



Charity No: 20241

D8CEC CLG provides second-chance education and lifelong learning opportunities to over 450 adults each year whose experience of mainstream education has not been positive and/or need education and training to allow them to play a full and productive part in society. Our motto is: "It's never too late to learn". We keep the learner central to the learning process and keep up with the growing needs and demands of our local community.

D8CEC

RISK MANAGEMENT POLICY

Definition of Risk:

D8CEC defines risk as the threat or possibility that an action or event will adversely affect its ability to achieve its objectives.

Responsibility:

All members of D8CEC have a responsibility to engage in effective risk management. However, ultimate responsibility for managing risk rests with the governing body, and as such, the D8CEC Board has the responsibility of ensuring a risk management system is in place. The Risk Register is reviewed at Board of Management meetings.

The Centre Manager is responsible for identifying and managing organisational risks and maintaining an organisational Risk Register. In addition to programme-related risks. These risks are identified at programme design stage and are reviewed at an ongoing basis.

The Centre Manager is responsible for ensuring that the Risk Management Strategy is implemented. And all members of D8CEC and staff are responsible for complying with the strategy measures.

D8CEC's general approach is to minimise its exposure to risks; it will take steps to identify, assess and manage risks so as to mitigate their adverse consequences while acknowledging that risks will need to be managed and not necessarily avoided.

Risk Identification:

In identifying risk exposures, the Board considers both academic and non-academic risks.

Academic risks are those associated with the provider's academic activity.

They are primarily concerned with teaching risks and can be influenced by political risks such as funding streams.

Reputational risks are also considered as they give way to threaten the delivery of provision to learners; in terms of the quality of teaching and learning, insufficient teaching resources, the physical environment, inadequate, improper, inappropriate and/or unfair testing methods lacking consistency or compliance to accredited standards.

The learner's position in having information to make informed choices, to feel confident and to feel in control; being listened to and talked to as an equal; being treated with honesty, respect and dignity are also areas of risk that require consideration.

Those learners who do not complete their programmes pose an academic risk in that, given their status, the provider may be tempted to expedite their completion at the expense of academic standards or norms.

Teacher related risks refer to those trainers who are unable to disseminate information and/or impart knowledge. This also includes trainers who are using additional outdated, irrelevant or erroneous material.

Addressing Academic Risk:

D8CEC staff undergo professional development to protect the quality of their teaching and learning provision. Tutors must adhere to the professional standards of the Teaching Council and adhere to all guidelines and standards set by D8CEC and related modules.

The learning environment is recognised as a key factor in the quality of the learning experience with teaching resources, health and safety, and comfort assessed annually.

Learners are provided with one-to-one tutoring upon request, Resources and other support referrals are reviewed and provided for at regular intervals, and learner feedback is sought through module evaluations and learner discussion sessions.

Well organised timetables and clear communication of possible changes are utilised as a tool for protecting academic risk to ensure learners feel respected and provided for within their learning experience.

Non-academic risks are those associated with the commercial/operational, financial, regulatory, legal, and governance elements of the organisation.

Commercial and financial risks include but are not limited to risks such as the unavailability of sufficient funds to support what the provider believes is the minimum necessary for its sustainable operation. This risk becomes aggravated if the shortage of funds continues over a long period of time.

Operational and strategic risks include but are not limited to the inability to replace key management in a timely manner, the inability to attract tutors of high quality or the inability to replace a poor performing employee/tutor in a timely manner (or at all) in spite of clear evidence of non-performance.

To assist in identifying risks a risk management register has been compiled under the following headings:

- Governance
- Compliance (legal or regulatory)
- Commercial / Operational
- Financial
- Strategic
- Environmental

- Reputational

Risk Management:

The maintenance of a live risk register allows for projection of potential interruptions to that service so that they can be mitigated against, and their impact lowered or removed. Any risks detected are assigned a risk owner and are rated according to the risk matrix. This matrix is included on the front of the Risk Register.

Risks is a standing item on the agenda for all Board meetings. The risks are evaluated by the Centre Manager and the Board through discussion with evidence from work updates or other policy changes.

Priority is given to risks most likely to occur and have the most impact on the charity.

The Board ensures, that to mitigate risks, we have the correct actions in place.

The Risk Register is monitored by the Centre Manager on an ongoing basis and any increased risk are reported to the Board. It is reviewed overall in detail on an annual basis.

October 2023