 <p>S P Jain School of Global Management DUBAI • MUMBAI • SINGAPORE • SYDNEY</p>	<h2>Risk Management Framework</h2>
Document Type	Framework
Administering Entity	Board of Directors, Risk Management and Audit Committee (RMAC), Academic Board, Finance Committee, Chairs of BoD Committees, President, Vice President - Academic, Vice President - Administration, Director/Deputy Director - Secretariat, Director - QA, Director - Accreditation and Regulatory Compliance
Latest Approval/ Amendment Date	April 3, 2024
Last Approval/ Amendment Date	June 21, 2023
Approval Authority	Board of Directors
Indicative time of Review	April 2, 2025

### 1. Purpose

- a. This Risk Management Framework establishes S P Jain School of Global Management's (S P Jain / the School) commitment to the School's risk management and outlines the policy, principles and processes that will be used to guide this process.

### 2. Scope

- a. This Framework applies to the School in the entirety. This Framework sets out the policy, principles and processes to achieve the risk management into all its operations.

### 3. Application

- a. This Framework applies to all campuses of S P Jain.
- b. This Risk Management Framework is designed to make staff and stakeholders understand risk management and its components and processes so as to assist staff and stakeholders in fulfilling their risk management duties.

### 2. Responsibility

- a. The Board of Directors (BoD) will be responsible for setting risk appetite and oversight of risk management.
- b. The Risk Management and Audit Committee will assist the BoD in the development, oversight and implementation of a risk management framework and undertaking reviews of the risk management plan and register quarterly.
- c. The President is responsible for implementing this policy.

- d. The identification and reporting of potential risks is to be undertaken by all levels of staff when they arise so that a directive can be issued to alleviate potential risks. The President will be responsible for making a full disclosure of risks to the Board of Directors and Risk Management and Audit Committee, as they arise.

### 3. Legislative Context

- a. AS/NZS ISO 31000:2018 Risk Management - Principles and Guidelines
- b. The Tertiary Education Quality and Standards Agency Act<sup>1</sup> 2011
- c. Higher Education Standards Framework<sup>2</sup> 2021
- d. TEQSA's Risk Assessment Framework<sup>3</sup>
- e. ESOS Act<sup>4</sup>
- f. National Code of Practice for Providers of Education and Training to overseas students 2018<sup>5</sup>
- g. Private Education Act 2009 (revised 2011) Singapore<sup>6</sup>
- h. Knowledge and Human Development Authority (KHDA), Dubai<sup>7</sup>

### 4. Definitions

Terms	Definition <sup>8</sup>
Risk	Effect of uncertainty on objectives. An effect is a deviation from the expected, whether it is positive and/or negative. The likelihood and consequence of an event occurring that will impact the objectives of the School
Risk Management	Coordinated activities to direct and control the School regarding risk
Risk Assessment	The overall process of risk identification, risk analysis and risk evaluation
Risk Appetite	School's approach to assess and eventually pursue, retain, take, or turn away from risk
Risk Owner	Person or entity with the accountability and authority to manage a risk
Risk Management Process	Systematic application of management policies, procedures, and practices to the activities of communicating, consulting, establishing the context, and identifying, analysing, evaluating, treating, monitoring, and reviewing risk.
Stakeholder	Person or organisation that can affect, be affected by, or perceive themselves to be affected by a decision or activity
Risk Identification	Process of finding, recognising, and describing risks
Risk Treatment	Process to modify or mitigate a risk
Risk Register	A tool for documenting risks, and actions to manage each risk

### 5. Risk Categories

<sup>1</sup> <https://www.legislation.gov.au/C2011A00073/latest/versions>

<sup>2</sup> <https://www.legislation.gov.au/F2021L00488/latest/text>

<sup>3</sup> <https://www.teqsa.gov.au/quides-resourses/resources/corporate-publications/risk-assessment-framework>

<sup>4</sup> <https://www.legislation.gov.au/C2004A00757/latest/text>

<sup>5</sup> <https://www.legislation.gov.au/F2017L01182/latest/text>

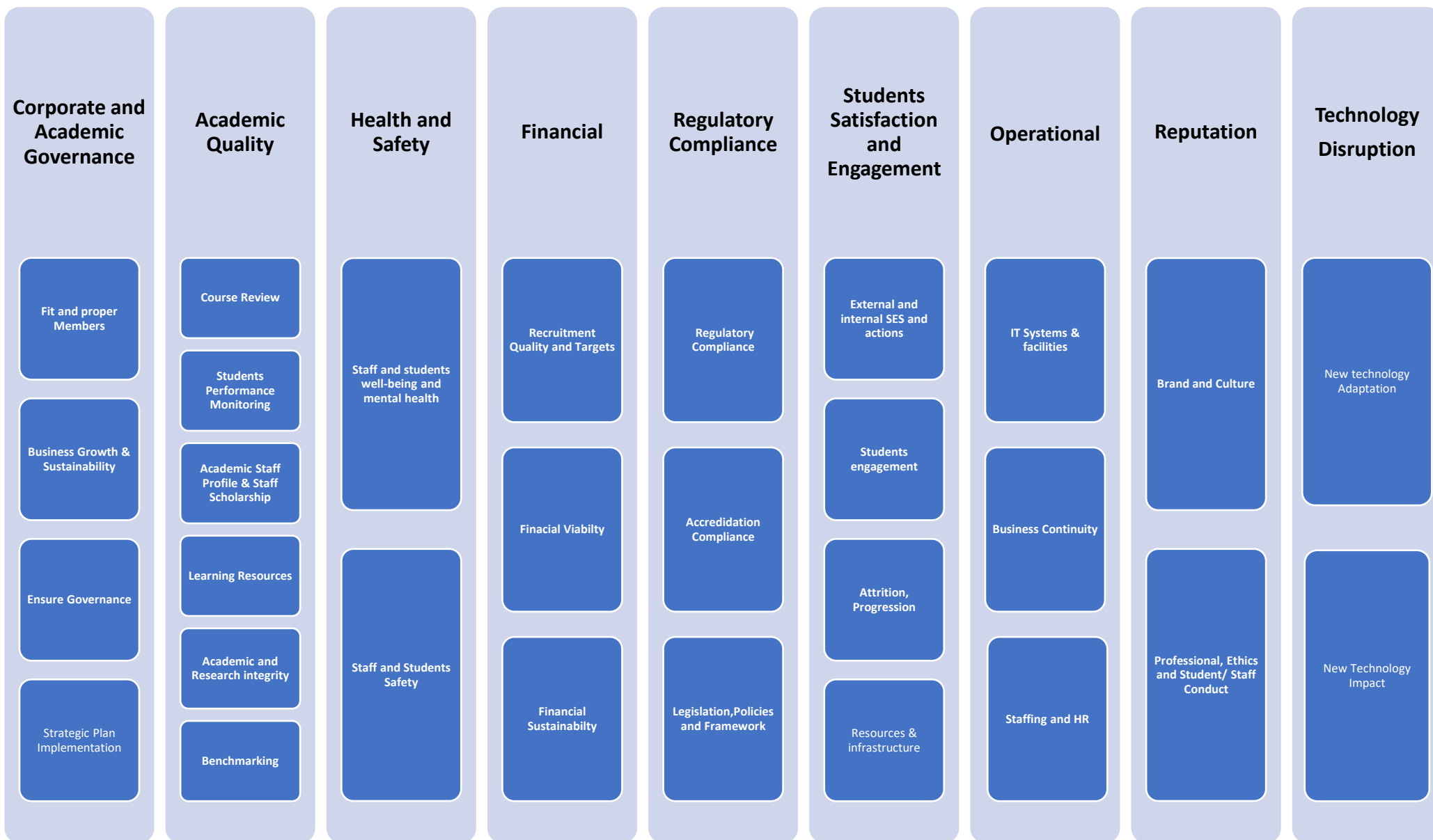
<sup>6</sup> <https://sso.agc.gov.sg/Act/PEA2009>

<sup>7</sup> <https://web.khda.gov.ae/en/Guides/Education-Providers/Permit-Guides/Permits-for-Higher-Education-Institutions>

<sup>8</sup> Source: Risk Management terms and definitions forming part of the International Standard ISO 31000:2018-02 (Risk Management – Guidelines).

- a. Several broad categories have been developed to enable grouping of like risks. These include:
- a. Corporate and Academic Governance
  - b. Academic Quality
  - c. Financial
  - d. Students Satisfaction and Engagement
  - e. Operational
  - f. Reputational
  - g. Regulatory Compliance
  - h. Health and Safety
  - i. Technological disruption

<b>Category</b>	<b>Primary Purpose</b>
Corporate and Academic Governance	Impact on the governance outcome
Academic Quality	Adverse impact on the academic quality
Financial	Adverse impact on financial outcomes
Students Satisfaction	Adverse impact on the student experience
Operational	Adverse impact on operations
Reputational	Adverse impact on brand or public perception
Regulatory Compliance	Failure to comply with regulatory, legal or policy requirements
Health and Safety	Adverse physical/ mental impact on staff, students, or visitors
Technological Disruption	Impact on the current model of education

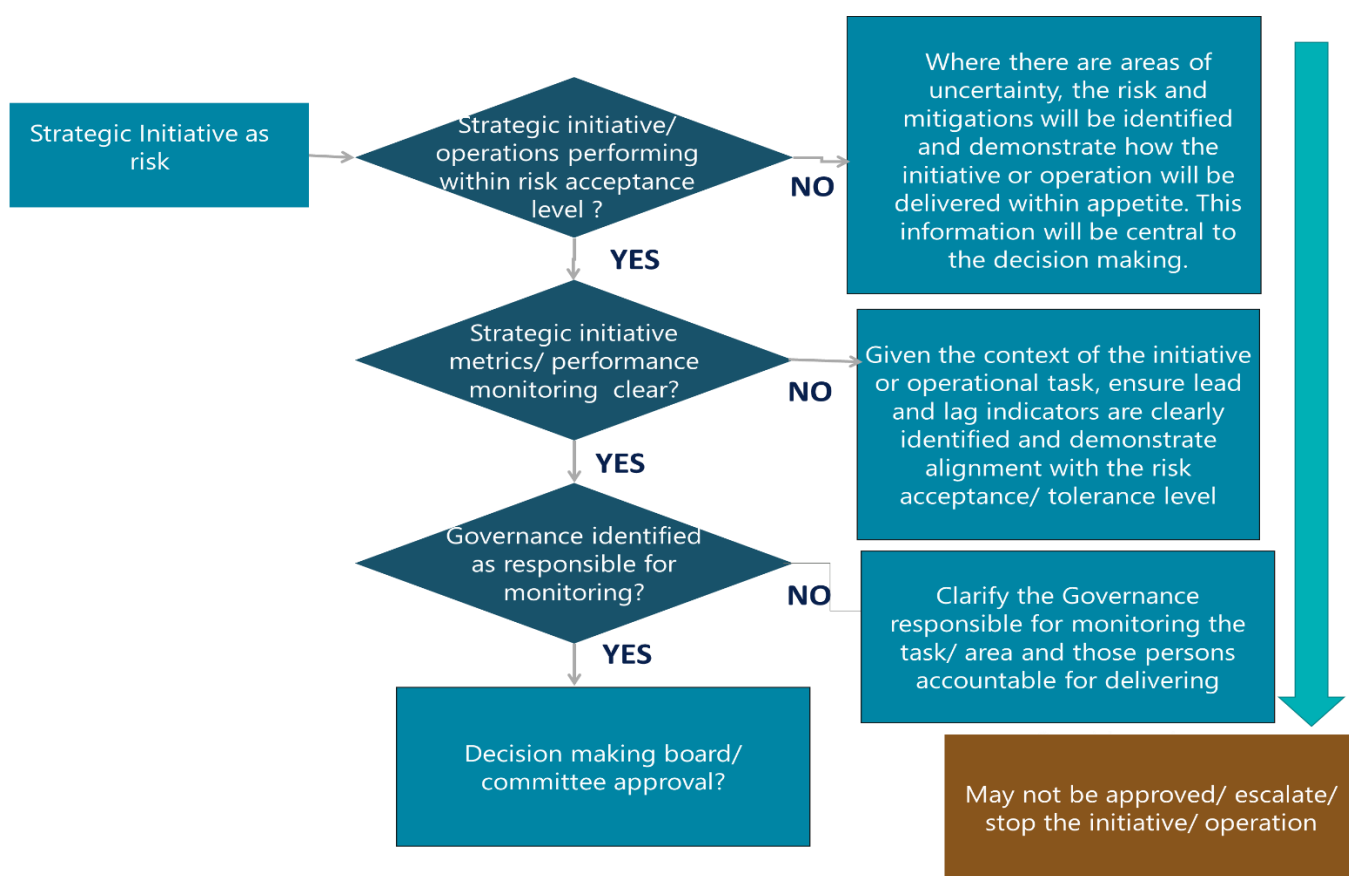


## 6. Risk Tolerance

All organisations must accept some level of residual risk and risk tolerance is the amount of residual risk that the School is willing to accept. To understand the amount of risk the School is prepared to accept to meet strategic objectives, risk tolerance must be determined. The School’s risk tolerance is determined by the Executive, considered by the Risk Management and Audit Committee, and approved by the Board of Directors.

## 7. Risk Appetite

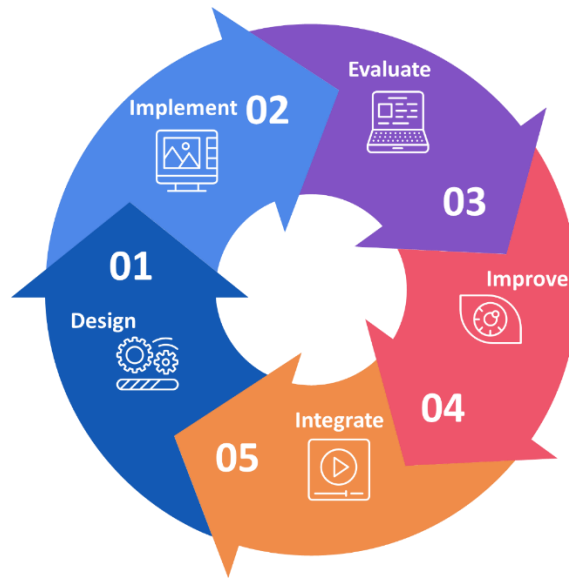
The risk appetite sets the risk boundaries which are in the risk tolerance level and acceptable. Some risks can lead to reward and these must be balanced. Some risks present both challenges and opportunities and should not be considered only in terms of their potential financial consequences. The risk appetite provides guidance in the understanding of the level of risk that is acceptable across the School, and which risks require further consultation prior to acceptance.



## 8. Risk Register

Risk registers document the results of the risk assessment and management process, as they document the identified risks, any contributing factors impacting the risks, the current controls to mitigate those risks and any action plans to further mitigate the risks, along with an assessment of the consequence and likelihood of these risks occurring from an inherent, residual and tolerable perspective. The following risk categories are covered in the risk register including, Corporate and Academic Governance, Academic Quality, Financial, Students Satisfaction, Operational, Reputational, Regulatory Compliance, Health and Safety and Technological Disruption.

## 9. Risk Management Framework



### Design<sup>9</sup>:

Examining the School's internal context may include, but is not limited to:

- vision, mission, and values
- governance, organisational structure, roles, and accountabilities
- strategy, objectives, and policies
- the School's culture
- standards, guidelines, and models adopted by the organisation
- capabilities, understood in terms of resources and knowledge
- data, information systems and information flows
- relationships with internal stakeholders, considering their perceptions and values.

### Implement:

The School should implement<sup>10</sup> the risk management framework by:

- developing an appropriate plan including time and resources
- identifying where, when, and how different types of decisions are made across the School, and by whom
- modifying the applicable decision-making processes where necessary
- ensuring that the organization's arrangements for managing risk are clearly understood and practised.

### Evaluate:

In order to evaluate the effectiveness of the risk management framework, the School should:

- yearly measure risk management framework performance against its purpose, implementation

<sup>9</sup> <https://www.iso.org/obp/ui/#iso:std:iso:31000:ed-2:v1:en>

<sup>10</sup> <https://www.iso.org/obp/ui/#iso:std:iso:31000:ed-2:v1:en>

plans, indicators and expected behaviour

- determine whether it remains suitable to support achieving the objectives of the School.

**Improvement:**

Continuous monitoring, adapting and continuous improvement where relevant gaps or improvement opportunities are identified.

**Integration:**

Integrating risk management relies on an understanding of organisational structures and context. Structures differ depending on the School's purpose, goals, and complexity. Risk is managed in every part of the organisation's structure. Everyone in an organisation has responsibility for managing risk.

**10. Risk Management Process**



**Identify Risk:**

The School identifies and defines potential risks that may negatively influence a specific process or project.

**Assess Risks:**

The risk is then further evaluated after determining the risk's overall likelihood of occurrence combined with its overall consequence.

**Control Risk:**

During this step, School assess their highest-ranked risks and develop a plan to alleviate them using specific risk controls.

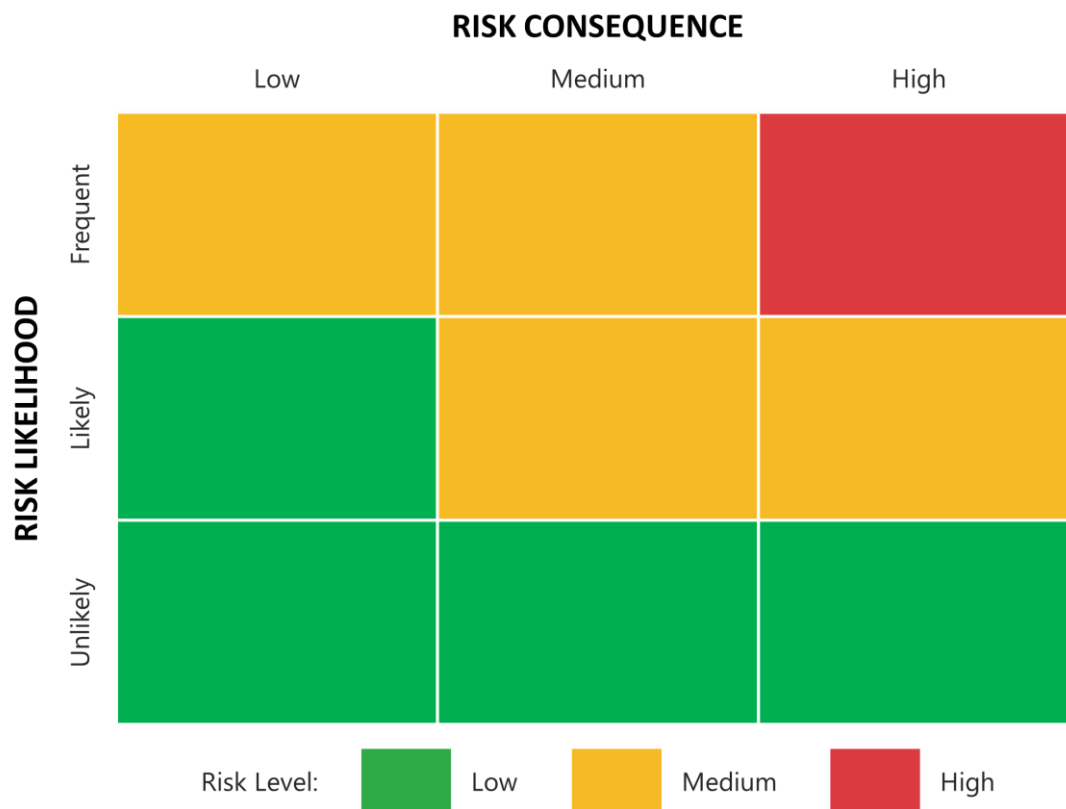
**Monitor Risk:**

During this step, School continuously monitor the medium and high risks

**Review and Report:**

Following up on both the risks and the plan to track new and existing risks.

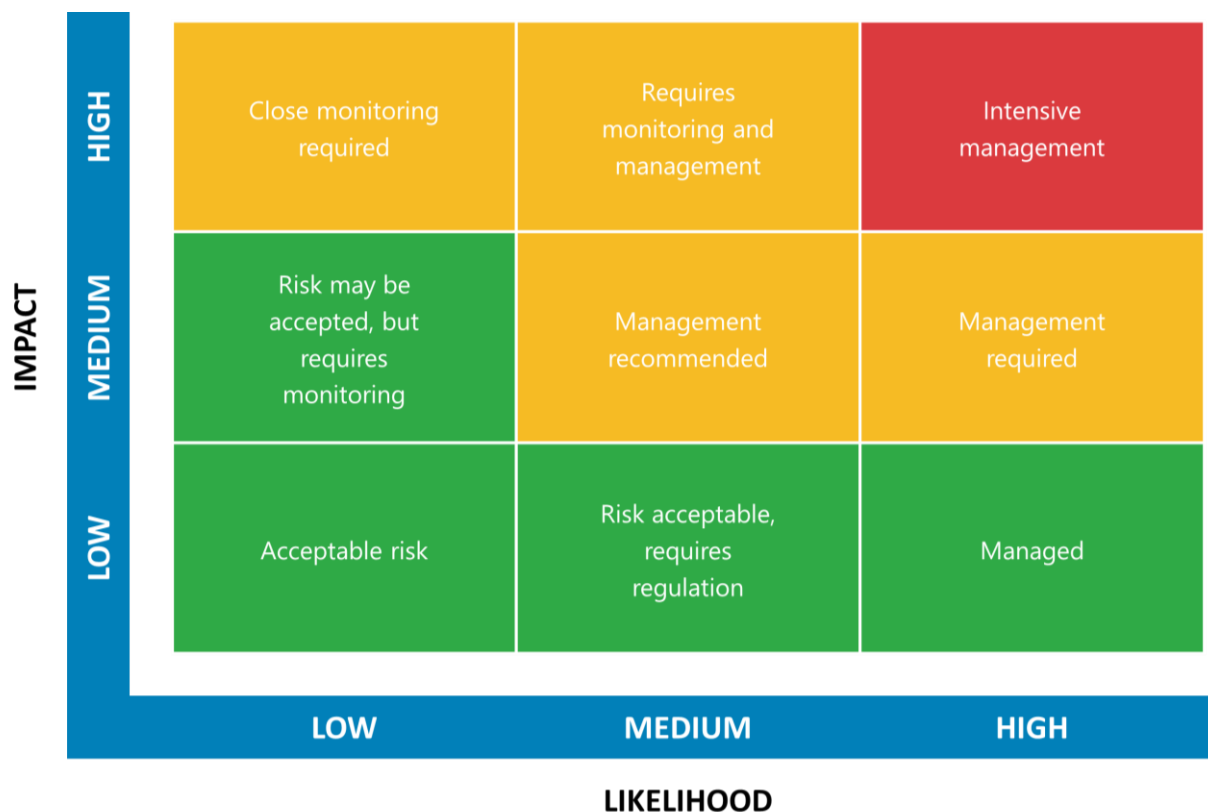
**11. Risk Assessment Matrix**



LIKELIHOOD SCALE		
Rating	Likelihood of Occurance	Quantification
Unlikely	The risk could occur but only in exceptional circumstances.	Once over a 20 year period. < 5% probability of occurring
Likely	The risk might occur/ It has happened but not often.	Once every year or 2 years.< 60% probability of occurring
Frequent	The risk is expected to occur or is a common occurrence/ It occurs frequently.	Multiple times over 12 months. > 90% probability of occurring



## 12. Risk Management Model



## 13. TEQSA's Risk indicators, and links to Standards<sup>11</sup>

	Risk Indicator	Mapping to Threshold Standards/ ESOS Act/ National Code
<b>Students/ Graduates</b>		
1.	Student Load	Standard 1.1 - Admission Standard 1.3 - Orientation and Progression Standard 5.3 - Monitoring, Review and Improvement NC Standard 2 – Recruitment of an overseas student
2.	Attrition rate	Standard 1.1 - Admission Standard 1.2 - Credit and Recognition of Prior Learning Standard 1.3 - Orientation and Progression Standard 3.1 - Course Design Standard 5.3 - Monitoring, Review and Improvement Standard 6.3 - Academic Governance Standard 7.2 - Information for Prospective and Current Students

<sup>11</sup> <https://www.teqsa.gov.au/sites/default/files/teqsa-risk-assessment-framework-v2-3-4-horizontal-layout-web.pdf?v=1564542617>

	Risk Indicator	Mapping to Threshold Standards/ ESOS Act/ National Code
		NC Standard 6 – Overseas student support services
3.	Progress rate	Standard 1.2 - Credit and Recognition of Prior Learning Standard 1.3 - Orientation and Progression Standard 3.1 - Course Design Standard 5.3 - Monitoring, Review and Improvement Standard 6.3 - Academic Governance NC Standard 6 – Overseas student support services
4.	Completions	Standard 1.3 - Orientation and Progression Standard 4.2 - Research Training Standard 5.3 - Monitoring, Review and Improvement Standard 6.3 - Academic Governance
5.	Graduate Satisfaction	Standard 1.4 - Learning Outcomes and Assessment Standard 2.3 - Wellbeing and Safety Standard 2.4 - Student Grievances and Complaints Standard 5.3 - Monitoring, Review and Improvement Standard 7.2 - Information for Prospective and Current Students NC Standard 6 – Overseas student support services
6	Graduate destinations	Standard 1.2 - Credit and Recognition of Prior Learning Standard 3.1 - Course Design Standard 5.3 - Monitoring, Review and Improvement Standard 6.3 - Academic Governance NC Standard 6 – Overseas student support services
<b>Staff</b>		
7	Senior academic leaders	Standard 3.2 - Staffing Standard 5.2 - Academic and Research Integrity Standard 5.3 - Monitoring, Review and Improvement NC Standard 11 – Additional registration Requirements
8	Student to staff	Standard 3.2 - Staffing

	Risk Indicator	Mapping to Threshold Standards/ ESOS Act/ National Code
	ratio (SSR)	Standard 5.3 - Monitoring, Review and Improvement NC Standard 11 – Additional registration requirements
9	Academic staff on casual work contracts	Standard 3.2 - Staffing Standard 5.3 - Monitoring, Review and Improvement NC Standard 11 – Additional registration requirements
<b>Finance</b>		
10	Financial viability	Standard 5.1 - Course Approval and Accreditation Standard 6.2 - Corporate Monitoring and Accountability ES Part 2, Division 3, Subdivision E, Paragraph 11(e)
11	Financial sustainability	Standard 2.1 - Facilities and Infrastructure Standard 3.2 - Staffing Standard 3.3 - Learning Resources and Educational Support Standard 5.1 - Course Approval and Accreditation Standard 6.2 - Corporate Monitoring and Accountability NC Standard 11 – Additional registration requirements
12	Other identified Risk	NA*  <i>*Allows for a provider-specific risk, for example as identified by a provider through a Material Change Notification or identified by TEQSA through a recent regulatory review process.</i>

### Related Documents

- a. Terms of Reference of the Risk Management and Audit Committee
- b. Terms of Reference of the Academic Board
- c. Terms of Reference of the Board of Directors
- d. Risk Register
- e. Third Party Agreement/ Partner Agreement
- f. Strategic Plan
- g. Quality Assurance Framework
- h. All Policies - <https://www.spjain.edu.au/governance-policies>
- i. National Code of Practice for Providers of Education and Training to Overseas Students 2018
- j. ESOS Act
- k. AS/NZS ISO 31000:2018 - Risk Management - Principles and Guidelines
- l. Private Education Act 2009 (revised 2011) Singapore
- m. Knowledge and Human Development Authority (KHDA), Dubai