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SMIC Strategic Business Plan: 2025-2028

ACKNOWLEDGMENT

All the staff and students at Sydney Metropolitan International College (SMIC) acknowledge the Traditional Custodians of the lands on which we study, work and live, and honour the diversity of Aboriginal people and their ongoing cultures and connections to the lands and waters of NSW.

We pay our respects to Elders past, present and emerging and acknowledge the Aboriginal and Torres Strait Islander people that have been shared on this land for thousands of generations and commit to walking together in a spirit of respect and understanding.

EXECUTIVE SUMMARY

Sydney Metropolitan International College Pty Ltd (SMIC) is a registered RTO and CRICOS provider delivering nationally recognised vocational education and training to international and domestic students in Australia. The College operates across three academic departments:

1. Department of Business, Management & Entrepreneurship (DBME),
2. Department of Information Technology and Engineering (DITE), and
3. Department of Health and Community Services (DHCS),

offering fifteen qualifications aligned with industry demand, workforce shortages, and regulatory requirements.

SMIC's strategic focus is on delivering compliant, industry-informed and outcomes-focused education that supports graduate employability and sustainable organisational growth. Course offerings have been deliberately selected based on labour market demand, and practical skill development, with particular growth observed in Health and Community Services and Civil Construction Design qualifications. Business and Information Technology programs remain part of the scope but are managed within a competitive and increasingly saturated market.

The College primarily targets international students from South Asia, Southeast Asia, North-East Asia and South America, while maintaining capacity for domestic enrolments in a smaller, personalised learning environment. Recruitment is conducted through a selective, risk-based admissions process supported by approved education agents, with a strong emphasis on Genuine Student assessment and verification of language, literacy, numeracy and digital (LLND) capability.

SMIC positions itself as a low-to-medium fee provider within the Sydney CBD market, balancing affordability with quality delivery, robust governance and regulatory compliance. Growth over the planning period is expected to be driven by increased international enrolments, strategic agent partnerships, expansion of high-demand training packages, and the introduction of flexible delivery options including short courses and skill sets.

This Business Plan provides a structured framework for SMIC's operational, academic and financial development over the planning horizon. It reflects the College's commitment to compliance with the Standards for RTOs 2025 and the National Code, sound governance, continuous improvement, and long-term sustainability in a highly regulated international education environment.

1. THE (BUSINESS PLAN) CONTEXT

Sydney Metropolitan International College Pty Ltd (SMIC) operates as a Registered Training Organisation (RTO) and CRICOS provider, delivering vocational education and training to international and domestic students in Australia. The College offers nationally recognised qualifications that are aligned with industry requirements, workforce needs, and applicable regulatory frameworks, with a clear emphasis on practical skill development and workforce readiness.

The core purpose of SMIC's RTO and CRICOS operations is to deliver education and training that is compliant, sustainable, and outcomes focused. This purpose is demonstrated through:

- *Delivery of nationally recognised qualifications aligned with the Australian Qualifications Framework (AQF) and relevant industry standards*
- *Engagement of suitably qualified, skilled, and experienced trainers and staff*
- *Provision of comprehensive student support systems that promote progression, completion, and learning outcomes*
- *Ongoing investment in continuous improvement, academic integrity, and regulatory compliance*
- *A deliberate focus on education and training activities, with no engagement in non-education-related commercial operations*

This Business Plan has been developed as a structured framework to guide SMIC's strategic direction, business development, and operational growth. It aligns with the founder's vision to provide culturally sensitive, job-oriented, and career-supportive vocational education to international students in Sydney.

The Plan outlines SMIC's response to current and emerging opportunities within the Australian vocational education market, while also identifying risks, constraints, and areas requiring continuous improvement. It provides an objective assessment of the internal and external business environment to support informed decision-making, financial sustainability, and the long-term credibility of the organisation over the period 2025 to 2030.

4. VISION, MISSION and STRATEGIC INTENT

2.1 Vision

To transform lives through high-quality vocational education and empower students to create lasting value for themselves and society.

2.2 Mission

To deliver industry-aligned, culturally responsive high-quality vocational education that equips students with practical skills, employability outcomes and opens pathways to further study and careers.

2.3 Strategic Objectives

SMIC's strategic objectives are to:

- Deliver consistent, high-quality training and assessment that supports student progression, completion and satisfaction
- Maintain a suitably qualified and industry-current workforce supported by structured professional development
- Establish and maintain industry partnerships that enhance training relevance, employability outcomes and pathway opportunities
- Provide a supportive, inclusive learning environment that promotes student engagement and academic integrity
- Support graduate employability through career guidance, industry exposure and pathway development
- Maintain compliance with ASQA, CRICOS and ESOS requirements through effective governance, risk management and continuous improvement
- Promote diversity and cultural respect across the student cohort and workforce

2.4 Core Values

SMIC's operations and decision-making are guided by the following values:

- Quality – commitment to high standards in training, assessment and student support
- Cultural Respect – recognition of diversity and inclusive educational practice
- Accessibility – equitable access to education and support services
- Innovation – responsive delivery models and continuous improvement
- Compliance – adherence to regulatory, legislative and governance requirements

3. STRATEGIC PRIORITIES

To give effect to its Vision, Mission and Strategic Objectives, SMIC has established the following strategic priorities. These priorities guide operational planning, resource allocation, governance oversight and continuous improvement across the organisation.

3.1 Academic Quality and Training Excellence

SMIC will maintain consistent delivery of high-quality training and assessment aligned with industry and regulatory expectations by:

- Regularly reviewing and updating training and assessment strategies to ensure alignment with Training Package requirements and industry practice
- Implementing robust assessment validation, moderation and feedback processes
- Monitoring student progression, completion and outcomes to inform continuous improvement
- Ensuring learning resources remain current, fit-for-purpose and accessible

Aligned objectives: Training quality, student progression, academic integrity, compliance.

3.2 Workforce Capability and Professional Practice

SMIC will maintain a capable, industry-current and compliant workforce by:

- Engaging trainers and assessors who meet regulatory, qualification and industry currency requirements
- Supporting structured professional development aligned with VET, industry and compliance obligations
- Monitoring trainer workload and delivery quality to maintain training integrity and student outcomes
- Retaining experienced staff through clear role expectations and professional support

Aligned objectives: Workforce quality, compliance, sustainability, training consistency.

3.3 Industry Engagement and Pathways

SMIC will strengthen industry relevance and graduate outcomes by:

- Developing and maintaining partnerships with employers, industry bodies and community organisations
- Integrating industry engagement into course delivery where appropriate (e.g. placements, projects, guest input)
- Establishing and maintaining articulation and pathway arrangements with higher education providers
- Using industry feedback to inform course scope decisions and curriculum enhancement

Aligned objectives: Employability, industry relevance, pathway development.

3.4 Student Support and Engagement

SMIC will provide structured, student-centred support to promote engagement and completion by:

- Delivering comprehensive orientation, academic support and wellbeing services
- Monitoring attendance, participation and progress to identify and respond to risk early
- Providing career guidance and transition support aligned with student goals
- Maintaining clear communication channels for student feedback and complaints

Aligned objectives: Student success, engagement, progression, compliance.

3.5 Governance, Compliance and Risk Management

SMIC will ensure effective governance and regulatory compliance by:

- Aligning policies, systems and practices with the Standards for RTOs 2025 and the National Code
- Maintaining a structured risk management framework supported by internal audits and reviews
- Ensuring transparent decision-making through Board and Executive oversight
- Embedding continuous improvement processes across academic and operational areas

Aligned objectives: Compliance, governance, organisational credibility, sustainability.

3.6 Digital Capability and Operational Effectiveness

SMIC will support scalable and efficient operations through:

- Ongoing investment in learning management, student management and compliance systems
- Using data to monitor performance, enrolment trends and risk indicators
- Streamlining administrative processes to support staff effectiveness and student experience
- Ensuring digital systems support secure, compliant and flexible delivery
- Aligned objectives: Operational efficiency, innovation, sustainability.

4. GOVERNANCE STRUCTURE and OVERSIGHT

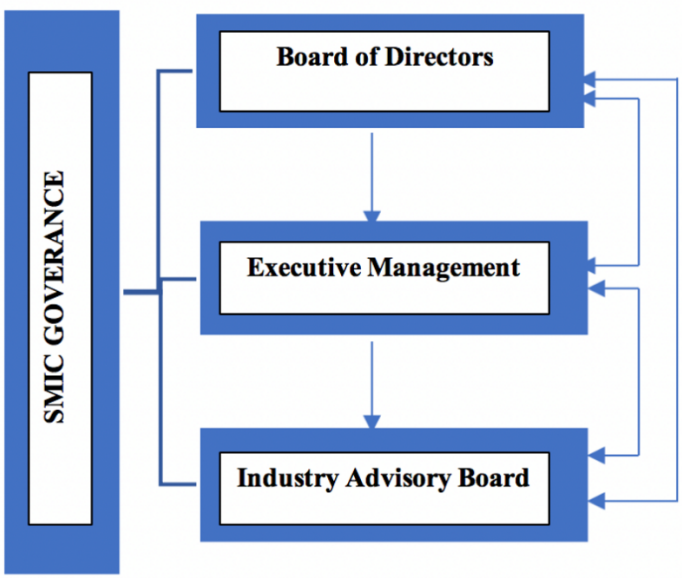
Sydney Metropolitan International College Pty Ltd (SMIC) operates under a structured governance framework designed to ensure regulatory compliance, academic quality, financial sustainability and strategic oversight across all operations.

The governance framework comprises three interrelated levels:

4.1 Board of Directors

The Board of Directors holds ultimate accountability for the governance, financial viability and strategic direction of SMIC. The Board is responsible for:

- Setting and approving strategic direction, business objectives and risk appetite
- Ensuring compliance with legislative, regulatory and contractual obligations, including ASQA, ESOS and CRICOS requirements
- Overseeing financial performance, sustainability and resource allocation
- Approving key policies, governance frameworks and risk management systems
- Monitoring organisational performance through regular reporting and review



4.2 Executive Management

Executive Management is responsible for the operational implementation of Board-approved strategies and policies. This includes responsibility for:

- Day-to-day management of academic, administrative and compliance operations
- Implementation of training and assessment systems aligned with regulatory requirements
- Workforce management, including trainer engagement, performance and professional development
- Financial management, operational planning and internal controls
- Monitoring compliance, risk and continuous improvement activities and reporting outcomes to the Board

4.3 Industry Advisory Board

The Industry Advisory Board provides external advice and guidance to support the relevance, currency and industry alignment of SMIC's training and assessment activities. Its role includes:

- Providing input on industry trends, workforce needs and skills demand
- Advising on course relevance, graduate employability and pathway opportunities
- Supporting continuous improvement through industry-informed feedback

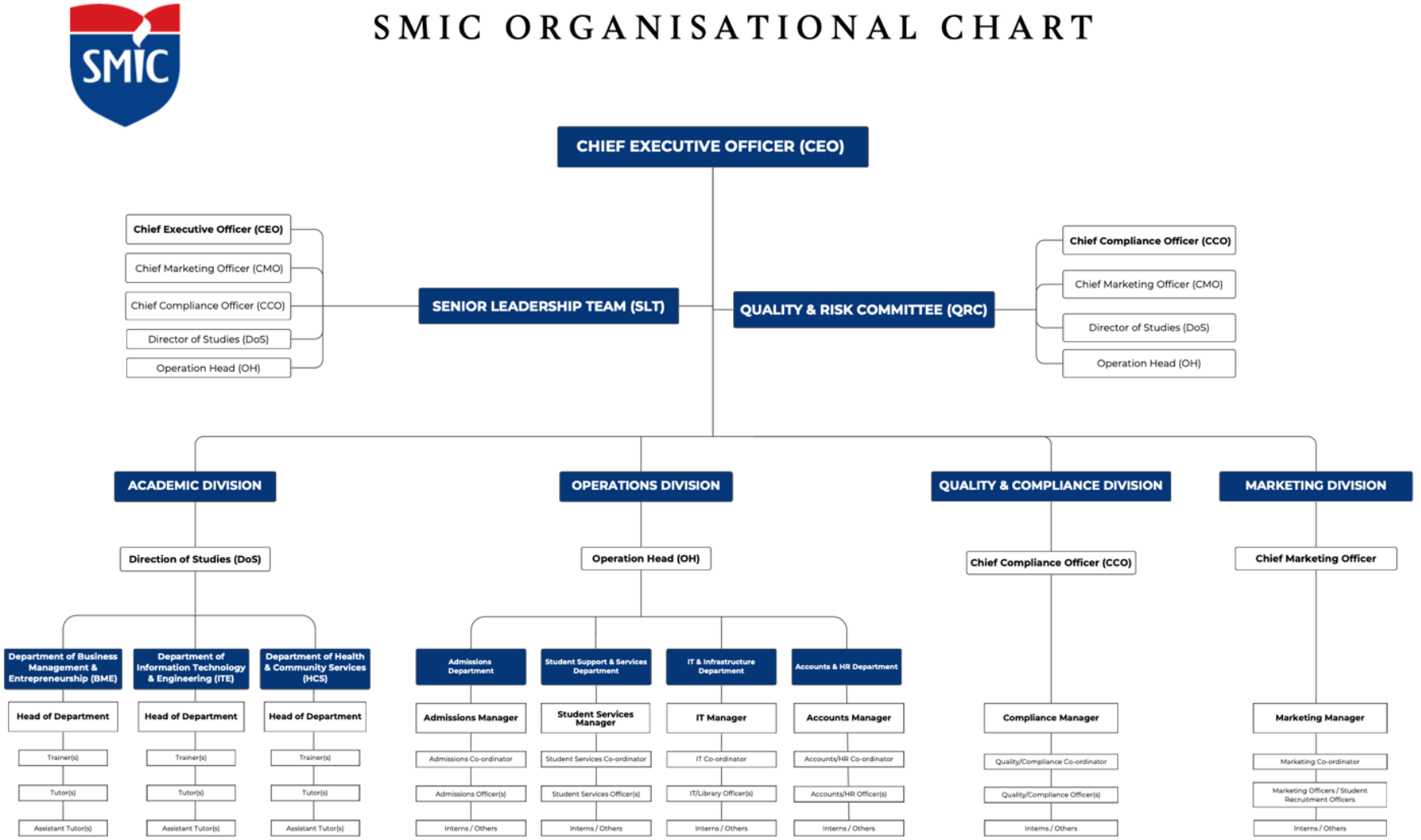
4.4 Governance Effectiveness

SMIC's governance framework supports clear lines of accountability, separation of oversight and operational responsibilities, and evidence-based decision-making. Governance effectiveness is supported through:

- Regular Board and management reporting
- Internal audits, compliance reviews and risk monitoring
- Continuous improvement processes aligned with regulatory expectations
- Clear documentation of decisions, actions and outcomes

This governance structure ensures that SMIC maintains organisational integrity, regulatory compliance and strategic coherence while supporting sustainable growth and high-quality education delivery.

4.5 SMIC ORGANISATIONAL PROFILE



5 PRODUCT & SERVICES

5.1 Scope of Training Delivery

Sydney Metropolitan International College Pty Ltd (SMIC) delivers nationally recognised vocational education and training within its approved RTO and CRICOS scope. Delivery commenced in 2019 and has expanded in a controlled manner in response to demonstrated student demand, workforce needs and regulatory requirements.
SMIC's current scope comprises qualifications across four Training Package groupings:

- **Business and Management (BSB)**
- **Information Technology (ICT)**
- **Health and Community Services (CHC)**
- **Resources and Infrastructure Industry – Civil Construction Design (RII)**

The scope is intentionally managed to balance demand, graduate outcomes and organisational capacity, while maintaining compliance with regulatory requirements and internal quality assurance processes.

5.2 Current Qualifications Delivered

SMIC currently delivers the following nationally recognised qualifications, primarily to international student cohorts:

- BSB40120 : Certificate IV in Business (CRICOS Code: 106816A)
- BSB50120 : Diploma of Business (CRICOS Code: 106812E)
- BSB60120 : Advanced Diploma of Business (CRICOS Code: 106813D)
- ICT50220: Diploma of Information (CRICOS Code: 106814)
- ICT60220: Advanced Diploma of Information (CRICOS Code: 106815B)
- CHC33021 Certificate III in Individual Support (CRICOS Code: 111833B)
- CHC43015 Certificate IV in Ageing Support (CRICOS Code: 111831D)
- CHC52025 Diploma of Community Services (CRICOS Code: 118786C)
- RII50520 Diploma of Civil Construction Design (CRICOS CODE: 118439M)
- RII60520 Advanced Diploma of Civil Construction Design (CRICOS Code: 111836K)
- SIS30321 Certificate III in Fitness (CRICOS Code: 120448C)
- SIS40221 Certificate IV in Fitness (CRICOS Code: 120449B)
- HLT43021 Certificate IV in Allied Health Assistance (CRICOS: 120450J)
- CHC81115 Graduate Diploma of Family Dispute Resolution (CRICOS: 120453F)

5.3 Enrolment trends and course demand (2024–2025)

SMIC's enrolment patterns for 2024–2025 indicate stronger demand in the CHC and RII Training Package qualifications than in the BSB and ICT programs. This reflects a combination of labour market demand, student pathway preferences and the practical nature of these qualifications.

5.4 Drivers of demand in CHC and RII qualifications

The higher demand for Individual Support, Community Services and Civil Construction Design qualifications is influenced by the following factors:

5.5.1 Job demand and skills shortages

- Aged care, disability support and community services continue to grow due to demographic change and policy settings.
- Civil construction demand is supported by ongoing infrastructure programs across Australia.
- These sectors commonly provide clearer entry-level employment opportunities for graduates.

5.5.2 Pathways and migration relevance

- Some CHC and RII occupations are more frequently aligned to skilled occupation settings considered by international students.
- Students often view these programs as providing more direct progression to employment than generalist business programs.

5.5.3 Practical, work-ready learning

- These qualifications are highly skills-based and emphasise practical application consistent with VET outcomes.
- Students often prefer demonstrable workplace skills over predominantly theoretical study.

5.5.4 Saturation in Business and IT

Business and IT programs remain part of SMIC's scope; however, these markets are more mature and competitive. Graduates may face higher competition and less certainty of employment outcomes than in care-related or construction design pathways.

- More intense competition for entry-level roles in the Sydney market.
- Fewer clearly defined migration-aligned pathways compared with selected CHC and RII roles.
- In some segments, employer expectations for experience can reduce immediate job-readiness for graduates.

5.6 Tuition Fees

SMIC Courses	Course Duration	Tuition Fees
BSB40120 Certificate IV in Business	52 weeks	$9,000
BSB50120 Diploma of Business	52 weeks	$12,000
BSB60120 Advanced Diploma of Business	52 weeks	$20,000
ICT50120 Diploma of Information Technology	78 weeks	$18,000
ICT60220 Advanced Diploma of Information	78 weeks	$18,000

Technology		
CHC33021 Certificate III in Individual Support	52 weeks	$12,000
CHC43015 Certificate IV in Ageing Support	52 weeks	$12,000
CHC52025 Diploma of Community Services	104 weeks	$24,000
RII50520 Diploma of Civil Construction Design course	78 weeks	$18,000
RII60520 Advanced Diploma of Civil Construction Design course	104 weeks	$24,000
SIS30321 Certificate III in Fitness	52 weeks	$12000
SIS40221 Certificate IV in Fitness	52 weeks	$12000
HLT43021 Certificate IV in Allied Health Assistance	78 weeks	$18000
CHC81115 Graduate Diploma of Family Dispute Resolution	52 weeks	$16000

6 MARKET ANALYSIS

6.1 Market Analysis 2025-2026

Australia remains a major destination for international education. Demand for VET programs is influenced by student mobility settings, labour market conditions and the regulatory environment for international students.

Australian Education International (AEI) data for 2024 indicates strong growth in international student enrolments, creating favourable conditions for private VET providers such as SMIC.

- In the year-to-date to December 2024, there were 1,095,298 international student enrolments, a 15 per cent increase compared with the same period in 2019 (pre-COVID).
- Year-to-date to December commencements (571,986) are the highest on record and 12 per cent higher than year-to-date to December 2019 (510,501).
- Fifty-five per cent of international students were from five key source countries: China (22%), India (16%), Nepal (8%), Philippines (5%) and Vietnam (4%).
- Growth in enrolments since 2019 is highest in the VET sector (40 per cent).

Despite strong enrolment growth, the international VET market faces increasing regulatory and commercial constraints. Australian Government policy has introduced tighter scrutiny of Genuine Student (GS) assessments, including stronger checks on financial capacity and migration risk by the Department of Home Affairs. Some key source countries for VET providers are now subject to higher risk profiling, leading to longer processing times and higher visa

refusal rates. In addition, policy settings affecting international student numbers and provider risk settings can create uncertainty in recruitment pipelines. Together, these factors increase competition for compliant, genuine students and require VET providers to apply more selective recruitment practices, stronger agent oversight, and robust governance and risk controls.

SMIC uses market intelligence, enrolment trends and course performance to confirm demand and maintain a disciplined approach to scope and growth. Course decisions prioritise employment relevance, student outcomes and delivery capacity, rather than volume alone.

“Private providers deliver a substantial share of VET. In the international education market, independent/private VET providers accounted for a large share of international student enrolments (reported as 57% in 2023). The leading VET fields include Management and Commerce and Food, Hospitality and Personal Services.” These fields of education and training are relatively popular due to their strong employment outcomes, migration pathways, and practical skill focus.

SMIC has analysed market trends and typical market offerings within the industry, as an indicator of market demand. SMIC’s courses have been identified on this premises, the rationale being that some specific VET courses have become increasingly popular entry point courses for international students to access and transcend into appropriate industry/workplace and or aiming to enter higher education pathways in Australia.

6.2 Target Market:

SMIC’s target market is predominantly international students from North-East Asia (Mongolia, China, Korea, Japan), South Asia (Nepal, India, Sri Lanka, Bangladesh, Pakistan), Southeast Asia (Vietnam, Malaysia, Thailand, Indonesia, the Philippines), selected Pacific Island nations (Papua New Guinea, Fiji, Solomon Islands, Vanuatu, Samoa, Tonga) and South America (Brazil, Chile, Colombia, Peru, Argentina, Uruguay). The College also targets domestic students wishing to study in a smaller, more personalised setting.

SMIC targets both offshore and onshore international students. Offshore students are typically motivated by the opportunity to study in Australia and experience Australian life, while onshore students often enrol in additional or alternative VET qualifications to build new skills and improve employment prospects.

Recruitment is conducted through education agents approved by the College. Agents operate under defined performance standards and are subject to regular review to support ongoing compliance with the National Code 2018.

SMIC has a maximum capacity of 360 students and aims to reach this level by the last quarter of 2027, subject to visa settings, agent performance, and delivery capacity. Marketing effort prioritises core source markets (including China, Mongolia, Vietnam, Indonesia, Philippines, India and Nepal) alongside emerging markets where applicant risk and demand remain suitable.

6.3 CURRENT MARKET TRENDS

To respond to current and emerging conditions, SMIC will prioritise the following market and operating trends:

- Technological innovation: strengthen use of digital platforms to support learning, assessment integrity and student engagement, and embed relevant digital literacy within programs.
- Regulatory reform: align governance, training and assessment, workforce systems and internal assurance with the Standards for RTOs 2025, supported by scheduled internal audits and compliance reviews.
- VET workforce alignment: maintain job-ready skills and structured industry engagement, including co-design input where appropriate, to support relevance and employability outcomes.
- International engagement: position SMIC for sustainable recruitment and partnerships in the Indo-Pacific and Asia sub-continent consistent with Australia's VET international engagement settings.
- Micro-credentials and flexibility: develop selective short courses, skill sets and modular options where permitted and commercially viable, to support lifelong learning and market responsiveness.

7 SWOT ANALYSIS

The following SWOT analysis summarises SMIC's position in the vocational education market and informs the strategic focus of this Business Plan.

Strengths
• **Diverse course offerings** across Business, ICT, Health and Community Services, and Civil Construction Design.
• **Sydney CBD location** with strong transport access and proximity to services relevant to international students.
• **Culturally responsive delivery** and student support aligned to a diverse cohort.
• **Industry engagement** to support relevance, currency and employability outcomes

Weaknesses
• **Limited brand recognition** relative to larger public providers and established private competitors.
• **Resource constraints** typical of private providers, requiring prioritised investment decisions.
• **Dependence on international student enrolments**, increasing exposure to policy and market volatility.

Opportunities
• **Growing demand for VET** in areas such as care, community services, ICT and infrastructure-related roles.
• **Online and blended delivery options** to improve access and student engagement where appropriate.
• **Partnerships and pathways** (including articulation) that strengthen progression options and market appeal.

Threats
• **Intense Competition**: The education sector in Sydney CBD is competitive, with numerous institutions vying for student enrolment. This implies to a changing general marketing conditions leading to pressure for competitors in the standard course costings and infrequent fees variations.
• **Regulatory Changes**: Changes in education policies, visa regulations, or accreditation standards can impact SMIC's operations and student intake.
• **Economic Factors**: Economic downturns or global events (e.g., pandemics) can affect international student mobility and enrolment numbers.

8 Porter's five forces model applied at SMIC market positioning

The table below applies Porters Five Forces Model (Porter, 2008) to the SMIC market positioning.

Table 1. Porter's five forces model of strategy applied to the College.

Porters Strategic Factor	College Status
Rivalry among established VET colleges	**Medium**: There are several VET providers offering similar courses, but the College believes that there is sufficient demand in the market for a new, quality low/medium fee College.
Threat of new entrants	**Medium**: The regulatory entry point is high for a VET making it a medium-level risk that other entrants will be added to the market. However, the College has planned for a very small market share calculation in building its business case, thus, it does not feel that new entrants will significantly disrupt the market or its plans.
Bargaining power of buyers	**High**: Students have a range of options, so the College must provide high quality and focussed education.
Bargaining power of suppliers	**Medium**: Marketing agents exercises power at the start of any new course operations as they dictate terms for supplying the College with students.
Threat of substitute products	**Medium**: A range of qualifications exist from a wide array of suppliers; however, SMIC offers industry focused, more personalised and culturally sensitive learning environment.

The above analysis reveals that SMIC has the following comparative advantages:

- **Location:** SMIC is located at the Sydney CBD where several other private colleges already exist, posing a dynamic environment in the quest of offering quality and quantity services.

- **Existing and expanding networks:** SMIC promoters have a wide network of experienced professionals who will be invited deliver seminars on cutting edge ideas, industry practices and practical skills.

- **Inter-cultural focus of the course and delivery**: SMIC offer culturally sensitive and equitable teaching, learning and assessment services to students of diverse origins.

- **Experienced staff**: SMIC engages some of the most experienced and reputed trainers to deliver high quality training and assessment practices

- **Enabling learning environment**: 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 recognised quickly and assisted.

- **Identified pathways**: SMIC will identify suitable further learning pathways with other higher education institutions in such a way that out students are better informed of the future career possibilities and pathways when they join our vocational courses.

- **Competitive tuition fees**: SMIC has competitive tuition fee structure which is affordable to international students.

With the above competitive advantages, the following factors have been identified as critical to future success in the industry:

- ✓ *Providing high quality courses currently favoured by students*. To be able to cater to the students and provide courses that will foster competency development is critical, to ensure access to a wider variety of students in the market.

- ✓ *Cooperation with Higher Education Institutions*. Establishing Pathway Agreements and Credit Transfer Permits with institutions across all states in Australia. Potential partner Universities and private higher education include University of Technology Sydney, Macquarie University, Griffith University, Southern Cross University, Deakin University and Monash University, Sydney Met.

- ✓ *Cooperation with overseas education agents*. Overseas education agents are important in connecting and placing offshore students. Working closely with them is crucial, to dilute the effect of strong bargaining power of local education agents.

- ✓ *Maximising the utilisation of teaching resources*. As SMIC provides Business, ICT, RII and CHC Courses, it can effectively use teaching resources to improve student interest in learning and teaching quality, while also reducing ongoing trainer costs.

9 MARKETING STRATEGIES

SMIC's marketing approach is primarily delivered through high-quality education agents (onshore and offshore), supported by direct brand-building activities such as overseas liaison offices, education fairs, partnerships with key marketing companies, the website, print and digital media and social media. Over time, reputation, word of mouth and alumni outcomes are expected to gradually reduce reliance on agents.

SMIC marketing strategies will include:

- **Global outreach:** Develop targeted campaigns by market segment to attract suitable international students and position SMIC's priority training areas.
    - RII package focus: Target markets with strong mining, construction and civil infrastructure sectors (e.g., India, Philippines, Indonesia, South Africa).
    - CHC package focus: Target markets with demand for aged care, disability support and community services (e.g., Nepal, Sri Lanka, Vietnam, Kenya).
- **Education agents:** Appoint and actively manage genuine education agents in Australia and overseas, including in under-represented regions, to source suitable students through regular communication, digital campaigns and commission arrangements.
- **Advertising and networking:** Use relevant online platforms, social channels and community e-newsletters to reach students and families, supplemented by webinars and virtual fairs.
- **Course portfolio growth**: Expand selectively into high-demand and marketable training products (e.g., RII, CHC and relevant HLT packages) where delivery capacity and compliance requirements can be met.
    - New courses: Explore programs in emerging areas across ICT, RII and CHC (e.g., resources and infrastructure, community services, data analytics and artificial intelligence).
    - Micro-credentials: Offer short, stand-alone skill sets and certifications for upskilling (e.g., basic CAD, First Aid/CPR, White Card and medication skill set).
- **Community and SME partnerships**: Strengthen links with local communities and employers to support work experience, internships and graduate employment opportunities.
- **Collaboration**: Build mutually beneficial arrangements with other RTOs and higher education providers, including pathways, articulation and shared initiatives where appropriate.
- **Workforce capability**: Recruit and retain skilled, experienced trainers and staff to meet changing student needs and maintain delivery quality.

- **Overseas liaison offices**: Maintain and, where viable, expand overseas liaison offices (e.g., Nepal, Indonesia) to support offshore recruitment and reduce price pressure from local agents.

- **Alumni network**: Use alumni outcomes and success stories to build credibility through events and course-specific webinars.

- **Data-driven marketing:** Strengthen CRM and analytics to track lead sources, conversion rates by region, and course demand trends.

10 NETWORKS

Building a strong network for an RTO providing training courses related to ICT, RII and CHC training packages in Sydney, Australia, is crucial for enhancing student opportunities, industry connections, and community engagement. Here are some key elements to expand and build upon the SMIC network:

10.1 Industry Partnerships:

Progressively collaborate with IT and construction businesses, aged care facilities, disability support organisations, and healthcare providers to:

- Establish partnerships for student placements, internships, and practical training opportunities.
- Foster relationships with industry associations, such as Australian Computer Society (ACS), Engineers Australia (EA), Aged and Community Services Australia (ACSA) and National Disability Services (NDS), to stay informed about industry trends, best practices, and advocacy efforts.

10.2 Employer Engagement:

- Engage with employers in the IT, construction, aged care and disability services sectors to understand their workforce needs, skill requirements, and recruitment preferences.
- Organise industry forums, networking events, and employer showcases to connect students with potential employers and facilitate job placement opportunities.

10.3 Alumni Network:

- Cultivate a strong alumni network comprising graduates of the college's training programs in aged care and disability services.
- Offer alumni events, mentoring programs, and professional development opportunities to facilitate ongoing connections, collaboration, and knowledge sharing among alumni and current students.

10.5 Community Partnerships:

- Partner with community organisations, social service agencies, and advocacy groups to address social issues, promote inclusion, and support individuals with disabilities and aging populations.
- Participate in community outreach initiatives, volunteer programs, and service-learning projects to foster meaningful connections and contribute to positive social impact.

10.6 Educational Partnerships:

- Collaborate with other educational institutions, universities, and vocational training providers to create pathways for articulation, credit transfer, and further education for students pursuing advanced qualifications or specialisation in aged care and disability services.
- Explore opportunities for joint research projects, interdisciplinary collaborations, and shared resources to enhance the quality and breadth of educational offerings.

10.7 Professional Networks:

- Encourage faculty and staff members to actively participate in professional networks, conferences, and workshops related to aged care, disability services, and healthcare education.
- Facilitate opportunities for knowledge exchange, skill set enhancement and collaboration, and professional development within the broader academic and professional community.

10.7 Government and Funding Agencies:

- Establish relationships with government agencies, funding bodies, and regulatory authorities responsible for aged care, disability services, and education to stay informed about policy changes, funding opportunities, and compliance requirements.
- Advocate for the interests of the college and its students through engagement with policymakers, participation in consultations, and representation on advisory committees.

11 RESOURCES AND INFRASTRUCTURE

SMIC will manage resources and infrastructure through a structured approach that supports regulatory compliance and effective delivery. Key actions include:

11.1 Strategic Resource Planning

Needs analysis: Regularly review training needs based on student numbers, qualification requirements and delivery modes (online and face-to-face).

Budget allocation: Allocate funds for staffing, learning resources, equipment and facilities in line with priorities and compliance requirements.

Scalability: Plan for growth or contraction in student numbers so resources can scale without reducing quality or compliance.

11.2 Infrastructure Management

Facilities: Maintain classrooms, labs and workshops to meet regulatory and industry expectations (safety, accessibility and capacity), supported by ongoing investment in fit-for-purpose learning spaces.

Technology: Maintain current learning platforms and digital resources (including the LMS and any simulation tools) to support delivery and assessment.

Maintenance schedule: Implement planned checks and servicing for physical assets and core systems, with defects logged and rectified in a timely manner.

11.3 Human Resources

Qualified trainers: Engage trainers who hold required VET credentials and maintain current industry skills relevant to their delivery scope.

Professional development: Maintain ongoing development to support VET competence, assessment practice and industry currency.

Workload management: Plan workloads and timetables to support quality delivery, consistent assessment decisions and timely student support.

11.4 Compliance and Quality Assurance

ASQA Standards: Ensure resources, facilities and systems are sufficient and appropriate to support compliant training delivery and valid assessment outcomes, aligned to the Standards for RTOs 2025 (as updated from time to time).

CRICOS requirements: Ensure facilities, welfare and support arrangements meet obligations under ESOS and the National Code.

Internal audits: Conduct scheduled internal reviews to confirm resource adequacy, infrastructure fitness and evidence availability, and to address any gaps promptly.

11.5 Student Support and Feedback

Orientation and access: Ensure students can access learning resources, support services and facilities from commencement, including clear guidance on how to obtain help.

Feedback loops: Use student and staff feedback to improve resourcing decisions and the usability of facilities and systems.

Support services: Provide academic, language and wellbeing support, including tailored support for international students where required.

11.6 Sustainability and Innovation

Green practices: Use energy-efficient infrastructure and practical waste reduction measures where feasible to support environmental responsibility.

Digital transformation: Invest in appropriate digital capability (including cloud-based systems and, where suitable, virtual labs or AR/VR tools) to support flexible delivery.

Industry partnerships: Collaborate with industry to support access to current equipment, facilities and workplace-relevant learning experiences.

11.7 Risk Management

Crisis preparedness: Maintain plans for credible disruption scenarios (such as health emergencies and cyber incidents), including roles, communications and recovery steps.

Insurance coverage: Maintain appropriate insurance arrangements to mitigate financial exposure and support business continuity.

12 OPERATIONAL EFFICIENCY

To enhance overall business operational efficiency and support sustainable delivery, SMIC will implement initiatives across the following areas:

- **Process Optimisation:** Streamline administrative workflows and apply appropriate automation to reduce manual handling, errors and processing time.
- **Financial Management:** Maintain sustainable budgeting, cashflow monitoring and cost controls to support long-term viability.
- **Performance Metrics:** Establish key performance indicators (KPIs) and reporting to track progress against strategic goals and operational targets.
- **Regular Reviews:** Conduct scheduled reviews to assess effectiveness, identify emerging issues and adjust actions as required.
- **Regulatory Adherence:** Maintain ongoing compliance with ASQA, CRICOS and ESOS requirements through documented controls, monitoring and reporting.
- **Continuous Improvement:** Regularly review and update policies, procedures and systems to reflect best practice, audit outcomes and stakeholder feedback.

13 CONCLUSION

Over the next two years, SMIC is committed to delivering high-quality, compliant, and industry-relevant vocational education and training to international students. This business plan outlines a clear roadmap for sustainable growth, academic excellence, and student satisfaction.

By focusing on strategic priorities such as training innovation, enhanced student support, digital transformation, and strong industry partnerships, SMIC aims to position itself as a leading provider in the international education sector.

SMIC recognizes the evolving regulatory landscape and global education trends and is prepared to adapt with agility and integrity. Through robust governance, continuous improvement, and a student-centred approach, SMIC will ensure the institution remains compliant, competitive, and impactful.

This plan further reinforces SMIC's commitment to excellence, accountability, and the success of every student who chooses to study with us.