provider
Opportunities	Threats*
<ul style="list-style-type: none">• Ever growing trends in Business program enrolments• Recent changes in government legislation that may increase International enrolments• Future government funding opportunities such as VET Fee Help	<ul style="list-style-type: none">• Pressure from competitors in relation to course costs• Time to time changes in government legislation that may reduce International enrolments• Shift in domestic market preference to online learning• Reduction of international students' preference of Australia as a destination for study

10. Compliance matters

Sydney Metropolitan International College will apply a risk management approach to meet legislative requirements and record the assessed risks and treatment measures within the Compliance Risk Register. This identification, analysis and management of risks and treatment strategies is to be detailed to allow all stakeholders to understand Sydney Metropolitan International College strategy to meeting specific legislative responsibilities. To support our compliance with all relevant legislation, Sydney Metropolitan International College has established the appropriate arrangements to ensure compliance.

SMIC acknowledges that it has a responsibility to inform and educate staff, students and stakeholders about the legislative requirements that apply to its operations. This will be achieved primarily through careful and diligent orientation, induction, workshop and training. By taking a coordinated approach to inform staff of these requirements, we will build a culture of acceptance and positive compliance.

At Sydney Metropolitan International College, we are committed to the continuous improvement of our training and assessment services, learner services and our administrative management systems. Central to this commitment is this policy which

outlines our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement.

SMIC operations will abide by a number of legislative requirements including the following:

- Corporations Act 2001
- National Vocational Education and Training Regulator Act 2011 (NSW)
- Standards for NVR Registered Training Organisations 2012
- Education Services for Overseas Students (ESOS) Act 2000
- Education Services for Overseas Students (ESOS) Regulations 2001
- Education Services for Overseas Students (Registration Charges) Act 1997
- Education Services for Overseas Students (TPS Levies) Act 2012
- The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code)
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Anti-Discrimination Act (NSW) 1977
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Human Rights and Equal Opportunity Commissions Act 1986
- Disability Discrimination Act 1992
- Age Discrimination Act 2004
- Privacy Act 1988
- Privacy (Private Sector) Regulations 2001
- Privacy and Personal Information Protection Act 1998 (NSW)
- Commission for Children and Young People Act 1998
- Child Protection (Prohibited Employment) Act 1998
- Child Protection (Prohibited Employment) Regulation 2004
- Child Protection Legislation Amendment Act 2003

11. Contact us

Have a question about SMIC, please contact us:

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