1. Purpose

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

2. Scope

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. The Risk Management Framework is designed to make staff and stakeholders to understand risk management and the components and processes involved and assist staff and all stakeholders in fulfilling their risk management duties.

4. 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 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.

5. Legislative Context
6. Definitions

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk</td>
<td>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</td>
</tr>
<tr>
<td>Risk Management</td>
<td>Coordinated activities to direct and control the School regarding risk</td>
</tr>
<tr>
<td>Risk Assessment</td>
<td>The overall process of risk identification, risk analysis and risk evaluation</td>
</tr>
<tr>
<td>Risk Appetite</td>
<td>School’s approach to assess and eventually pursue, retain, take, or turn away from risk</td>
</tr>
<tr>
<td>Risk Owner</td>
<td>Person or entity with the accountability and authority to manage a risk</td>
</tr>
<tr>
<td>Risk Management Process</td>
<td>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.</td>
</tr>
<tr>
<td>Stakeholder</td>
<td>Person or organisation that can affect, be affected by, or perceive themselves to be affected by a decision or activity</td>
</tr>
<tr>
<td>Risk Identification</td>
<td>Process of finding, recognising, and describing risks</td>
</tr>
<tr>
<td>Risk Treatment</td>
<td>Process to modify or mitigate a risk</td>
</tr>
<tr>
<td>Risk Register</td>
<td>A tool for documenting risks, and actions to manage each risk</td>
</tr>
</tbody>
</table>

7. Risk categories

Corporate and Academic Governance
- Fit and proper Members
- Business Growth & Sustainability
- Ensure Governance
- Strategic Plan Implementation

Academic Quality
- Course Review
- Students Performance Monitoring
- Academic Staff Profile & Staff Scholarship
- Learning resources
- Academic and Research integrity
- Benchmarking

Health and Safety
- Staff and students well-being and mental health
- Staff and students safety

Financial
- Recruitment quality and targets
- Financial Viability
- Financial Sustainability

Regulatory Compliance
- Regulatory Compliance
- Accreditation compliance
- Legislation, Policies and framework

Students Satisfaction
- External and internal SES and actions
- Students engagement
- Attrition, Progression
- Resources & infrastructure

Operational
- IT Systems & facilities
- Business Continuity
- Staffing and HR

Reputation
- Brand and Culture
- Professional, Ethics and Student/Staff Conduct
a. Several 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
   e. Operational
   f. Reputational
   g. Regulatory Compliance
   h. Health and Safety

<table>
<thead>
<tr>
<th>Category</th>
<th>Primary Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate and Academic Governance</td>
<td>Impact on the governance outcome</td>
</tr>
<tr>
<td>Academic Quality</td>
<td>Adverse impact on the Academic Quality</td>
</tr>
<tr>
<td>Financial</td>
<td>Adverse impact on financial outcomes</td>
</tr>
<tr>
<td>Students Satisfaction</td>
<td>Adverse impact on the student experience</td>
</tr>
<tr>
<td>Operational</td>
<td>Adverse impact on operations</td>
</tr>
<tr>
<td>Reputational</td>
<td>Adverse impact on brand or public perception</td>
</tr>
<tr>
<td>Regulatory Compliance</td>
<td>Failure to comply with regulatory, legal or policy requirements</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>Adverse physical/ mental impact on staff, students, or visitors</td>
</tr>
</tbody>
</table>

8. 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.

9. 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.
10. 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, and Health and Safety.

11. Risk Management Framework
Design\textsuperscript{10}:

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 organization
- 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\textsuperscript{11} 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 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 organization’s structure. Everyone in an organization has responsibility for managing risk.


12. 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.
13. Risk Assessment Matrix

**Likelihood Scale**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Likelihood of Occurrence</th>
<th>Quantification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlikely</td>
<td>The risk could occur but only in exceptional circumstances.</td>
<td>Once over a 20 year period. &lt; 5% probability of occurring</td>
</tr>
<tr>
<td>Likely</td>
<td>The risk might occur/ It has happened but not often.</td>
<td>Once every year or 2 years. &lt; 60% probability of occurring</td>
</tr>
<tr>
<td>Frequent</td>
<td>The risk is expected to occur or is a common occurrence/ It occurs frequently.</td>
<td>Multiple times over 12 months. &gt; 90% probability of occurring</td>
</tr>
</tbody>
</table>
14. Risk Management Model

![Risk Management Model Diagram]

15. TEQSA’s Risk indicators, and links to Standards\(^\text{12}\)

<table>
<thead>
<tr>
<th>Risk Indicator</th>
<th>Mapping to Threshold Standards/ ESOS Act/ National Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students/ Graduates</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 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 |

<table>
<thead>
<tr>
<th>Risk Indicator</th>
<th>Mapping to Threshold Standards/ ESOS Act/ National Code</th>
</tr>
</thead>
</table>
| 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      |

**Staff**

7. Senior academic leaders     | Standard 3.2 - Staffing                               
|                                | Standard 5.2 - Academic and Research Integrity       
|                                | Standard 5.3 - Monitoring, Review and Improvement    
<p>|                                | NC Standard 11 – Additional registration Requirements |</p>
<table>
<thead>
<tr>
<th>Risk Indicator</th>
<th>Mapping to Threshold Standards/ ESOS Act/ National Code</th>
</tr>
</thead>
</table>
| 8 Student to staff ratio (SSR) | Standard 3.2 - Staffing  
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 |
| **Finance** | |
| 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 | |

**Related Documents**
- Terms of Reference of the Risk Management and Audit Committee  
- Terms of Reference of the Academic Board  
- Terms of Reference of the Board of Directors  
- Risk Register  
- Third Party Agreement/ Partner Agreement  
- Strategic Plan  
- Quality Assurance Framework  
- All Policies - [https://www.spjain.edu.au/governance-policies](https://www.spjain.edu.au/governance-policies)  
- National Code of Practice for Providers of Education and Training to Overseas Students 2018  
- ESOS Act13  
- Private Education Act 2009 (revised 2011) Singapore  
- Knowledge and Human Development Authority (KHDA), Dubai

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