



Strategic Plan 2020-2022

**Approved by the Governing Board
23 October 2020**

1. APIC History and Background

Asia Pacific International College (APIC) was established in 2004 for the specific purpose of addressing the challenges that confront all graduates in the workforce.

In 2006 APIC, received formal registration as a degree-granting Australian Higher Education Institution and its suite of courses and degrees were accredited by the Higher Education Directorate in NSW.

APIC was successfully re-registered and its courses were re-accredited in 2009. In 2010 a new suite of business management courses was introduced. These expanded the range of programs on offer by the College in project management and business administration and management. Also, in 2009, APIC secured registration as a CRICOS provider enabling the College to offer its programs to international students.

In 2012 APIC was acquired by the Education Centre of Australia (ECA) and the College experienced notable year on year growth in enrolments.

In 2014 TEQSA renewed APIC's registration and also re-accredited all of its graduate courses in project management while also accrediting two new bachelor degree courses, each having a nested higher education diploma. TEQSA also approved APIC's capacity to 992 international student enrolments in both Sydney and Melbourne campuses.

Most recently, in April 2020, TEQSA has reregistered the College and reaccredited its courses for four years without conditions. APIC is now looking to grow its range of courses and expand its student cohort through increased CRICOS capacity and Fee Help provisions.

2. Mission

APIC provides transformative undergraduate and postgraduate education which fosters personal fulfilment, professional growth and creativity of thinking in our students.

3. Vision

APIC seeks to become a leading independent higher education provider through diversity of courses, diversity of delivery, and commitment to a fulfilling and quality student experience

4. Values

Value	Motto
Respect	We value others and ourselves.
Empowerment	Trust your decisions.
Quality	We are here to excel.
Collaboration	Many minds, great outcomes.
Credibility	What we say is what we do.
Initiative	Our future is in us.

5. Sector Analysis

APIC operates in an environment where higher education is increasingly becoming more and more sought after globally. Current trends in education suggest that the number of people with post-secondary qualifications will double over the next 30 years and more people will opt for post-secondary education over the next few decades.¹ This should come as no surprise since both the public and private sectors realise that the global economy is increasingly demanding a better-trained, more skilled and adaptable workforce leading to investments in this area.

This growth in higher education is primarily being driven by growth in demand from three top countries i.e. China, India and Nepal, which accounted for 68% of all commencements in 2019 (up from 59% in 2016). During this period, commencements from China grew at 6% while both India and Nepal both grew at more than 30% during this period. There seems to be an over reliance on these three countries as well as an inability to grow in other markets which makes the higher education sector sensitive to any political and economic changes in these markets. In fact, the decline in growth rate of Chinese students in Australia can be traced to the investments done by China to improve the quality and ranking of its universities over the last two decades. For example, the Chinese government has set a target to achieve 40 universities with the top 200 universities by the year 2050 which has made it an attractive destination for international students from Asia.² All these factors are further expected to lead to a decrease in the number Chinese students studying in Australia.

Alternatively, Indian students now comprise the second-largest group of International students. This demand is being driven by multiple factors including: a perennial shortage on the supply side of higher education in India (quality and quantity); increasing middle class population leading to

¹ <https://ourworldindata.org/global-rise-of-education>

² <https://www.lek.com/sites/default/files/insights/pdf-attachments/Indian-Students-Australian-Universities.pdf>

growing affordability of higher education; and, India is home to the largest tertiary-age population in the world.³

Needless to say that these changes in trends will have an overall impact on the Australian higher education sector, while the overall number of students to Australia may not witness a drastic reduction, it needs to be noted that traditionally students from China prefer studying at the Go8 institutions while students from India and Nepal typically study in regional and non-Go8 institutions. It can be reasonably concluded that APIC is in a unique position, given its current student mix and pricing strategy, to attract the student population from India and Nepal as well as other price sensitive markets.

6. Higher Education and APIC

While APIC has demonstrated its capability in being able to attract International students, it will need to work in multiple areas in order to maintain its position within the market. Key amongst these will be to work on improving its nationality mix and diversification of courses. Over the next years APIC plans to achieve this in multiple ways:

- *Nationality Mix*
APIC's marketing will continue to focus on India, Nepal and other subcontinent markets. Additionally, significant investment is being made to diversify the source of APIC students with marketing in South America, South East Asia, China and Europe.
- *Technology Enabled Learning*
APIC is developing its popular programs for online delivery to domestic students as well as overseas where APIC has already built a significant reputation of being a quality provider.
- *Micro Credentialing*
There is an increasing demand in micro credentialing where many professionals wish to engage in specific units within a course or specialist topic areas instead of studying a traditional 2-3-year degree. APIC is working towards micro-credentialing by engaging with students and professionals to offer them topics that are most relevant to their needs.
- *Course Expansion*
APIC is working to expand its current portfolio of courses with an aim to add qualifications at the undergraduate and postgraduate level over the next two years (also see Section 9.3).
- *FEE-HELP*
APIC will target the domestic full fee-paying student market by having access to FEE-HELP loans. This is expected to considerably improve our ability to market our courses to domestic students and add a revenue stream that APIC is currently unable to tap.
- *CRICOS Capacity increase*
APIC growth is also limited by its CRICOS capacity which currently stands at 992 students. Given APIC has been operating at full capacity for almost the last three years, an increase in CRICOS capacity is very important for revenue growth. APIC intends to increase its CRICOS capacity over the next 5 years in a staggered manner, e.g. an incremental 300 seats over the next 2 years followed by another 300 seats by 2024.

³ <https://www.lek.com/sites/default/files/insights/pdf-attachments/Indian-Students-Australian-Universities.pdf>

7. The APIC Regulatory Environment

Asia Pacific International College Pty Ltd. (APIC) is a registered higher education provider (HEP), accredited by Tertiary Education Quality and Standards Agency (TEQSA) under the Tertiary Education Quality and Standards Agency Act 2011. All HEPS are regulated by TEQSA using a standards-based quality framework and principles known as The Higher Education Standards Framework (Threshold Standards) 2015.

Given APIC's significant focus on international students, the college is also bound by regulations outlined in the Education Services for Overseas Students Act 2000 (ESOS Act). The ESOS legislative framework consists of:

- Education Services for Overseas Students Regulations
- Education Services for Overseas Students (Registration Charges) Act
- National Code of Practice for Providers of Education and Training to Overseas Students 2017 (The National Code)
- National Standards for Foundation Programs
- ELICOS National Standards 2018: These standards are guidelines for regulatory authorities to make decisions with regarding the registering of providers on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)

8. APIC Strategic Aims

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

The aims have also been developed with a view to provide strategic intent which is succinct, relevant, and applicable to the scale of APIC's operations and ambitions. Further, the structure and content of the plan is intended to be understood, and engaged with, by staff, students, Board and other stakeholders.

Within this context, APIC has identified three strategic aims to guide its development and operations over the next two years. Below, each aim is defined, and outcomes identified to assess achievement against the goals.

Enhanced student experience

The centrality of the student experience is beyond question in contemporary higher education institutions. While the student experience can be defined and constructed around numerous factors, it is preferable to view this theme through the lens of a student life cycle approach.

Outcomes to indicate success against this aim are:

- Decrease in formal grievances
- Diversity of student choice in curriculum delivery

- QILT industry benchmarks exceeded
- Improved response time to student applications and enquiries
- Growth in alumni engagement
- Improved UEQ outcomes

Reputation for Quality

Within the academic function of the College (both governance and operations) APIC will work towards positioning itself to obtain self-accreditation.

This outcome encompasses all college operations, but gives particular focus to: contemporary curriculum; benchmarked quality assurance processes; fit for purpose governance; scholarship; and, stakeholder reputation.

Outcomes to indicate success against this aim are:

- Reduction in TEQSA risk measures rated as high risk
- Improved length of course accreditation outcomes
- No conditions placed on course accreditations
- Enhanced rates of retention, progression and completions
- Academic outcomes superior to those of benchmarking partners
- Professional body endorsement for relevant courses
- No residual concerns noted by TEQSA
- Employment of professorial academic staff

Commercial growth

It is desirable for any for-profit institution to pursue commercial growth. Growth is anticipated to occur through several mechanisms including, but not exclusive to, the following: diversity of delivery modes; course expansion; campus expansion; partnerships; and market diversification

Outcomes to indicate success against this aim are:

- Courses offered in diversified delivery modes
- Increase in diversity and number of international students
- Increase in domestic student numbers
- Introduction of short courses and micro credentials
- Decrease in costs per EFTSL

9. Related Documents

- APIC Business Plan
- APIC Learning and Teaching Plan
- APIC Development Plan
- APIC Workforce Plan