ICON College of Technology and Management

Risk Register Assessment

The Committee is asked to assess the adequacy of the changes to the corporate risk register. The risk register is proposed to be submitted to the Audit Committee in December and June each year.

The risk register has been amended from its 2020 v2 document by the College Senior Leadership Team and approved by BoG on 31 March 2022

No	Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Owner	When	RAG
1	**Student Recruitment** Failure to recruit the UK/EU students	Y	The College Admissions Policy is transparent, reliable, valid, inclusive, fair, and explicit, consistently applied and is underpinned by appropriate organisational structures and processes. The College monitors, reviews and updates its recruitment, selection and admission policies and procedures annually. The QAEM is updated with a view to ensuring that it continues to support the College's mission and strategic objectives and complies with the regulations of the awarding organisation (Pearson) and Falmouth Universities Recommendation during Validation of BSc.BA (Hons) courses in Business, Computing and THM. The BoG approved amended QAEM. Our marketing strategy overseen by the Director of Admissions provides us with the greatest opportunities to achieve our recruitment targets. Whilst we make effort to ensure our recruitment risk is low and manageable, it is necessary to acknowledge the impact of Brexit on our recruitment of EU students who makes up the majority. We have lined up with the UCAS to promote and recruit local students from Sept 2022 and taken specific measures to recruit mature and other eligible students from neighbouring boroughs. However, being an unknown venture, the risk remains high.	BoG/MB	Current	R

	Failure to achieve an adequate level of student retention.			BoG/MB	Current	G
		Y	We always try to ensure there is no risk that we may recruit under-qualified students. However to ensure the College recruits students who are able to successfully complete their Courses, the admission procedures include built-in checks and balances to ensure that students' ability and intention are assessed by more than one form of evidence.			
	Failure to attract students from wider racial and economic background.	Y	Student attendance is monitored by fingerprint technology and absences chased up by a dedicated Student Attendance, Monitoring and Reporting section. This has resulted in an improvement in attendance and retention which now stands at an average of 80% for attendance and 90% for retention. The Access and Widening Participation policy of the College remains one of the central tenets of our strategy and mission statement. Educational opportunity as well as social justice are promoted at ICON College by the provision of high-quality education enabling our students to achieve their potential and fulfil their ambitions. Our commitment to promoting widening participation is now encompassed in our Access and Participation Action Plan, providing the framework within which successful access and widening participation strategy is developed, implemented and embedded. Coordination of widening access across the College is led by AcB and supported by Heads of Department for their respective set of courses. We will specifically focus on *under-represented* groups, which will be determined from OfS regulatory notice 1 (updated September 2021). We are committed to enhancing our understanding of students of access and participation for groups with protected characteristics under the Equality Act 2010 **[See: Access and Participation Statement]**. This commitment to widening participation is reflected in the demography of our student body: The College is proud	BoG/MB	Current	A

	Failure to deliver our admissions requirements could result in reduced student quality, e.g. insufficient attainment of required level to enter a programme.	Y	of the fact that 98% of students are mature, many of whom having been out of education for a considerable period of time. Whilst it is recognised that this cohort of students is challenging in terms of retention and achievement, the College has decided to continue to offer, and indeed increase provision to these communities with enhanced systems to support them. All applications will be sampled by the Principal and this activity is monitored through the Academic Board (AcB)	AcB/ Principal	Current	A
2	**Student Learning Experience** Failure to maintain and/or improve teaching quality	Y	The College has well-structured arrangements for effective learning and teaching underpinned by the Teaching, Learning and Assessment strategy (TLAS) A high level of importance is placed on providing students with an equal opportunity to reach their academic potential. This strategy highlights the importance of enhancing student learning opportunities The Academic Board has oversight of Teaching, Learning and Assessment and is responsible for developing and scrutinising relevant policies. The College is reviewing updated the progress of the TLAS, approved by the AcB for implementation in academic year 2020-2021 2021-2022	AcB/BoG	Current	G
	The need to ensure all staff are familiar with, and able to deliver to the appropriate standards	Y	The HoDs regularly monitor and evaluate the success of each tutor in terms of teaching style, motivation, clarity of communication, interaction, and best practices to understand and improve the teaching quality. The Tutor Performance Audit carried out regularly by HoDs, peer observations and tutor unit evaluation also monitor how well the tutors guide the students with their assignment tasks and the effectiveness of the formative assessment. Formative assessment is used to monitor the progress of student learning within a unit and to generate feedback that can be used by students to improve their work. All	HoD	Current	G

			External Examiner reports 2021 are satisfied with the College teaching standards.			
			The Vice-Principal (Academic Affairs) ensures implementation of the TLAS by monitoring and visiting a sample of classes and reports to the Academic Board.	VP (Academic)	Current	G
	Achieve a solid NSS results across all stated benchmarks	Y	Achievement of a high percentage of NSS results is crucial to the College and could affect student recruitment if they are poor. This is a matter that has to be monitored closely year on year. We can never be complacent and we rely on all systems, processes, procedures, policies and practices working together as a whole. For NSS, the challenge has been to encourage students to engage with the process. However, in 2020-21, the College response and measured outcomes exceeded the national sector average, however NSS results from the Computing Department are a cause for concern, an action plan is in place to resolve identified issues. The College put up posters and flyers in the common room and sent emails and texts at intervals. The NSS was also discussed at the student induction. Informal conversations with individual students stressing the importance of the NSS. Tutors also encouraged participation. We acknowledge as with all feedback that there are still areas we can make improvements on.	BoG/MB	Current	A
	Failure to ensure adequate student representation across ICON College	Y	The College consistently receives good practice in this area from external referents and we continue to find ways of improving student representation. Student representatives sit across a wide range of Committees including AcB and BoG.	BoG/MB	Current	G
	Inability to deliver a robust assessment model for all courses	Y	The College delivers a robust assessment model for all courses. However some procedural issues were identified by QAA which have now been rectified to the satisfaction of the QAA in the last visit (July 2018)	VP (Academic)	Current	G

3	**Learning resources** The college's facilities fail to provide appropriate resources to support the student learning experience	Y	The Teaching, Learning and Resources Committee (TLRC) ensures sufficiency of learning resources through updating IT skills, improving the VLE and increasing the library stocks. The TLRC make recommendations *to the MB and Academic Board* on the provision of learning resources based on reports from student feedback on learning resource provision, Student Affairs Committee (SAC) report and External Examiner reports and Staff Student Liaison Panel (SSLP). The NSS has identified some issues with regard to learning resources which the SMT is reviewing. Two new digital libraries have been provided to the students (Browns Books and WARC) on the VLE.	MB/ TLRC & AcB	Current	A
4	**Human Resources** Failure to recruit staff to deliver the requisite standards	Y	We operate a staff recruitment system that begins with a person specification and job description followed by interview with experienced members enabling us to recruit qualified and subject specialist staff. Currently many of our teaching staff are part time and we acknowledge in the long run we need more full time staff as we move towards TDAP. In 2020 the College had 4 full-time lecturers, in 2021 the College had 24 full-time lecturers, 28 part-time (14 FTE).	AcB	Current	G
	Failure to provide adequate staff development	Y	We ensure that staff development opportunities are provided for all staff that reflects changes that are occurring in the external environment [See: Staff Development Plan (CPD Workshop minutes] We recognise that staff development is crucial to the success of the college and potentially put learning teaching and assessment at risk if inadequate. The college ensures staff development is well resourced. This ensures a	MB/AcB	Current	G

			motivated and committed staff invested in the aims and objectives of the college.			
5	**Financial Risks**					
	Maintenance of financial stability to mitigate unforeseen risk e.g. changes in funding	Y	The Board of Directors maintains a war chest to mitigate this risk. The college maintains a minimum 9 month running cost of the college. This may reduce to 6 months reserve cover in January 2021, however a plan is in place to return reserves to 9 months cover.	BoG /Audit Committee	Current	A
	Weak oversight of cash flow causing operational uncertainty to the college	Y	The Audit Committee of BoG regularly monitor the financial position of the College. External Audit also occurs on an annual basis. Since 2004 the College has always maintained healthy financial stability.	BoG/ Audit Committee	Current	A
6	**Information Resources**					
	Loss of primary databases and confidential records e.g. student, staff databases	Y	Our databases and student records are security protected in confidential files which falls in line with GDPR compliance. The College undertakes regular backups of all critical data.	MB	Current	G
7	**External policy environment**					
	Failure to retain connection to all policy changes e.g. Education Act 2016; OfS etc.	Y	Members of the AcB/MB and senior managers have retained and developed professional awareness of OfS, HESA, SLC and QAA changes. We have continuous dialogue with officers of each of these institutions. This enables us to make timely interventions where policy, process or procedural changes are required internally	AcB/MB	Current	G
	Failure to effectively provide relevant statistical data collection and analysis	Y	We are aware that the method of QAA HER is changing and a key emphasis will be on data collection, analysis and interpretation. Whilst we provide data to external bodies such as HESA and the QAA we continue to work on improving our data collection to meet the emergent requirement of OfS.	BoG/MB	Current	A

8	**Board of Governance (BoG)** Lack of transparency of decision-making	Y	All critical issues are delivered to the Board of Governance by the MB /AcB /Finance and Audit Committees.	BoG	Current	G
9	**Health and Safety** Inadequate monitoring and management of health and safety issues	Y	Recent Fire, Asbestos, and EICR reports have raised issues relating to the building requiring remedy. Extensive remedial work including new ventilation systems is currently taking place. Health and Safety is under constant review at MB and BoG level, and it is an annual item on the BoG.	BoG/MB	Current	A