Board of Management

Learning and Teaching Committee

Date of Meeting	**Tuesday 28 April 2020**
Paper No.	**LTC3-F**
Agenda Item	**4.5**
Subject of Paper	**Strategic Risk Review**
FOISA Status	**Disclosable**
Primary Contact	**Paul Clark, College Secretary/Planning**
Date of production	**22 April 2020**
Action	**For Approval**

1. Recommendations

1. To note the review of strategic risks as relevant to the Committee's remit.

2. To review and approve the Risk Scores and Risk Management Action Plans associated with these risks. The Committee may wish to consider increases to some risk scores reflecting the current COVID-19 crisis.

2. Purpose of report

2.1 The purpose of this report is to provide the Committee with an update on the Senior Management review of strategic organisational risks relating to the Committee's remit, via the Risk Management Actions Plans (MAPs) for these risks. Also included is the current Risk Register.

3. Context

3.1 Risk Management is a key component of the College's internal control and governance arrangements, and as such is an important responsibility of the Senior Management Team, and the Board of Management. The current strategic risks have been identified by SMT and the Audit Committee, as the primary strategic risks currently faced by the College. The risks are aligned within the same framework of strategic themes as the College Strategic Plan. The risks included in the Risk Register have potential impacts on one or more of the College's strategic priorities.

3.2 In line with recommended good practice as identified by the Internal Audit of Risk Management in 2013/14, each Board Committee has since undertaken a regular review of the strategic risks within its remit.

3.3 The Risk MAPs for the following risks are appended for consideration:

- Risk 1 - Failure to support successful student outcomes (Score 10, Amber).
- Risk 2 - Failure to establish optimal pedagogical model (Score 5, Green).
- Risk 3 - Failure to achieve good student outcome/progression levels (Score 10, Amber).
- Risk 26 - Failure to achieve taught degree awarding powers (tDAP). (Score 12, Amber)

3.4 The strategic context for these Risks is the delivery of the College's strategic aims associated with "Students" Strategic Theme, and in particular the undernoted Strategic Priorities and associated aims within the College Strategic Plan 2017-2025:
- To be an inspirational place of learning
- To enable individuals to excel and realise their full potential

3.5 The Risk Management Action Plans (MAPs) for the above risks are attached at Appendix 1, and provide more detailed descriptions of the risks, treatments, and commentaries.

3.6 Further updates will be provided at the meeting.

4. Impact and implications

4.1 The effective management and control of risks is essential to the on-going stability and future growth of the College, with clear implications in terms of potential impact upon College students and staff, as well as the College's wider reputation and legal compliance status.

4.2 Several strategic risks are financial in nature, and potentially constitute a threat to the College's stated strategic priority to "Maintain our long-term financial stability".

4.3 Regional and sectoral considerations are included in the process of risk management, and are reflected in the risk documentation.

Appendices:

Appendix 1: Risk Register

Appendix 2: Risk Management Action Plans

City of Glasgow College

Risk Register: 22 April 2020

	RISK DETAIL					CURRENT EVALUATION			AIM and PROGRESS			RISK TREATMENT	
Strategic Theme	Risk Name	Risk ID	Level	Risk Owner	Likelihood	Impact	Net Risk Score	Gross Risk Score	Target Risk Score	Risk Movement/ Comments	Link to Risk Mgt Action Plan (MAP)	Date of last review
Students	Failure to support successful student outcomes	1	1	VPSE	2	5	10	25	5		Risk 1 MAP.docx	Apr'20
Students	Failure to establish optimal pedagogical model	2	1	VPSE	1	5	5	20	5		Risk 2 MAP.docx	Apr'20
Students	Failure to achieve good student outcome/progression levels	3	1	VPSE	2	5	10	15	5		Risk 3 MAP.docx	Apr'20
Students	Failure of the College's Duty of Care to Students	21	1	VPSE	1	5	5	20	4		Risk 21 MAP.docx	Sept '19
Growth and Development	Failure to realise planned benefits of Regionalisation	4	1	Pr/DPr	3	3	9	20	3		Risk 4 MAP.docx	Feb '20
Growth and Development	Negative impact upon College reputation	6	1	VPCDI	3	5	15	25	5	Amber to RED AC 05/19	Risk 6 MAP.docx	Jan '20
Growth and Development	Failure to achieve improved business development performance with stakeholders	7	1	VPCDI	2	5	10	25	5		Risk 7 MAP.docx	Jan '20
Growth and Development	Failure to achieve improved performance	8	1	VPSE/DirP	2	5	10	20	5		Risk 8 MAP.docx	Mar'20
Growth and Development	Failure to attract, engage, and retain suitable staff	9	1	VPCS	2	2	4	20	3		Risk 9 MAP.docx	Oct '19
Growth and Development	Failure to achieve taught degree awarding powers	26	1	VPCS	3	4	12	20	3	New Risk (AC 02/20) score tbc	Risk 9 MAP.docx	Apr'20
Processes and Performance	Negative impact of statutory compliance failure	10	1	CSP/DCS	2	5	10	20	5	Monitor IA actions AC 5/19	Risk 10 MAP.docx	Feb'20
Processes and Performance	Failure of Compliance with the General Data Protection Regulations (GDPR)	24	1	DPr	3	4	12	25	5		Risk 24 MAP.docx	Jan'20
Processes and Performance	Failure of Corporate Governance	11	1	Pr/CSP	1	5	5	20	5	Monitor IA actions AC 11/19	Risk 11 MAP.docx	Feb'20
Processes and Performance	Failure of Business Continuity	12	1	VPCS/CSP	5	4	20	25	4	Score incr. 10 to 20 RED: Board	Risk 12 MAP.docx	Mar'20
Processes and Performance	Failure to manage performance	13	1	VPSE/DirP	1	4	4	20	4		Risk 13 MAP.docx	Mar'20
Processes and Performance	Negative impact of Industrial Action	14	1	VPCS	3	4	12	25	4		Risk 14 MAP.docx	Oct '19
Processes and Performance	Failure of IT system security	25	1	VPCS	2	5	10	25	5	Score decr.. 15 to 10: FPRC 10/19	Risk 25 MAP.docx	Feb'20
Finance	Failure to achieve operating surplus via control of costs and achievement of income targets.	15	1	VPCS	2	3	6	25	4	Score incr. 6 to 9 AC 02/20	Risk 15 MAP.docx	Feb'20
Finance	Failure to maximise income via diversification	16	1	VPCS/VPCDI	4	3	12	20	4		Risk 16 MAP.docx	Feb'20
Finance	Failure to obtain funds from College Foundation	20	1	VPCS	1	4	4	20	4		Risk 20 MAP.docx	Feb'20
Finance	Negative impact of Brexit	22	1	VPCS/DCS	5	2	10	tbc	5		Risk 22 MAP.docx	Feb'20
Finance	Failure to agree a sustainable model and level of grant funding within Glasgow Region	23	1	VPCS	3	4	12	25	5		Risk 23 MAP.docx	Feb'20
ALL	Acute immediate threats realting to coronavirus outbreak	26	1	Pr	tbc	tbc	tbc	25	5	New Risk		Apr '20

Note comment

Key:
Pr - Principal
DPr - Depute Principal
VPSE - Vice Principal Student Experience
VPCS - Vice Principal Corporate Services
VPCDI -Vice Principal Corporate Development/Innovation
CSP - College Secretary/Planning
DHR - Director of Human Resources
DirP- Director of Performance
DCS - Director of Corporate Support
AC - Audit Committee

Risk Score Matrix

x	Likelihood				
Impact	5	10	15	20	25
	4	8	12	16	20
	3	6	9	12	15
	2	4	6	8	10
	1	2	3	4	5

Trend

Date	Jun-17	Dec-17	Jun-18	Dec-18	Jun-19	Dec-19	Jun-20	Dec-20
Average Risk Score	10	9.56	9	9	9.43	8.95		

N.B. Closure of low-scoring risks will upwardly impact upon average risk score.

Tolerance vs Risk Score	Acceptable Risk Score		Acceptable Risk Score		Acceptable Risk Score	
	1-3	4-5	6-9	10-12	15-16	20-25
Risk Management Level of Tolerance (Able to Accept)	1	2	3	4	5	6
	Low		Medium		High	

1

Risk Management Action Plan

Risk Description: **Failure to support student success**

Risk ID: 1

Owned by: VPSE   **Review Date: April 2019**

Update

Full Description:

Risk that -
Students leave the College without completing course. Students fail to achieve qualification. Students have a poor experience at the College. College suffers negative financial impact, reputational damage, and potential negative impact upon student recruitment.

Treatment:
Performance Reviews; Self-evaluation/Quality cycle; Curriculum Planning (incl. focus upon PIs); Student Experience Strategy.

Commentary (Update):

Education Scotland Review completed January 2016. Overall a highly positive response reflects the upward trend in student attainment.

Student Experience Strategy has been developed and a number of initiatives have been taken forward as part of it implementation. City Learning 4.0 is one of these initiatives and will be embedded in all Operational Plans at Curriculum Head and Faculty level.

Curriculum planning processes have been further refined to include criteria for course discontinuation to ensure courses meet student/industry demand, reflect College and regional curriculum strategic priorities, and financial viability.

Student success from 2016/17 to 2017/18 indicates a slight decline in PIs. It is anticipated that this decline in some of our PIs will be mirrored by the Scottish college sector. The table below identifies the College's 6 year trend: -

Level	Mode	Completed Successfully*							Change 17-18 to 18-19	Change 12-13 to 18-19
		12-13	13-14	14-15	15-16	16-17	17-18	18-19		
FT	FE	60%	70%	72%	72%	69%	68%	66%	-2%	+6%
FT	HE	70%	74%	76%	76%	74%	74%	72%	-2%	+2%
PT	FE	68%	75%	77%	87%	88%	87%	86%	-1%	+18%
PT	HE	76%	84%	83%	81%	83%	82%	82%	0%	+6%

***Ref: *SFC Audited figures**

Each College Faculty has developed an action plan to address low PI courses and the plans are being monitored against performance targets through the Performance Action Group (PAG). Faculty action plans are under review at the Student Experience Leadership Group to monitor Faculty improvement plans.

Action has been identified as part of the PAG Group to target partial success (live students that currently have failed units which prevent them gaining their qualification). Faculties have identified resources required to mitigate partial success. A number of actions have been identified by the PAG group through scrutiny of low PI courses which will lead to performance improvement.

The output of the PAG group was presented to SMT and it was agreed that Deans and ADs would remove/revise their portfolios focusing on where courses have low attainment in line with the Performance Improvement proposal to the Board on the 14th March 2019. Removal/revision of courses by Deans and ADs will take place between March and curriculum planning meetings in November 2019. It was further agreed that actions plans, by CHs, would be put in place at an early point in academic year 2019/20 for all course below the national sector performance and that there would be a clear academic guidance process put in place by ADs.

It should be noted at this time (April 2019) that further teaching staff industrial action is planned and the EIS have asked staff to withhold student results from College systems. The availability of student results information is critical in being able to determine which students need support.

29 May 2019:
The Student Staff and Equalities Committee reviewed this risk MAP in the light of the current position regarding negotiations with EIS/FELA, and the management actions taken in mitigation of the risk impacts of further industrial action. It was noted that all student data, including results, are in the ownership of the College, and that steps would be taken to record these results appropriately. Following due consideration, the risk score remained unchanged.

September 2019:
The College is currently preparing for the Scottish Funding Council credits and performance audit of academic year 2018/19. During 2018/19 teaching staff engaged in 3 types of action - 6 days of strike action, withdrawal of goodwill and withholding of results from College systems. The College sought to mitigate the impact of the 3 actions by extending the academic block and where possible providing re-assessment opportunities; however due to results being withheld this made planning of re-assessment events difficult. Early indicators of 2018/19 performance indicators suggested these actions impacted negatively on student success and in particular the management of partial success (i.e. students who require re-assessment).

Risk reviewed by the SS&Eq Committee, October 2019.

March 2020:
Education Scotland conducted a 3 day visit to assess progress of the 2017 Enhancement Plan. Progress was deemed 'Satisfactory' (2 outcomes are available - satisfactory and unsatisfactory) with no area needing further attention and a number of areas identified as 'excellent' practice.

April 2020
Due to the Covid-19 crisis, the college was closed to staff and students on March 17 2020. Prior to closure, faculty were preparing to continue delivery of learning and teaching to students via online delivery. Provision was made for those students who did not have laptops through an application and delivery process overseen by IT and

Student Experience Directorate. Unfortunately not all students who needed a laptop will have been provided one due to limited supplies nor have all students got access to broadband. However, IT have also been supportive in the provision of 2 way text messaging provision for students.

Teaching staff initial focus was on making contact with all students and ensuring all accessed materials using 'mycity' (VLE), a dashboard was created to allow staff to see levels of engagement of students with the platform and staff were encouraged to contact those who had not engaged. In turn, SQA have provided guidance on assessment and certification of students and this has been a slow and evolving process; however the emphasis at this stage is on the continuation of L&T to allow the continued gathering of evidence to allow holistic decisions to be made to all ow students to complete.

Current Risk Score:	Gross Risk Score (assuming no treatment)
Likelihood 2/5 Impact 5/5 Risk Score 10/25 RAG Rating: AMBER **Target Score: 5**	Likelihood 5/5 Impact 5/5 Risk Score 25/25
Risk Appetite (Willing to accept):	**Risk Tolerance (Able to accept):**
Low Medium High	Category: Student Experience Low **Medium** High 1 2 **3** 4 5 6

Risk Management Action Plan

Risk Description: Failure to achieve good student outcome/progression

Risk ID: 3

Owned by: VPSE   **Review Date: April 2020**

Update

Full Description:

Failure of curriculum to be industry relevant. Ineffective links with industry. Ineffective HEI articulation arrangements.

Treatment:
Course Improvement and Action Meetings (CIAMs) well established. All Schools are developing links with industry to ensure industry relevant curriculum. Ongoing collaboration with HEIs to maintain and develop articulation links.

Student Experience Strategy emphasises need for employability, industry relevant curriculum, and industry links (Industry Academies)

Commentary (Update):

The College has participated in the pilot to develop an ongoing College Learner Destination Survey led by SFC.

Data is collected from students to determine satisfaction with suitability of course with regard to preparation for work (First Impressions Questionnaire), and Exit student questionnaire.

A revised Curriculum Review and Planning process is now in place to monitor student outcomes and progression with adjustments made to portfolio as an output of this review.

A student partnership agreement has been established for August 2017 supported by a feedback initiative called "My Voice" and monitored through a Student Partnership Forum.

The New Quality Arrangements 'How Good is our College' were rolled out across the sector in December 2016.   The College Associate Assessors and Performance and Improvement Director have been working with our assigned Education Scotland during 2016/17 to incorporate best practice.   As part of this work an implementation plan for the quality arrangements was devised and put in place.

During the 2016/17 session staff development for teaching and support has taken place on the model, performance indicators and on evaluative writing. A model for Shared Teaching Practice has been developed. A regional quality group was formed which has sought to share practice and develop a common approach to the implementation of arrangements. An evaluative report of 2016/17 and an enhancement plan for 2017/18

has been produced and will form the focus of targeted action for 2017/18.

Excellent links with Universities have been established through the additional funded places scheme and COGC have one of the highest percentages of students articulating to university with advanced standing in comparison with the sector. The college is represented on the Commission on Widening Access (COWA) group and is a key partner in setting up the National Articulation Forum (a recommendation from COWA).

The Audit Committee (May 24 2017) agreed an increase to Likelihood score from 1 to 2, resulting in a total risk score of 10 (AMBER)

The College implemented its enhancement plan in 2017/18 as part of the HGIOC arrangements. A focus of the plan is to ensure good student outcomes and progression to further study or employment.

n.b. it is noted (April 2018) that the College only generates employer information for 766 Part-time students, and gathers destinations on Full-time students in line with SFC requirements.

Final student success information for 2017-18 is recorded in Risk MAP 1. Student progression information will be available from the College Leaver Destinations in November 2018. This risk plan will be updated to reflect actions in response to these datasets.

November 2018
It was noted by the Audit Committee that a positive impact upon student outcomes is anticipated by ELT as a result of the College restructuring (clearer management lines etc).

April 2019
The College Performance Action Group scrutinised a range of full time HE and FE courses to identify their plans for improvement. The output of the PAG group was presented to SMT and it was agreed that Deans and ADs would remove/revise their portfolios focusing on where courses have low attainment in line with the Performance Improvement proposal to the Board on the 14th March 2019. Removal/revision of courses by Deans and ADs will take place between March and curriculum planning meetings in November 2019. It was further agreed that actions plans, by CHs, would be put in place at an early point in academic year 2019/20 for all course below the national sector performance and that there would be a clear academic guidance process put in place by ADs.

It should be noted at this time that further teaching staff industrial action is planned and the EIS have asked staff to withhold student results from College systems. The availability of student results information is critical in being able to determine which students need support.

September 2019
The College is currently preparing for the Scottish Funding Council credits and performance audit of academic year 2018/19. During 2018/19 teaching staff engaged in 3 types of action - 6 days of strike action, withdrawal of goodwill and withholding of results from College systems.   The College sought to mitigate the impact of the 3 actions by extending the academic block and where possible providing re-assessment opportunities; however due to results being withheld this made planning of re-

assessment events difficult. Early indicators of 2018/19 performance indicators suggested these actions impacted negatively on student success and in particular the management of partial success (i.e. students who require re-assessment).

March 2020
SFC published FT College Leaver Destinations for academic year 2017 in October 2019. The results indicate that 72.4% of students went on to study, 25% into work and 2.7% into other destinations. The College follows a similar pattern to the college sector with the majority of full time graduates moving to further study.

As part of the refresh of the College Strategic Plan, the Student Experience Strategy and City Learning 4.0 will also be refreshed over the coming months to ensure they are in keeping with the aspirations of the strategic document. Industry academies and links with industry are a key part of the strategy and will in turn be reviewed.

April 2020

Due to the Covid-19 crisis, the college was closed to staff and students on March 17 2020. Prior to closure, faculty were preparing to continue delivery of learning and teaching to students via online delivery.

Articulaton arrangements with relevant University providers were discussed during this time and agreements put in place for progression of students. Unfortunately all placement activity during this period were suspended because of the corona lockdown.

Current Risk Score:	Gross Risk Score (assuming no treatment)
Likelihood 2/5 Impact 5/5 Risk Score 10/25 RAG Rating: AMBER **Target Score: 10**	Likelihood 4/5 Impact 5/5 Risk Score 20/25
Risk Appetite (Willing to accept):	**Risk Tolerance (Able to accept):**
Low Medium High	Category: Student Experience Low **Medium** High 1 2 **3** 4 5 6

Impact	5	10	15	20	25
	4	8	12	16	20
	3	6	9	12	15
	2	4	6	8	10
	1	2	3	4	5
X	Likelihood				

Risk Management Action Plan

Risk Description: Failure to achieve taught degree awarding powers (tDAP).

Risk ID: 26

Owned by: DPr/DtDAP   **Review Date: April 2020**

Update

Full Description:
1. The College fails to achieve taught degree awarding powers (tDAP).

Treatment:
1. A project Board has been established, led by Principal Little, with ELT, HR, Students' Association and Board member representation. The Project Sponsor is the Depute Principal, Dr Sheila Lodge. A Director of tDAP has been appointed and reports to the Depute Principal.

Commentary (Update):

A risk register has been developed for the tDAP project comprising the risk areas outlined below. These areas include the tDAP criteria set out by the Quality Assurance Agency, against which the College's application will be assessed.

The risk assessments provided below, with RAG status indicated, reflect the current overall risk evaluation of specific tDAP project risk areas, drawn from the assessment of detailed risks from the tDAP Risk Register.

26.1 Communication
RED
An internal communications approach and plan have yet to be established.

26.2 Academic Staffing
RED
Development of an "Academic Community" is still at early stages. This involves qualities, competencies, and engagement, in pedagogic and professional development. The survey of staff qualifications and experience has been delayed by issues around iTrent, and new vehicles for the results of the survey are being considered. However, it is important that the communications strategy be completed and implemented before the survey is attempted, to avoid misunderstandings and misrepresentations.

26.3 Administrative Systems

AMBER

This relates to quality assurance, and the infrastructure to enable the delivery of quality assurance.

26.4 Governance/Management

AMBER/GREEN

The project management approach, currently PRINCE 2, was reviewed in January 2020, and a slimmer, more agile version has been adopted.

26.5 Quality Assurance

RED/AMBER

The project is at an early stage of establishing comparability of standards with other providers of equivalent level programmes (HE).

26.6 Financial

AMBER/GREEN

An updated business case with 10-year financial projections has been prepared and was presented to the Learning and Teaching Committee in January 2020.

Note:

The College will submit its application for tDAP only when the Project Board is confident that it will be successful. There is no external deadline, and although ELT is keen to achieve tDAP as soon as possible, it is a question of 'when' rather than 'if'. This has a bearing in the current risk score below.

Current Risk Score:	Gross Risk Score (assuming no treatment)
Likelihood 3/5	Likelihood 5/5
Impact 4/5	Impact 4/5
Risk Score 12/25	Risk Score 20/25
RAG Rating: AMBER	
Target Score: 5	
Risk Appetite (Willing to accept):	Risk Tolerance (Able to accept):
Low Medium High	Category: Business Continuity Low Medium High 1 2 3 4 5 6

Impact					
5	10	15	20	25
4	8	12	16	20
3	6	9	12	15
2	4	6	8	10
1	2	3	4	5
x	Likelihood			

Risk Management Action Plan

Risk Description: Failure to establish sector leading pedagogical model

Risk ID: 2

Owned by: VPSE   **Review Date: April 2020**

Update

Full Description:

Risk that learning and teaching approaches fail to meet the needs of learners and other stakeholders (including employers) in the context of the new campus. There should be an evidence base for "sector-leading" (Agreed by L&TC, Nov 2017).

Treatment:
Curriculum Review and Development processes. Student Experience Strategy (incl. City Learning/ Industry Academies). Faculty Operational Planning.

Commentary (Update):

The Regional Curriculum and Estates Review process has been completed and now operational, supporting key government priorities. Annual Curriculum Plans being developed in partnership with Glasgow colleges in alignment with the Regional Outcome Agreement. Regional Curriculum Hubs ensure that the curriculum portfolio is annually refreshed to reflect this position. In line with ministerial guidance and joint regional curriculum planning model with commence in academic year 18/19. A five step review process will be carried out in collaboration with SDS, SFC and the three assigned colleges.

City Learning 4.0, the refreshed City Learning model, has been embedded within Faculty Operational Plans and was implemented in November 2017. Work has commenced in supporting faculties to adopt City Learning 4.0. A suite of KPIs for City Learning 4.0 have been developed and feature as part of a suite of faculty targets being implemented in 18/19.

24 Industry Academies were operational in 2015/16, exceeding the target of 18, now under review within the Performance Review process and reporting on their output is now available via college dashboard. A new faculty structure will support the mainstreaming of Industry Academies into all 100 curriculum teams.

The Centre of Technical and Professional Education has now been established and the team have developed a three-year work plan with the initial area of focus being City Learning 4.0.

After the successful launch of the CitySA Student Partnership Agreement in 2018 this dynamic approach to engaging students in improving their experience at City continues to strengthen the student voice within the College. Each year students have the opportunity to post ideas for change which shape our Student Experience Strategy, keeping it relevant, fresh and on point.

The College access and inclusion initiatives ensure that the College continues to attract, enrol and support a diverse range of students, which meets or exceeds our regional outcome agreements targets in line with SFC guidance.

The Student Experience Strategy and its three key initiatives -- Widening Access, Student Partnership Agreement and City Learning 4.0 -- are well underway. Excellent progress has been made to date with measurable outputs for all three.

March 2020
As part of the refresh of the College Strategic Plan, the Student Experience Strategy and City Learning 4.0 will also be refreshed over the coming months to ensure they are in keeping with the aspirations of the strategic document.

April 2020

Due to the Covid-19 crisis, the college was closed to staff and students on March 17 2020. Prior to closure, faculty were preparing to continue delivery of learning and teaching to students via online delivery. Provision was made for those students who did not have laptops through an application and delivery process overseen by IT and Student Experience Directorate. Unfortunately not all students who needed a laptop will have been provided one due to limited supplies nor have all students got access to broadband. However, IT have also been supportive in the provision of 2 way text messaging provision for students.

Teaching staff initial focus was on making contact with all students and ensuring all accessed materials using 'mycity' (VLE), a dashboard was created to allow staff to see levels of engagement of students with the platform and staff were encouraged to contact those who had not engaged.

Given the amount of online delivery prior to the closure, the adaptability of our staff to provide fully online teaching has been impressive and it is something that the college will learn from and adapt/adopt in future iteration of the refreshed 'Student Experience Strategy'.

In turn, SQA have provided guidance on assessment and certification of students and this has been a slow and evolving; However the emphasis at this stage is on the continuation of L&T to allow the continued gathering of evidence to allow holistic decisions to be made to allow students to complete.

Current Risk Score:	Gross Risk Score (assuming no treatment)
Likelihood 1/5 Impact 5/5 Risk Score 5/25 RAG Rating: GREEN **Target Score: 5**	Likelihood 4/5 Impact 5/5 Risk Score 20/25

Risk Appetite (Willing to accept):	Risk Tolerance (Able to accept):
Low Medium High	Category: Student Experience Low **Medium** High 1 2 **3** 4 5 6

x	Likelihood				
Impact	5	10	15	20	25
	4	8	12	16	20
	3	6	9	12	15
	2	4	6	8	10
	1	2	3	4	5