



BIRMINGHAM CITY UNIVERSITY

Bachelor of Arts (Honours)

Business Administration

Selling and Sales Management

MAR6025

STUDY GUIDE

BABA PT1 / Singapore

June 2013

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INTRODUCTION

This module provides the conceptual underpinning of the practice of selling, key account management, the sales planning process, and an appreciation of the strategic choices made by sales managers in delivering business objectives, contributing to the core vision of the programmes.

TUTOR PROFILE

Kaplan Tutor – Mr. Adrian Chow

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Adrian Chow possessed over twenty years of experience in the hospitality, retail and education sectors with well established organisations that include Goodwood Park Hotel, Oriental Singapore, Robinson, Courts, Samsung Asia and Singapore Institute of Retail Studies (SIRS, a CET Division of Nanyang Polytechnic).

Adrian takes a keen interest in enriching the dimensions of learning and has been actively involved in the design, development, delivery and assessment of OJT, NSC, NSRS and WSQ programmes. Some of his clients include Capital Malls, Cold Storage, L'Oréal, M1, Microsoft, Mindef, Polar, Robinson and Swatch.

An avid lifelong learner, Adrian has attained a suite of board based qualifications inclusive of MBA (Merit, University of Birmingham), BSc (Hons) Business Studies, Loughborough University, Diplomas in Marketing, HRM, HRD as well as being awarded with ITC, ACTA and SDALT pedagogical certifications.

Adrian Chow teaching philosophy centred on learning through inquiry, interpretive and interactive application of real world situations drawing on shared experiences and holistic perspectives of students and teacher within a learner centred environment.

MODULE DESCRIPTION

This module provides the conceptual underpinning of the practice of selling, key account management, the sales planning process, and an appreciation of the strategic choices made by sales managers in delivering business objectives, contributing to the core vision of the programmes.

Indicative content

This module explores:

- Sales perspectives
 - Development and role of sales in marketing
 - Sales strategies
- Sales environment
 - Consumer and organisational buyer behaviour revisited
 - Sales settings and International sales
- Sales technique
 - Sales responsibilities and preparation
 - Personal selling skills
 - Key account management and relationship selling
 - Internet and IT applications in selling and sales management
- Sales management
 - Recruitment, selection, motivation, and training of sales people
 - Organisation and compensation
- Sales control
 - Sales forecasting and budgeting
 - Salesforce evaluation

Study mode / delivery method(s):

There will be lectures to deliver key content. These will be supported by small group seminars / workshops.

Moodle will be used extensively to support the learning experience.

TEACHING ARRANGEMENTS

This module is structured around a series of lectures for delivery of key concepts. Class discussions and case studies are used to explore concepts applied to real-world scenarios. All students will be expected to engage in class discussion and debate in order to facilitate the formation of their critical judgements.

CREDIT ALLOCATION

Upon successful completion of each module, you will be awarded 15 Credits for this module in Level 6

READING

The **recommended textbook** for this module is:

Jobber, D. & Lancaster, G. (2012) *Selling and sales management*. 9th Ed. London: Pearson Education

Supplementary Readings:

Donaldson, W (2007) *Sales management: theory and practice* 3rd Ed. London: Palgrave-MacMillan

Manning, G. & Reece, B. (2008) *Selling today: Creating customer value* 10th Ed. London: Pearson Education

COURSE CONTENT

The following is an outline of the topics which course members are expected to cover as part of this module:

Session	Dates	Lecture Topic
1	12 June 2013	Sales Perspective <ul style="list-style-type: none"> • Development and role of selling in marketing • Sales strategies
2	13 June 2013	Sales Environment <ul style="list-style-type: none"> • Consumer and organisational buyer behaviour • Sales settings • International selling • Law and issues
3	14 June 2013	Sales Technique <ul style="list-style-type: none"> • Sales responsibilities and preparation • Personal selling skills • Key account management
4	26 June 2013	Sales Technique <ul style="list-style-type: none"> • Relationship selling • Direct marketing • Internet and IT applications in selling and sales management
5	27 June 2013	Sales Management <ul style="list-style-type: none"> • Recruitment and selection • Motivation and training • Organisation and compensation
6	28 June 2013	Sales Control <ul style="list-style-type: none"> • Sales forecasting and budgeting • Salesforce evaluation

ASSESSMENT

**BIRMINGHAM CITY BUSINESS SCHOOL
UNDERGRADUATE**

COURSEWORK FRONT SHEET

MODULE TITLE: Selling and Sales Management

MODULE CODE: MAR6025

LECTURER: Adrian Chow

HAND IN DATE: 24 August 2013

Learning outcomes and pass attainment level:

On successful completion of the module, a student will be able to:

1. Analyse the sales process and the strategic elements of sales management.
2. Propose a sales management plan associated with territory and key account management.

Summative Assessment

Individual sales management plan (100%)

Learning Outcomes covered: 1 & 2

Students must meet the following **basic criteria**:

1. The answer should be in report format.
2. Demonstration of subject knowledge and understanding.
3. Application of relevant theoretical concepts for creation of new and original perspective.
4. Evidence of wider academic reading and research.
5. Clarity of exposition and logic of arguments.
6. Effective arrangement and presentation and the use of concise and lucid English.

For attainment of a **PASS** grade for this assignment at this level students are expected to pay attention to the following:

- **Structure and clarity of expression**

The fundamental features of well-structured work are expected as the norm at this level. There will be proper attention to the type and style of the assignment - in this case report - and the work should remain clearly focused, follow a logical sequence and clear sense of direction even though more complex issues are addressed.

- **Content and understanding**

Knowledge itself is not necessarily rewarded at this level. While extensive knowledge and understanding is expected, it is how this is used in analysis which is more important. Capable students will demonstrate a strong awareness of contemporary sales management issues in their chosen context and the contribution theory can make to deal with those issues.

- **Analysis/Evaluation**

Students should demonstrate an ability to identify those sales management challenges which are most relevant and appropriate for discussion with relation to the use of sales management theory and practice. The ability to appraise and evaluate the impact of sales management tools and techniques should be demonstrated throughout the work.

- **Reading/Research and Referencing**

Reading should extend beyond essential texts and / or general texts and encompass specialist texts as well as the extensive use of journal articles and periodicals including professional/industry publications. Students should also demonstrate a more selective approach to their reading in order to improve the quality of their work through varied, appropriate sources to logically develop and support their arguments. The proper, accurate presentation of quotations and references is expected and inaccuracies will be penalised, as will the over-reliance on a single source, limited sources of information or poor quality, generalist sources of information.

- **Application to industry**

Students should demonstrate the ability to apply theory to practice through the critical appraisal of their chosen context and examples of consumer behaviour.

- **Synthesis and Originality**

Students should be developing the ability to draw conclusions and recognise the existence of constraints, obstacles, challenges and limitations between theory and practice.

Module Title	Selling and Sales Management
Level/Year	Level 6 – Third Year
Assessment title	Individual sales management plan (100%)
Weighting and marking	This assessment contributes 100% to the overall marks for the module. A mark of 40% is required to pass this module.
Deadline	24 August 2013
<p>A student who is unable to attend an examination may make a request to defer the attempt of the assessment to a later date.</p> <p>The regulations and procedures for requests to defer an assessment or to be granted an extension are described in Part II of the Academic Regulations and Policies. Guidance for students is also published in Part II which describes the type of circumstances that may be seen as exceptional and the nature of evidence that will be required to determine the validity of a request to defer an assessment or be granted an extension.</p> <p>You are advised to familiarise yourself with the Standard Undergraduate Assessment Regulations if you need to use this process.</p>	

Note on Plagiarism, Collusion and Cheating

When you submit the assignment you declare that you:

- Have read and understand that university's guidance on plagiarism and cheating.
- You confirm that it is solely your own work or, in the case of a group submission, that it is the result of joint work by members of the group that you represent.
- That it contains no unreferenced material from another source.
- That you keep a copy of the assignment.

Failure to abide by the rules will result in disciplinary action against you.

Advice

- Do not copy tracts of work from printed material, the internet or another student.
- Do not share an electronic copy of your work with anyone not concerned in its production.
- Use the Business School standard for Harvard Referencing
<http://www.bcu.ac.uk/essential/harvard.html>

Assessment Brief

Mode of working

This is an individual assignment and University policy will apply in all cases of copying, plagiarism or any other methods by which students have obtained an unfair advantage.

Format for the submitted work

The work will be submitted as in report format following the standard conventions of academic writing including the overall presentation of the work and the use and inclusion of supporting references and quotations within the text. University policy regarding the presentation of the final references section must be followed. Word count must be included at the end of the work maximum 3000 words +/- 10%.

Weighting

This assignment carries a weighting of 100% for the Sales and Sales Management module

Case Study Scenario

You have recently been appointed as Marketing Manager by Kaplan Singapore and one of your main objectives lies in implementing a sales management plan with the key objective of enhancing Kaplan competitiveness towards attraction of international students for Kaplan suite of higher learning programmes.

Question One

Analyse the sales process and the strategic elements of sales management with reference to Kaplan Singapore.

(50 marks)

Question Two

Propose a sales management plan associated with territory and key account management of Kaplan Singapore.

(50 marks)

Marking Criteria

To be confirmed by Birmingham City University

CASE STUDY

THE QUEST FOR INTERNATIONAL STUDENTS

Industry Overview

Demand for higher education worldwide is unprecedented and it is widely acknowledged that education is the key to individual progress in life. The OECD estimates that a country needs a participation rate of 40-50% in higher education for sustainable economic growth.

The number of students around the globe enrolled in higher education is forecast to more than double to 262 million by 2025. Nearly all of this growth will be in the developing world, with more than half in China and India alone and it's been forecasted that the number of students seeking study abroad could rise to eight million – nearly three times more than today.

Traditional source countries such as Singapore, Malaysia, Thailand and the Middle East are developing their own capacities to offer education to outsiders. Singapore hopes to attract 150,000 foreign students by 2015, Malaysia 100,000 by 2020 and Jordan 100,000 by the same year¹.

According to the Y2000 APEC Services Group, the global export market for higher education is about US\$30 billion. There are already more than 1.8 million international students who pursue their higher education abroad globally (UNESCO, 2000) and about 45% of these students come from Asia with China, Korea, Japan, Malaysia and India identified as the top 5 source countries.

Higher education institutions now operate in a global market and trends in the globalisation of higher education are readily apparent in Asia Pacific, characterised by a degree of intra, inter and extra-regional mobility of tertiary students. Globally, the number of students attending institutions outside their country of origin tripled between 1985 and 2008 with Asians accounting for 52% of all students studying abroad worldwide².

The Asia-Pacific zone is the largest of the Unesco regions, containing over three billion people, or 60 percent of the world's population. Its diverse geography, population, income and culture are reflected in the size and types of higher education institutions operating in the region. However, demand for higher education is rising nearly everywhere, regardless of income or culture. Growing affluence in the region and the increasing numbers of 18- to 23-year-olds are fuelling this demand - with the exception of Australia, Korea and Japan, because of the low birth rates in those countries³.

The demand for quality higher education is expected to increase significantly, especially with a growing middle class in the region, contributed by growing economic prowess. For instance, China's education market has witnessed significant growth in

the past 15 years. The number of students in higher education will increase from 11 million to 16 million by 2005 (China News Net, Beijing, August 2001). In China, there is an estimated shortage of 3.2 million places at the university level (Straits Times, 12 December, 2011)⁴.

Traditionally, Asian society sets a high premium on education and significant investments in education arise from the rapidly expanding middle classes in the Asian countries, in particular countries deemed 'emerging markets' with their increasing disposable incomes fulfilling the desires to invest in overseas education for their children. The demand for higher education in the markets of Southeast Asia, East Asia and the Pacific accounts for 31% of global education enrolments, estimated to approach 85 million students by 2025.

Market Analysis

Across Asia, many countries are investing increasing amounts of resources into improving the quality of their higher education offer and internationalising their study and academic bodies. The Singapore government has recently put emphasis on building capacity in education as an engine of economic growth through transforming Singapore into an education hub for the region via achievement of its Global Schoolhouse project which aims to attract 150,000 international students to Singapore by 2015⁵.

More and more countries are competing for students from the same group of countries which are often within their own (Asia Pacific) region and are often the same target recruitment countries of the big players in the recruitment market. In addition, several countries aim to become top destination countries for higher education hubs i.e. Dubai, Malaysia and Singapore that will help raise their international economic competitiveness. The Singapore government has implemented several measures for sharpening its competitive edge and reputation as a "provider of quality education" (Annex 1).

Global competition for students will intensify in the future and competition take place at global, regional and national levels. Since students' international mobility patterns are not fixed, countries that currently manage to attract a high number of students may see their attractiveness being eroded. Continued efforts to recruit and attract students are necessary as are high-quality education programmes and support mechanisms for international students, since student choices for study destinations are based on the perceived added value of students abroad in a particular country or specific institution.

Singapore is promoting its higher education internationally based on "East Meets West" formula which has become an effective marketing tool. Given the potpourri of ethnic Chinese, India and Malay communities in the city state, students from Singapore's more established Asian markets (China, India and Indonesia in particular but also ASEAN member countries Malaysia, Myanmar and Vietnam) find in Singapore a different yet familiar abode. Students from outside Asia similarly view Singapore as attractive because of its English-speaking community, safe living environment and perception as the most "Western" of Asian countries in socio-economic terms⁶.

Singapore has several competitive advantages that position it well as a global education hub. These include a strategic geographical location, reputation for educational excellence, a vibrant business hub which presents opportunities for institutional-industry collaboration and a safe and cosmopolitan environment⁷.

The education sector's contribution to Singapore gross domestic product doubled from 1.9 per cent or \$3 billion in 2002 to 3.8 per cent or about \$8 billion in 2007 and the government plans to increase this to 5 per cent in five years. In 2008, there were about 45,000 international students here and the Government hopes this number will grow to 150,000 by 2015 as part of its Global Schoolhouse vision. One notable initiative involves setting up of operations by world-class institutes that include Curtin University, University of Chicago and INSEAD.

Singapore's private education sector is governed by the Council for Private Education (CPE) (Annex 2), a statutory board established under the Private Education Act sanctioned with legislative power to regulate private education institutions (PEIs). CPE (<http://www.cpe.gov.sg/>), oversee the EduTrust Certification Scheme, a pre-requisites for private education institutions who seek to enrol international students for qualifying of Student Passes issuance as stipulated by the Immigration and Checkpoints Authority (ICA).

As Singapore marches on to becoming the regional education hub it set out to be in 2002, several established names in the private education industry here have plans to expand so they can cater to higher demand for their programmes. Schools such as Kaplan, PSB Academy and James Cook University said their enrolments have increased steadily. The number of students in these schools - boosted mainly by foreign students keen to study here - has grown between 30 per cent and 50 per cent over the past three to four years⁸.

Company Profile

Kaplan Higher Education Singapore is part of Kaplan, Inc., a subsidiary and the largest division of The Washington Post Company (NYSE: WPO). Kaplan in Singapore is made up of 2 main divisions – Kaplan Higher Education and Kaplan Learning Institute. Through collaboration and partnership with prestigious Australian, European and American universities, Kaplan Higher Education offers career-oriented academic programmes designed to provide both domestic and international students with the skills necessary to qualify them for employment in various fields.

Registered as a department of Kaplan Learning Institute in Singapore, Kaplan Financial is a leading provider of professional qualifications in accountancy and finance in the UK and Asia. Programme offerings include the preparatory courses for the Association of Chartered Certified Accountants (ACCA) and the Chartered Financial Analyst (CFA).

Through its offering of quality professional qualification, Kaplan Financial has trained thousands of students from Singapore, China, Malaysia, Myanmar, Indonesia, Vietnam, India and other countries throughout Asia. Kaplan Singapore has 36 fully equipped classrooms in the Orchard campus and another 19 in Wlkie Edge campus (source: <http://www.kaplan.com.sg/>).

In 2012, Kaplan Singapore was voted as the most preferred PEI and was found to be exceptionally popular for its Bachelor Degree courses from an independent research project commissioned by JobsCentral Group. Kaplan gathered 33.2% of the votes from 5476 respondents, beating arch rival SIM GE with more than 500 votes in 2 main categories: rankings of Singapore's private education institutes and learning preferences findings of the general population aged 15 and above (jobscentral.com.sg/survey/learning/2012/download_path.php).

Note: *This case study was constructed from numerous sources.*

References

1. Geoff Maslen 2012 *Worldwide student numbers forecast to double by 2025* Issue No:209, Available from: <http://www.universityworldnews.com/article.php?story=20120216105739999&query=singapore> (Accessed 15/04/13).
2. Louis Coiffait and James Hill (eds.) 2012 *New thinking about the future of higher education in the Asia Pacific region* Available from: <http://pearsonblueskies.com/2012/context-higher-education-in-asia-pacific/> (Accessed 15/04/13).
3. Hye-Rim Kim 2009 *Higher education sees rapid change* Available from: <http://www.unescobkk.org/education/news/article/higher-education-sees-rapid-change/> (Accessed 15/04/13).
4. The Education Workgroup 2012 *Developing Singapore's Education Industry* Available from: http://www.mti.gov.sg/ResearchRoom/Documents/app.mti.gov.sg/data/pages/507/doc/9%20ERC_Services_Education.pdf (Accessed 15/04/13).
5. EU-ASIA Higher Education Platform (n.d.) *Developing Asian Education Hubs* Available from: <http://www.eahep.org/asiahigher-education/asian-policy-drivers/127-developing-asian-education-hubs.html> (Accessed 15/04/13).
6. Rosa Becker and Renze Kolster 2012 *International student recruitment: policies and developments in selected countries* Available from: <http://www.nuffic.nl/en/files/documents/news/blogs/internationalstudentrecruitment.pdf/view?searchterm=internationalstudentrecruitment> (Accessed 15/04/13).
7. Toh, M.H. 2012 Internationalization of tertiary education services in Singapore ADBI Working Paper 388. Tokyo: Asia Development Bank Institute. Available from: <http://www.adbi.org/working-paper/2012/10/12/5263.internationalization.tertiary.educ.singapore/> (Accessed 15/04/13).
8. Leow Si Wan and Amelia Tan 2010 *Major private schools on growth path* Available from: <http://www.asiaone.com/News/Education/Story/A1Story20100512-215857.html> (Accessed 15/04/13)

Annex 1: Boosting Singapore's Appeal

The Business Times, Tuesday, August 7, 2012

PRIVATE EDUCATION 17

Boosting Singapore's appeal

More can be done to attract both local and foreign students to take courses at PEIs here, reports **LEE U-WEN**

THE past decade has been a significant and eventful one for Singapore's ambitions to establish itself as a premier global education hub.

There was the landmark Global Schoolhouse project, kick-started by the Singapore Economic Development Board (EDB) back in 2002, that has since wooed some of the world's top tertiary institutions and programmes here, adding to the diverse mix of private education options available to students.

Then, just a year later, the government launched another major initiative – called Singapore Education – to boost the Republic's image and standing overseas as well as help international students make an informed decision about studying in Singapore.

This multi-agency effort is helmed by EDB, the Singapore Tourism Board (STB), Spring Singapore, International Enterprise (IE) Singapore, the Ministry of Education (MOE) and the Council for Private Education (CPE).

At last count, there are now over 100,000 students doing their diploma and undergrad studies at over 1,200 private education institutions (PEIs).

Then, in December 2009, Parliament passed the Private Education Act. This made it mandatory for PEIs to develop stringent quality measures and systems to ensure standards are maintained in terms of governance, academic provisions, information transparency, and disclosure.

The establishment of the new regulations subsequently led to the setting up of CPE, a statutory body under MOE. It has already set out baseline standards for institutional quality and a new voluntary EduTrust Certification scheme for higher-quality private institutions to distinguish themselves.

The law now requires private education providers to adopt a fee protection scheme with CPE-appointed service providers and provide medical insurance coverage for hospitalisation and related medical treatment for the entire course duration.

These regulatory measures have since resulted in a significant restructuring and consolidation of the entire private education industry in Singapore.

In the space of just three years, the number of players has halved to 350, down from around 700 in 2009.

The 350 PEIs collectively offer more than 5,700 courses that support domestic needs for continuing education and skills upgrading.

As a whole, the sector offers a rich diversity of courses and programmes in four main segments: commercial post-secondary, vocational, preparatory, and foreign-system schools.

The largest of all the PEIs here is the Singapore Institute of Management (SIM) GEI.

Catering to both part-time and full-time students, there are some 21,500 students currently enrolled in its 50 programmes. Its sister entity, SIM University (UinSIM), has over 12,000 students in 55 programmes.

"Singapore has carved its niche as a preferred destination for higher education for both local and foreign students, whose numbers have increased over the last 10 years," says SIM GEI chief executive officer Lee Kwok Cheong in an interview with BT.

"More notably, the demand among Singaporeans for university education and the number of local students enrolled in PEIs have increased."

Mr Lee, an education veteran who has served on the boards of many top institutions in Singapore, says that



More attractive education destination: The government could review and refresh its policy on providing tuition fee subsidies to locals enrolled with PEIs in Singapore, says an educator here



'Singapore has carved its niche as a preferred destination for higher education for both local and foreign students, whose numbers have increased over the last 10 years. More notably, the demand among Singaporeans for university education and the number of local students enrolled in private education institutions have increased.'

— Singapore Institute of Management Global Education
CEO Lee Kwok Cheong (left)

more steps could be taken to reach out to greater numbers of local and foreign students to consider furthering their education at PEIs.

"For locals, especially, there should be a greater pull factor for them to study in Singapore instead of going abroad, he says.

"More can be done to attract local students to study locally at PEIs with quality programmes offered by quality foreign universities," he says.

"The government could review and refresh its policy on providing tuition fee subsidies to locals enrolled with PEIs."

As for foreign students, Mr Lee feels it is timely for the authorities to review the existing policy that bars them from working while studying in Singapore.

"This limits the opportunities for foreign students to (do) internships with companies," he says.

"They are unable to gain practical work experience, which makes us less attractive than Australia, the United Kingdom and the US, where work-study is encouraged."

He adds that it is important to focus more on improving consumer edu-

cation and awareness, given the growing demand from local and foreign students for higher education places in Singapore.

"CPE must play a greater role in getting its message out that Singapore is a conducive education destination," he says. "Prospective students and parents and guardians alike must keep up to date with prevailing regulations and exercise due diligence in course selection."

As far as the Global Schoolhouse initiative is concerned, the scheme has done its part by continuing to at-

tract some of the biggest brand names in education to set up their Asian campuses in Singapore.

These include French global business school Insead, Dipson Institute of Technology of the United States, and the Technical University of Munich from Germany.

Other foreign tertiary institutions that have also set up shop here are Essec Business School from France and the University of Chicago's Booth School of Business.

The range of schools and programmes give students a wider selection of quality education options," says Aaron Tham, EDB's director of human capital.

"It also strengthens Singapore's position as a strategic location for accessing, developing and deploying people."

Even though there has been much progress and with so many developments in the pipeline, what is certain is that the private education sector here is in line for further restructuring in the coming years.

This was a point made by Minister of State for Education Lawrence Wong in May at the Inaugural Education Innovation Conference.

He shared how the introduction of more renowned programmes would help Singapore sharpen its competitive edge and reputation as a provider of quality education.

He also outlined several challenges that the sector would have to deal with and overcome.

Among the hurdles, a limit to the number of international students that can be enrolled given the country's population constraints, which means that private schools can no longer

base their business model solely on foreign student volume.

Instead, said Mr Wong, they would have to move towards a quality-driven strategy with higher-quality and more knowledge-intensive courses.

He also stressed that the EduTrust certification was just the 'first step' in distinguishing quality from baseline requirements.

"There is much more that can and should be done to raise standards. For example, we can consider enhancing the EduTrust requirements or quality outcomes, or publishing outcome indicators for every institution and programme, so that students can make more informed choices about their education needs," said Mr Wong.

For its part, CPE feels that while there have been improvements made in the private education sector, more needs to be done to raise quality. "CPE will push forward in its mission to raise standards in order to build a trusted and well-regarded private education sector. CPE will be reviewing and strengthening its regulatory framework to encourage PEIs to focus on delivering higher-quality student outcomes," said the council.

This is the first of a six-part series on the private education scene in Singapore which will be published in BT on the first Tuesday of each month. Next month's feature explores the current perceptions of private and trans-national education.

Source: http://www.simge.edu.sg/idc/groups/ge_discover_sim_ge/documents/downloadable_file/idcpub006255.pdf

Annex 2: Council for Private Education (CPE) Factsheet 2012

FACTSHEET

SECTOR LANDSCAPE (as at 31 December 2012)

a) Number of Registered PEIs

Period of Registration	No of PEIs (2011)	No of PEIs (2012)
Six Years	21	24
Four Years	135	202
One Year	182	106
Total	338	332

b) Number of EduTrust-certified PEIs

Type of Award	No of PEIs (2011)	No of PEIs (2012)
EduTrust Award (Four Years)	34	47
EduTrust Provisional (One Year)	60	68
Total	94	115

c) Types of PEIs (classified by predominant type of course)

	Year	Total	Type of PEIs			
			Commercial ¹	Vocational ²	Preparatory ³	FSS ⁴
No. of PEIs	2011	338	174	82	52	30
	2012	332	177	72	52	31
Enrolment	2011	232,000	63%	7%	11%	19%
	2012	227,000	65%	6%	9%	20%

¹ Commercial PEIs offer a wide variety of post-secondary certificate, diploma and degree programmes.

² Vocational PEIs offer courses in specialised/niche areas: Beauty and Spa; Hairdressing; Culinary and Hospitality; Nursing, Healthcare and Social Services; Electronics and Mechanics; Art and Design; and Performance Arts.

³ Preparatory PEIs prepare students for professional qualifications, particularly accountancy, as well as primary and secondary level examinations (e.g. GCE 'O' and 'A' levels). Also included in this category are schools providing special education.

⁴ FSS or Foreign System Schools provide primary and secondary education in accordance with international curricula, primarily to children of expatriates residing in Singapore.

FACTSHEET

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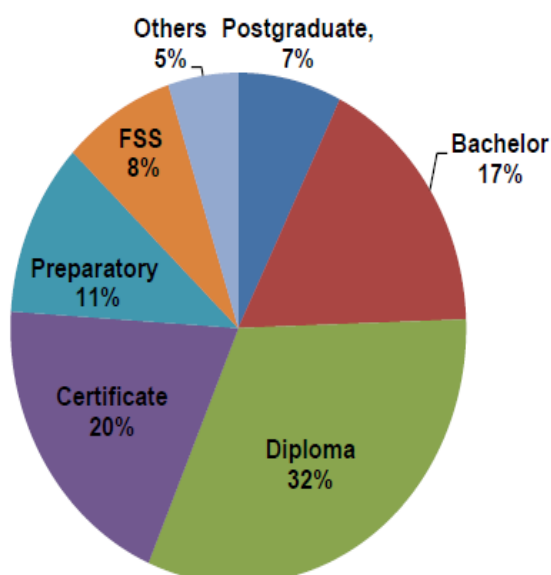
² Vocational PEIs offer courses in specialised/niche areas: Beauty and Spa; Hairdressing; Culinary and Hospitality; Nursing, Healthcare and Social Services; Electronics and Mechanics; Art and Design; and Performance Arts.

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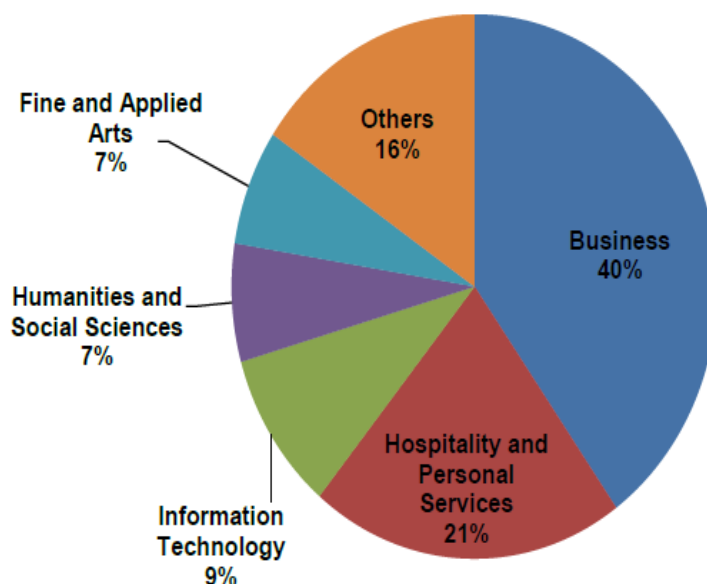
⁴ FSS or Foreign System Schools provide primary and secondary education in accordance with international curricula, primarily to children of expatriates residing in Singapore.

d) Types of Courses Offered by PEIs

- In 2012, there were 5,800 different course offerings⁵ by PEIs. The breakdown by course levels is shown in the following pie chart.



- The pie chart below shows the distribution of the 3,300 post-secondary courses (diploma, bachelor and postgraduate) based on fields of study⁶.



⁵ "Others" include English proficiency and Special Education courses.

⁶ Courses in other fields of study include those in Mass Communications, Health Sciences, Law, Manufacturing, Architecture, Building and Construction.

332 REGISTERED PEIs**227,000 Students****115 EduTrust-certified**

PEIs		Students
177	Commercial	65%
72	Vocational	6%
52	Preparatory	9%
31	FSS	20%

Local students **56%**
 International students **44%**

Nearly 70% of international students
 (excluding those in FSS) are from
 PRC, Vietnam, India, Indonesia

5,800 COURSES**3,800 CASES****22% Complaints**

Courses		Students
7%	Post-grad	5%
17%	Bachelor	32%
32%	Diploma	22%
20%	Certificate	8%
8%	FSS	20%
11%	Preparatory	9%
5%	Others	4%

17,500 ACADEMIC STAFF**2 in 3** Singaporean & Permanent Resident**2 in 3** Part-Time

Source:

<http://www.cpe.gov.sg/cpe/slot/u100/News%20and%20Events/Press%20release/2013/PE%20Conference%202013%20%20Media%20Release,%20Factsheet%20and%20State%20of%20the%20Sector%20Slides%20%289%20April%202013%29.pdf>

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