The risk management in higher education institutions

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Abstract

The risk management at higher education institutions issue is considered in this paper. The significance of the risk management in all systems is pointed out, with a special review of the risk management at higher education institutions. The authors tried to connect and apply their knowledge in risk management in other areas, as well as the knowledge gained by their experience in managing the higher education institution. The example of one higher education institution is used in analyzing the risk, and initial model was developed further with corrections in accordance to specifics and conditions is made.

Keywords: *Risk, Management, Higher education institutions*

Introduction

The risk management in each process allows for greater possibilities for its successful implementation. A company which incorporates the risk management into a management system can achieve better results and make more rational strategic decisions. This paper was created as a result of increasing awareness of employees to the importance of the risk management in the company they work for. By developing a risk management system in the occupational health and safety area (OHS), the Higher Education Technical School of Professional Studies in Novi Sad (HETS) created a team of experts consisting of teachers from different vocations. The school created a document about the risk assessment in the OHS area from hundreds of companies. Risk management in the workplace, and in the work environment in relation to people's health and safety was considered by all of the companies. The companies varied, as well as the workplaces and environments, so various vocational education teachers were involved. By observing and analysing work conditions in various companies, the teachers obtained experience and routine in their risk assessment for certain workplaces. They gained a deeper understanding and greater confidence in decision-making -- thanks to the exchange of their experiences and method of assessment. Besides the OHS area, the risk assessment of this team expanded to other areas as well, for example, fire protection, environmental protection, protection of the information technology system, etc.

Risk assessment is an extremely sensitive and responsible job that requires real expertise in the area where it is conducted. Since there are so many vocational programs in HETS, there are expert teachers in different areas that have applied their knowledge and gained new experiences in this area. Thus, the idea for the project: *risk assessment in business systems* was created. Risk management should incorporate entire organization, all its parts and levels, as well as specific activities. An example of a risk analysis for one of the higher education institution and its activities are provided in this paper. This example can be considered as a starting point for other

institutions of this type, but the specifics of the particular institution must be considered. With the HETS example, dividing the system into specific parts by considering the working processes was done first. Next, identification of possible dangers of each of these parts and the following consequences was done. In other words, damages that may occur as a result of dangerous events were identified. During this analysis, it is very important to notice the relationship between processes and interaction with dangers and consequences.

Risk management implies risk assessment by allocating certain numerical or descriptive values, as well as, deciding on the value where the risk is unacceptable (appetite risk). It means that precautionary measures have to be done for risk minimization, avoidance, or prevention. Risk assessment, itself, was left for future research. Thus, for each recognized work process of the school, the series of measures for risk prevention, avoidance or minimization were anticipated and were based on identified dangers and harmful consequences.

Future risk assessors will be able to use this model for the risk assessment in their own institutions. Most higher education institutions will probably have similar work processes and sources of dangers. The assessors can use to recognize dangers from this case, along with their own experience and the level of the assessed damage or risk to adopt one of the suggested measures. The model in the addendum about risk assessment in OHS area was used in this study. An in-house expert can create a model with a list of possible dangers and damages for their workplace, as well as, recommends damage-reducing measures for each of them. In this way, the person responsible for company's OHS can use the given model, apply adequate measures for their workplaces, identify its specifics, and use the provided model to find solutions.

Risk Management

Today, it is impossible to imagine company management without risk management, that is to say, the risks to which the company is exposed. Successful risk management allows for safer business operations in terms of assets, activities and finance protection, as well as improvement of the services it offers. Thus, a company acquires a greater reputation and trust of its clients.

Every organization is exposed to many types of risk; and organizations should develop a risk management culture. All types of risks have to be identified, assessed and managed. This approach gives the organization the ability to understand the sum of risks and their interdependence (Berg, 2010). "Thus, integrated risk management is defined as a continuous, proactive and systematic process to understand, manage and communicate risk from an organization-wide perspective. It is about making strategic decisions that contribute to the achievement of an organization's overall corporate objectives" (Berg, 2010, p. 81). Risk management is a key activity. It is associated with all decisions, from strategic management of basic processes, and has as its purpose the continuous improvement of quality/performance. Figure 1 illustrates this association.
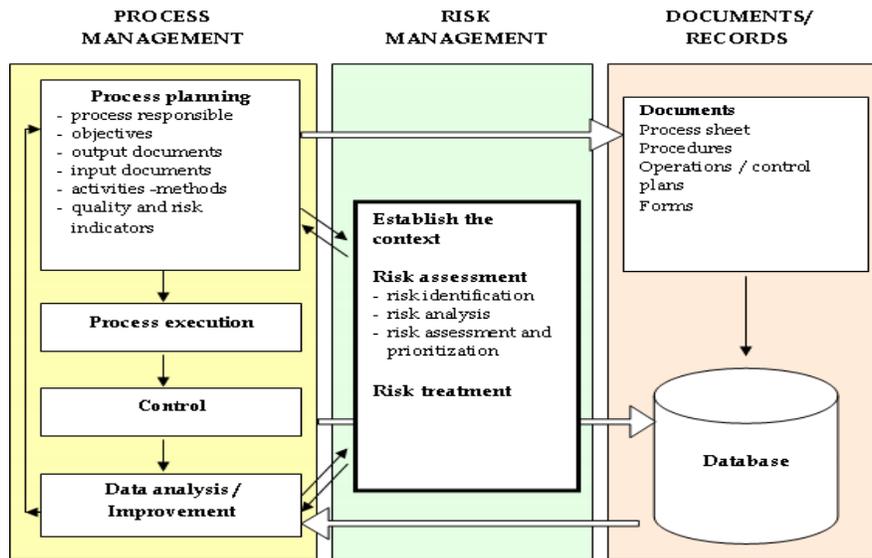
Figure 1: Integrated risk‑process management approach

Risk management becomes an important element of the general management for any process. The business of a company takes place through multiple processes, and under various circumstances. There are many risks that can be classified in different ways, depending on their complexity and the business processes that are observed in the system. In any case, the risks have to be analysed in all parts of the system and all of them should be included. External and internal risk should be considered specifically. In order to manage risk and to be able to identify possible risks, each company has to be acquainted with all the ongoing activities, as well as, the influences of the external environment.

Risk management enables organizations to increase goal-achieving probability, by identifying dangers, and coordinating internal norms and requirements with reality. Organizations need to set goals and define external and internal parameters which are important for risk management. The external parameter can be social, cultural, political, legal, technological, economical, natural, and competitive surroundings. The internal parameters include organizational structure, policies, culture of the organization, information system, data flow and process of decision making, standards, regulations adopted in the organization, form and level of communication, as well as, goals and strategy by which it is possible to realize capacities (in terms of resources and knowledge), etc. (Association of Insurance and Risk Managers, 2010). The standard ISO 31000:2009 (ISO, 2009) contains principles and general instructions for risk management. It can be applied by any organization and its activities, by considering the specifics of organization, activities and surroundings.

Risk management should anticipate:

- Defining goals to be achieved
- Delegating responsibility
- Determining the area and the level on which risk management should be conducted

- Defining the activity, in terms of time and space

- Determining the connection between certain activities

- Defining the risk management methodology

- Determining the procedures in risk management

- Making decisions

- Identifying an area in which revisions should be applied, and its purposes and sources necessary for such revisions

It is very important to adopt criteria that can be used in assessing the significance of the risk. It can depend on the value of the organization's resource; and the criteria can be established based on various circumstances and requirements. Most important are the criteria that must be unique in the policies of organizational risk management, and must be defined in the beginning of the process, as well as, watched over at all the time.

The risk assessment methodology is the same in all areas, and it should include the following steps:

1. Introduction to the system (company and activity), work process, organization, technology, etc.,

2. Identifying and determining danger and damages for all parts of the system,

3. Assessing risk in relation to the danger and damage,

4. Determining the way and measures for the risk elimination, minimization and prevention,

5. Reassessing risk, with respect to the remaining dangers and damages (after measurements are conducted), and

6. Measures for maintaining the remaining level of risk

Risk analysis is a job for the experts, because it must be identified and assessed, while at the same time, anticipating actions for its avoidance, elimination or minimization. In addition, to get an insight into dependence of various risks and their sources, the individual elements and whole picture must be seen. It is important to make a decision, in accordance with the risk management policies, about the proper way of dealing with the risk and the acceptability. Measures of dealing with the risk should be considered in relation to their costs and their effect. In certain areas, these costs shouldn't question the use of the measures because the value of the jeopardized resource, the people, is priceless. The adopted measures should be implemented, as well as, continuous monitoring and re-assessment. As such, it is possible to control the implementation of the anticipated protection measures to get information that will improve risk assessment, to detect changes, and to identify future potential risks. Figure 2 shows an example of the risk identification and consequences prepared by the Federal Emergency Management Agency (FEMA) (FEMA, 2012).
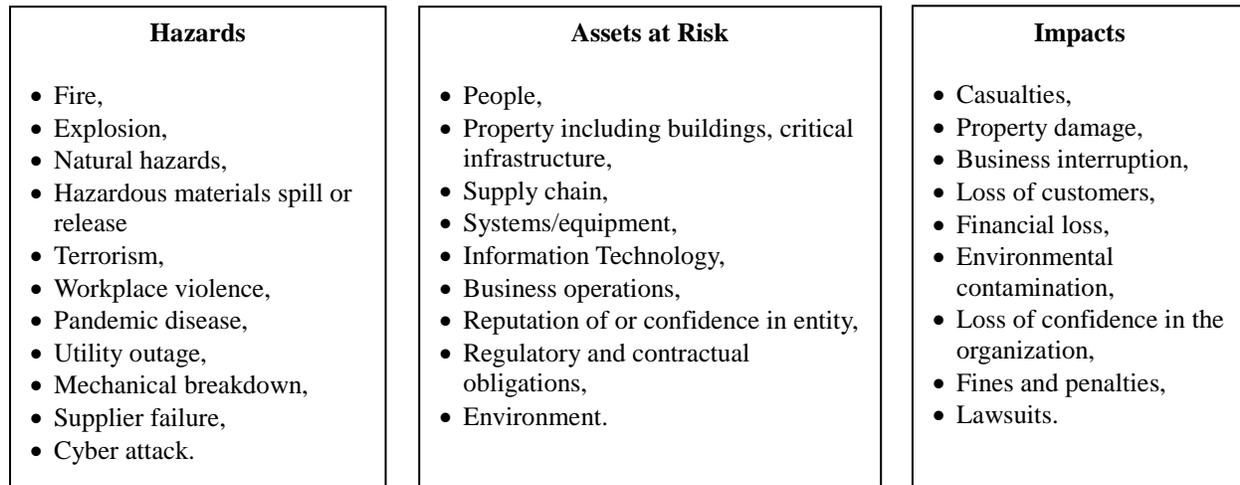
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Hazards	**Assets at Risk**	**Impacts**
• Fire, • Explosion, • Natural hazards, • Hazardous materials spill or release • Terrorism, • Workplace violence, • Pandemic disease, • Utility outage, • Mechanical breakdown, • Supplier failure, • Cyber attack.	• People, • Property including buildings, critical infrastructure, • Supply chain, • Systems/equipment, • Information Technology, • Business operations, • Reputation of or confidence in entity, • Regulatory and contractual obligations, • Environment.	• Casualties, • Property damage, • Business interruption, • Loss of customers, • Financial loss, • Environmental contamination, • Loss of confidence in the organization, • Fines and penalties, • Lawsuits.

Figure 2: Risk assessment process diagram

Risks in Business System of Higher Education Institution

At the higher education institution (HEI), The Risk Management Process should incorporate the following steps:

1. Understand your risks, e.g. in the context of HEI

2. Identify risks in relation to your local context and area

3. Describe risks, e.g. through producing an internal risk register

4. Score your risk, e.g. using a matrix approach

5. Decide how you will manage your risks

(Planning for and Managing Emergencies, 2008).

It is of crucial importance to identify all risks. They should be classified in a certain way. The work of Huber (2011) with English universities showed it was possible to find a wide variety of ways of grouping and ranging. Frequently, the risks are ordered by the severity of impact on the university. Financial and reputational risks ranked at the top of those lists. Some university group risks, according to areas of responsibility or functionality; some risks were seen as layers of an onion, distinguishing core risks, organizational risks, and external risks. The core risks were concerned with teaching and research. Organizational or delivery risks emerge when managing the provision of teaching and research. External risks are beyond the influence of universities.

The Higher Education Funding Council for England (HEFCE) published a first guide to "Good Practice in Risk Management" for higher education institutions (HEFCE, 2001). A survey of HEIs established the categories of risk they covered in their most recent review of risks, see Figure 3.
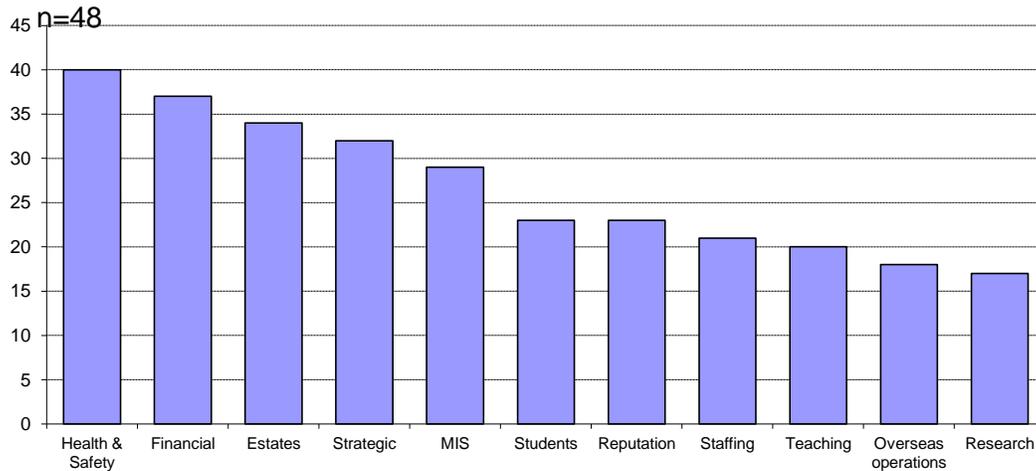
Figure 3: Categories of risk identified

Instead of individual risks, consolidation of academic risk management can be carried out through differentiation in the following three layers or three areas of the risk, while also considering their interaction (Huber, 2010):

1. Provision of academic excellence: not recruiting adequate staff and students, deficient infrastructures for research, or poor RAE ranking

2. Overall quality of the higher education sector: poor leadership, insufficient unambiguous objectives, or inadequate evidence of the performance of higher education institutions

3. Performance of higher education for society in general and the economy in particular: inadequate demand structure, insufficient representation of socioeconomic groups, or unsuitable demands on the national capacity

According to a leading global provider of risk management services AON in their 2011 Global Risk Management Survey (AON, 2013), the top three risks for higher education are ranked as follows:

1. Regulatory and legislative changes

2. Economic slowdown

3. Damage to brand or reputation

The Case - HETS

In order to carry out the risk management in any system, all elements and processes of the system have to be well known. Identification and classification of all risks are the key in the risk management. It was our idea to group risks not according their type, nor according to the areas of their expression, but according to the processes that take place in the operations of the institution. The risks, dangers, and possible consequences must be identified for each process. Most processes have internal and external sources of the risk, and all of them should be considered. At

the same time, certain processes are of greater or lesser significance for the company. So, the significance should be added to the risks to which they are exposed. It was determined that the same risks occur in many processes, which is reasonable because all processes and activities of the institution are interconnected and interdependent.

The primary activities at HEI are teaching activities, and everything in relation to these activities. HETS is a school of professional studies; there is no scientific activity within the institution. Teachers all have the same obligation to deal with scientific work and acquire a higher professional degree, in order to be competent in the teaching process. Because of this requirement, they participate in certain research at other higher education schools or universities.

The secondary activities, which take place in the school, involve the cooperation with the economy and holding conferences. Without the conferences, the school does the only basic activity, but they influence the general operations, as well as teaching. For example, through cooperation with the economy and performing professional, scientific projects, teachers engage themselves and improve the practical and scientific experience, which contributes to the improvement of teaching (Nikolic & Ruzic-Dimitrijevic, 2013a). Also, it is possible to win partners from the economy. These partners are very important for the practice of our students and feedback information about the program quality and contemporary, as well as for the evaluation of student competence.

The conferences organized by the school allow for the exchange of experience, development of cooperation with the economy and other HEIs, motivating teachers to write their works and visit other conferences; thus, improving their competencies. Organizing the conferences increases reputation of the school and develops the scientific sphere of the institution. The processes are necessary to support the basic processes are financial, legal, commercial, and informational. Furthermore, the process from which all other processes emanates and represents the precondition for the operation of HEI is the enrollment of students, and a successful enrollment is a result of performing of all other school processes, see Figure 4.
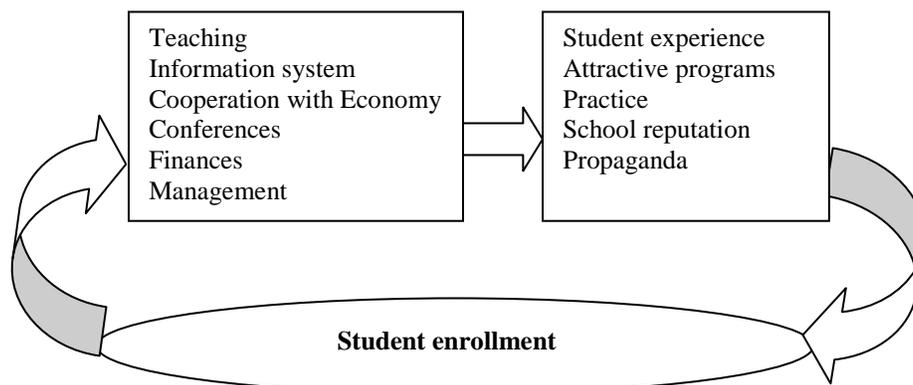

Figure 4: Student enrollment is a precondition for the operation of the HEI and a result of successful performance of all the other school processes

Student Enrollment

Academic year of HEI in Serbia starts their teaching program in October. Of course, there is an assumption that an appropriate number of students has been enrolled. The activities that need to be done before the enrollment process are very important and represent real skill. Education became market space in Serbia, as well (unfortunately or luckily?) with an offer and demand, and great competition. Besides the state universities, many private universities have opened in the last ten years in Serbia. They offer an education from the field that doesn't require great expenses for studying, and have program contents and teaching criteria of a rather questionable quality. Certain groups of young people make the decision to acquire higher education requiring less effort and enroll in these facilities.

The worst case scenario for an HEI is a small number of enrolled new students. It is a danger without countermeasure for the risk minimization. The only good countermeasures for this danger are the preventive ones. The school has to be recognized as respectful institution that offers quality education, and which creates the graduates that are in demand on the work market. Achievement of this goal requires great long term effort. Students need to be enticed by the offer of attractive programs, but also by the cooperation with other HEIs. This opens the possibility for them to acquire experience from these institutions as well. For example, by offering block teaching during the weekend for the employee; distance learning for the sportsmen, or student from nearby countries; organizing sport teams; supporting participation in the open competition with students; offering training for special skills, etc. (Nikolic & Ruzic-Dimitrijevic, 2013b).

Important parts of direct activities are promotions at high schools through media generated propaganda by following certain successful activities of the school. There is a need to prepare propaganda material with appropriate content.

- *Dangers:* competition, unpopular programs, expensive scholarship, bad advertisement, anonymity of institution, bad information about school

- *Consequences:* lower enrollment rate, lower income, enrollment of lesser quality students

- *Measures:* preventive – market research in order to introduce new and update existing study programs, quality work of the staff, the instalment payment plan, possibilities for the employed and distant students to study, the possibility to go to quality practice (internship), developed cooperation with other HEIs, additional activities offered to students, continuous promotions and propaganda.

Teaching Process

Teaching takes place in the school with students attending regular class program during the working week, with students who are employed and listen block class program on the weekend, as well as with students who study by distance learning system (DLS). All three teaching formats should offer to the students the same content quality and the same conditions.

- **Awareness.** The first important thing is student's awareness, that is to say, the communication system. It is of great importance for the students to get insight about

study regulations and their rights and obligations for each subject from the very beginning. There is a dangerous situation when students, due to their ignorance and incomprehension, fail to achieve appropriate success or find themselves in conflict with the staff of the school. The consequences are student's dissatisfaction and further spreading of bad experience. In order to avoid this risk, it is necessary to anticipate periodical meetings between directors of study groups and students, regular advertising and informing of students through the notice-boards and school website, as well as, via the student services within the school information system.

– *Dangers:* low awareness of students, bad communication,

– *Consequences:* dissatisfaction, bad experience of students, school reputation

– *Measures:* periodical meetings with students, information via written material and the Internet

- **The quality** of the teaching program depends on the teaching staff. It can be disorganized because of absence of a good communication, low quality of lectures, and imbalanced criteria on exams (too strong or too weak). This is especially important for the students who attend classes during weekend or via distance learning system (DLS). The DLS teaching program is delivered to all of them in a different way and the teacher has to use three working methods for the same subject, as well as, it requires a larger effort (Nikolic & Ruzic-Dimitrijevic, 2010b; Ruzic-Dimitrijevic & Nikolic, 2011).

– *Dangers:* low quality of the teaching because of the teaching staff

– *Consequences:* dissatisfaction, bad experience of the students, loss of school reputation, low enrollment rate

– *Measures:* hiring the highest quality teaching staff, assessment of the teacher's work and corrections with reference to that issue

- **Technical support** and environment are very important in the teaching process. A dangerous situation develops when the school doesn't have the appropriate technical equipment or support. This can create difficulties and problems in performing the lectures and decrease their quality, or the teachers can simply have low awareness of technical possibilities and don't use them appropriately, such as Internet material for e-learning system, etc.

– *Dangers:* poor teaching quality due to non-existence or non-use of contemporary devices and electronic means

– *Consequences:* bad experiences of students, school reputation, low enrollment rate

– *Measures:* Acquisition of the equipment and continual training of teachers

- **Internship** during the last semester at our school it is anticipated the student practices (internship) at various companies with activities from the student's field of study. This activity should allow students to get quality practice, which is important because it is a vocational school (Nikolic & Ruzic-Dimitrijevic, 2012).

- *Dangers:* Bad choice of companies in terms of the activity and process, the teacher, which follows the practice and the co-mentor from the company (person who guide student during the practice) exhibit bad cooperation, student expressed himself as irresponsible with respect to his obligation during practice or failed to express expected knowledge that should be applied

- *Consequences:* bad experience of students, bad experience of associates from the economy, which jeopardize school reputation

- *Measures:* students' awareness about the significance of practice and the possibilities it offers (acquiring precious experience, accumulating data for the final work, steady job upon graduating), engagement of all teachers and students in searching for an appropriate company (in relation to its activity and its connection to a field of study), serious attitude of a teacher who follows the work of a student and quality communication of co-mentor

Information System

Information system (IS) of the school provides support to all ongoing processes, especially in the teaching process. This system should follow the teaching process and the students from their enrollment to graduation, for instance: students' enrollment, teaching, students' assessment, tuition fee charges, as well as, issuance of certificates, degrees and students' records (Ruzic-Dimitrijevic & Nikolic, 2008).

IS has to be safe. The dangers can be numerous, including technical, human, etc. It is important to note that the sources of dangers can be internal and external since the system can be approached via the Internet, as well. So, the consequences can range from student's dissatisfaction, to the school reputation issue, or to financial loss. The authors created two works in this field with concrete examples of the risk assessment for the school's IS where the following measures are specified. These measures have to get additional safety precautions from the server due to expanding services offered by IS to the students, as well as to the teachers (Nikolic & Ruzic-Dimitrijevic, 2009; Nikolic & Ruzic-Dimitrijevic, 2010a).

- *Measures:* obey the rules on the access to data, software and hardware; train staff periodically; test the equipment periodically; perform a weekly backup, as well as after every large data processing; physical protection of workstation; saving and frequent changing of passwords; frequent updating of antivirus software; avoid using unverified external data media; comprehensive testing and fixing of program flaws.

Financial Processes of the School

The school is financed from two sources. Budgetary funds are one source. These are obtained from the state for the study expenses of students who have right to that fund. In our case, the budgetary funds represent one third of the school income. The structure of these resources is such that all resources are assigned to the salaries; only a negligible part goes for material expenses. The second source of funding comes from our own resources which are realized by students' enrollment, which are self-financed, and resources gained through cooperation with the

economy. This cooperation includes professional projects and participation in certain international or domestic projects. The allocation of these resources is of that kind that they are primarily assigned to material expenses and expenses for the school development, while a small part of the resources are extracted for salaries of the employees (Nikolic & Ruzic-Dimitrijevic, 2013a).

- *Dangers:* economic crisis, which reduces the inflow from the government and the possibility for the student scholarship payment, lower enrollment rate, unfeasible charge for professional projects, unsuitable work of engaged projects, guided projects and penalty points

- *Consequences:* reduced inflow of funds, lower salaries, lack of motivation, lower investment in development of the school, and jeopardizing school reputation

- *Measures:* intensive activities on enrollment and teaching; finding other sources of finance by introducing alternative short programs or courses which are in demand; work with verified clients; gain control of and improve organization for the project management.

Management of HEI

In this process, there is a need to have right development strategy which should anticipate the development of the school in accordance to previous experience and started activities that have both been shown to be successful and in accordance with the economy and social conditions. The management of HEI should include all activities and processes we mentioned before in relation to possible dangers and consequences. What we have to point out here are the external sources of danger which can appear and can't be easily anticipated, as well as, internal sources related to managers' functions regarding their strategic directions choice. We will enumerate the list of dangers we have noticed through our experience managing HEI. The following elements must be included in the strategy:

- Development of study programs, updating of its contents, introducing new programs, anticipating the rationalisation of existing contents if interest appears to decrease.

- Development of information system of the school and student service

- Support of out-of-school student activities, participation in open competition, sports and the like.

- Personnel management within school politics must be high-quality and consider the terms of the new hire, along with the improvement and motivation of already hired teaching staff. It must be planned in accordance with the needs in teaching development and activities of the institution. It is very important to have high-quality teaching staff with appropriate competencies, which must be maintained and improved. Experienced teachers with scientific and pedagogical experience who acquired certain vocations present the most significant portion of the teaching staff. However, it is also good to have younger teaching staff at the very beginning of their career because of their ability to introduce new contents in teaching program. HEI periodically participate in the accreditation and re-accreditation of new and existing

programs, and during that process they have to fulfill many standards set by the Commission for Accreditation and Quality Control. These standards are especially strict for certain members of the teaching staff with titles of Ph.D., as well as for younger teaching staff who work as assistants and their competences.

- Anticipate activities of teaching staff for each year, in relation to travel expenses for the conferences and researches.

- Organize conferences with international participation, as well as other gatherings in the field of the school program activity.

- Anticipate student and teacher exchange within cooperation with other institutions

- Cooperate with economy by offering professional projects and participate in them

All the above mentioned elements of a strategy are incorporated with processes that take place in the school and the possible dangers and consequences are described in the Appendix. Next, we will describe the external sources of dangers which can jeopardize conducting the strategy or realizing the envisioned goals, as well as the internal dangers that can arise as a result of a bad management.

- *Dangers:*

o Legal circumstances which affect the possibility of open new study, or changed social and economic circumstances that lead to lower enrollment rate or payment;

o Bad assessment of the management in relation to type and content of the study programs

o High-quality teaching staff leave the school, bad results of scientific research work and the improvement of teachers because of the poor quality of the teaching staff or bad support due to lack of funds

o Bad documentation used in carrying out the school activities, a set of regulations that applies to the teaching process and other out-of-school processes (e.g., they are not in accordance with the statute, all circumstances are not anticipated, subjective elements incorporated in content which are suitable for the actual management)

o IS is almost impossible to be used and frequent interruptions in functioning because of bad choice of hardware/software or poor security;

o Lack of finance for out-of-the school student activities or disinterest of the school directors for conducting these activities;

o Weakened or interrupted cooperation with other HEI due to disinterest of teachers or directors

o Bad organization of conferences with low participation and quality of work because of poor circumstances for arrival, or bad propaganda

o Failed cooperation with economy, in terms of the client dissatisfaction (unprofessional work by the school staff) or due to impossibility for the payment (bad assessment in relation to choice of client or financial problems)

− *Consequences:* bad experience of students, lower inflow, jeopardized school reputation, lower enrollment rate;

− *Measures:* introducing or improving (if it is already introduced) a quality system in order to improve organizational elements in all processes and intensify the conditions for their successful implementation;

− *Consequences:* deteriorating process or impossibility of accreditation, that is to say, re-accreditation of study program, which in turn reduces student enrollment, as well as jeopardizes the school reputation;

− *Measures:* plan for hiring the teaching staff in accordance to the development of the school, motivate teachers towards further improvement by supporting them to visit conferences, write articles and books, participate in projects, and by awarding them according to an assessment of their work by students and colleagues;

− *Global measures:* periodical review and update of documents for conducting the school activities in accordance to practice and anticipating eventual changes in the environment; reconsideration and correction of goals if they turned out to be unreachable; continual search for new sources of the funds by offering services within school activities which are in demand on the market.

Conclusion

While writing this paper, the authors understood that they encompassed a very broad subject they were dealing with narrow fields. Since this is the first paper dealing with HEI risk, only the identified questions have been considered, and the analysis of the HEI risk used only one concrete example. The risk was classified based on the process and activity noticed by the authors within their own institution. They described an entire spectrum of the measures for preventing or minimizing all the risks they noticed. The table in Appendix will probably be corrected in the future researches.

Thus, a frame of reference or model of the risk management of HEI was created. This model should be refined further in future research. Items for future research include: to define the significance of certain processes and level of acceptance the risk in them; to choose a method for the risk management and to carry out the measuring of the risk. The significance of other processes, as well as other risks not identified here should be considered during the next analysis. This paper is important because it can be applied as a starting point for further research, which should be more complex and incorporate knowledge from more fields.

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Biographies

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Jelena Dakić is secretary at the Higher Education Technical School of Professional Studies, Novi Sad, Serbia. She finished the Faculty of Law in Novi Sad in 2004. After two years of practice in a law office, she passed the bar exam and worked as a lawyer in Novi Sad. She completed a Master's degree from the Faculty of Law in Novi Sad, in 2012, and she received a specialist degree in 2013 at the Faculty of Organizational Sciences in Belgrade, Department of Management.

Appendix

Process		Dangers	Consequences	Measures
Students' enrollment		competition, unpopular programs, expensive scholarship, bad advertisement, anonymity of institution, bad information about school	low enrollment rate, lower income, enrollment of less good students	market research, quality of work, the instalment payment plan, potential for the employed and distant students quality internship, cooperation with other HEI, additional students' activities, promotion and propaganda
Teaching	Communication	low awareness of students, bad communication	dissatisfaction, bad students' experience, school reputation	periodical meetings with students, information via written material and internet
	Quality of the teaching process	low quality of the teaching	dissatisfaction, bad students' experience, school reputation, low enrollment rate	hiring the high quality teaching staff, assessment of the teacher's work and corrections with reference to that issue
	Technology	non-existence or non-use of contemporary technology	bad students' experience, school reputation, low enrollment rate	acquisition of the equipment, continual training of teachers
	Internship	bad choice of company, bad cooperation, student's irresponsibility, students' poor knowledge	bad students' experience, bad experience of associates, school reputation	students' awareness, engagement in searching appropriate company, communication
Information system		electrical supply interruption, switch or router, card malfunction, deleting network installation, workstation failure, server disk failure, unauthorized admission and data changing, virus in network, bugs (program flaws)	Loss of data, data inconsistency, loss of confidence, Incorrect data, Internal network, interruption – delay	obey the access rules, train staff periodically, test the equipment periodically, weekly backup, physical protection of workstation, saving passwords, updating of antivirus software, avoiding use of unverified data media, testing and fixing of program flaws
Finance		economic crisis, lower enrollment rate, impossibility to charge professional projects, poor engagement in projects	reduced inflow of funds, lower salaries, lack of motivation, lower investment, school reputation	intensive activities on enrollment and teaching, finding sources of finance, work with verified clients, improve organization for the project management
Management		legal social and economic circumstances, wrong choice of strategic directions	worsened process of accreditation, reducing student enrollment, school reputation; bad students' experience	introducing or improvement of a quality system, supporting improvement of staff quality, reconsidering and corrections of goals; offering services within school activities which are in demand on the market.