



ICON College of Technology and Management

Risk Register Assessment

<u>No</u>	<u>Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Owner</u>	<u>When</u>	<u>RAG</u>
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). Our marketing strategy overseen by the Director of Admissions provides us with the greatest opportunities to achieve our recruitment targets. 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.	SMT	Current	G
	Failure to achieve an adequate level of student retention.	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.	SMT	Current	G
	Failure to attract students from wider racial and economic background.	Y	Access and widening participation are 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	SMT	Current	G

	Failure to deliver our admissions requirements could result in reduced student quality, e.g. insufficient attainment of required level to enter a programme.	Y	<p>ambitions. Our commitment to widening participation is now encompassed in our Access and Participation Action Plan, providing the framework within which successful access and widening participation are developed, implemented and embedded. Coordination of widening access across the College is led by the Senior Management Team (SMT) and supported by Heads of Department for their respective set of courses.</p> <p>We specifically focus on <i>under-represented</i> groups:</p> <ul style="list-style-type: none"> • Students with low socio-economic status • Students from areas of lower higher education participation • Students from Black and Minority Ethnic groups • Mature Students <p>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].</p> <p>This commitment to widening participation is reflected in the demography of our student body: The College is proud 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.</p> <p>To avoid any potential conflict of interest all applications are signed off by the HoQE and this activity is monitored through the Academic Board (AcB)</p>	AcB HoQE	Current	G
2	Student Learning Experience Failure to maintain and/or improve teaching quality	Y	<p>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</p>	SMT	Current	G

	<p>The need to ensure all staff are familiar with, and able to deliver to the appropriate standards</p>	Y	<p>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 the progress of the TLAS with implementing it in academic year 2018-19.</p> <p>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.</p> <p>The HoQE ensures implementation of the TLAS by monitoring and visiting a sample of classes and reports to the Academic Board.</p>	HoD	Current	A
	<p>Achieve a solid NSS results across all stated benchmarks</p>	Y	<p>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 2017-18, the College response and measured outcomes exceeded the national average. 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.</p>	HoQE	Current	G
				SMT	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.	SMT	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)	HoQE	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 <i>to the SMT and Academic Board</i> 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	SMT, 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.	SMT & HoDs	August 2020	A
	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] 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.	SMT	Current	G

			This ensures a 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 12 months running cost of the college	BoD	Current	A
	Weak oversight of cash flow causing operational uncertainty to the college	Y	The Board of Directors regularly undertakes internal audits and specialist external auditing and has established over a number of years of experience, confidence in its financial management. Since 2003 the College has always maintained healthy financial stability	BoD	Current	G
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.	SMT	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 College SMT have attended all critical conferences held by HEFCE, OfS and QAA where changes coming out of the Higher Education Research Act 2017 have been presented. 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	SMT	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.	SMT	August 2019	A

8	Board of Directors Lack of transparency of decision-making	Y	All critical issues are delivered to the Board of Directors by the SMT	BoD	Current	G
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