

Learning and Teaching Committee

Date of Meeting	Tuesday 17 November 2020
Paper No.	LTC2-E
Agenda Item	4.6
Subject of Paper	Strategic Risk Review v2
FOISA Status	Disclosable
Primary Contact	Paul Clark, College Secretary/Planning
Date of production	17 November
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 15, RED).
- 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

Risk Register: 05 November 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	3	5	15	25	5	Score incr. 10 to 15 RED BoM 8/20	Risk 1 MAP.docx	Nov'20
Students	Failure to establish optimal pedagogical model	2	1	VPSE	1	5	5	20	5		Risk 2 MAP.docx	Nov'20
Students	Failure to achieve good student outcome/progression levels	3	1	VPSE	2	5	10	15	5		Risk 3 MAP.docx	Nov'20
Students	Failure of the College's Duty of Care to Students	21	1	VPSE	2	5	10	20	4	Score incr. 5 to 10 AMBER	Risk 21 MAP.docx	Oct '20
Growth and Development	Failure to realise planned benefits of Regionalisation	4	1	Pr/DPr	3	3	9	20	3		Risk 4 MAP.docx	Aug '20
Growth and Development	Negative impact upon College reputation	6	1	VPCDI	3	4	12	25	5	RED to Amber PNC 08/20	Risk 6 MAP.docx	Nov '20
Growth and Development	Failure to achieve improved business development performance with stakeholders	7	1	VPCDI	5	5	25	25	5	Amber to RED DC 4/20	Risk 7 MAP.docx	Nov'20
Growth and Development	Failure to achieve improved performance	8	1	VPSE/DirP	2	5	10	20	5		Risk 8 MAP.docx	Aug'20
Growth and Development	Failure to attract, engage, and retain suitable staff	9	1	EDHR	2	2	4	20	3		Risk 9 MAP.docx	Oct'20
Growth and Development	Failure to achieve taught degree awarding powers	26	1	VPCS	3	4	12	20	3	Score decr. 16 to 12 AAC 9/20	Risk 9 MAP.docx	Sept'20
Processes and Performance	Negative impact of statutory compliance failure	10	1	CSP	2	5	10	20	5		Risk 10 MAP.docx	Sept'20
Processes and Performance	Failure of Compliance with the General Data Protection Regulations (GDPR)	24	1	DPr	4	4	16	25	5	Score incr. 12 to 16 AC 02/20	Risk 24 MAP.docx	Aug '20
Processes and Performance	Failure of Corporate Governance	11	1	Pr/CSP	1	5	5	20	5		Risk 11 MAP.docx	Sept '20
Processes and Performance	Failure of Business Continuity	12	1	VPCS/CSP	3	4	12	25	4	Score decr. 20 to 12: AAC 05/20	Risk 12 MAP.docx	Sept '20
Processes and Performance	Failure to manage performance	13	1	VPSE/DirP	1	4	4	20	4		Risk 13 MAP.docx	Aug'20
Processes and Performance	Negative impact of Industrial Action	14	1	EDHR	3	4	12	25	4		Risk 14 MAP.docx	Oct'20
Processes and Performance	Failure of IT system security	25	1	VPCS	2	5	10	25	5		Risk 25 MAP.docx	Aug'20
Finance	Failure to achieve operating surplus via control of costs and achievement of income targets.	15	1	VPCS	5	4	20	25	4	Score decr. 25 to 20 FPRC 09/20	Risk 15 MAP.docx	Sept '20
Finance	Failure to maximise income via diversification	16	1	VPCS/VPCDI	5	5	25	25	5	Amber to RED DC 4/20	Risk 16 MAP.docx	Nov '20
Finance	Failure to obtain funds from College Foundation	20	1	VPCS	1	4	4	20	4		Risk 20 MAP.docx	Sept '20
Finance	Negative impact of Brexit	22	1	VPCS/DCS	5	2	10	tbc	5		Risk 22 MAP.docx	Sept '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	Sept'20
ALL	Failure to manage acute threats relating to coronavirus outbreak	27	1	Pr/DPr	4	4	16	25	4	Score incr. 12 to 16: AAC 09/20		Sept '20

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
 EDHR - Executive Director of Human Resources
 DirP - Director of Performance
 DCS - Director of Corporate Support
 AAC - Audit & Assurance Committee

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

Note comment

Trend	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	11.2	

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	

Risk Management Action Plan

Risk Description: Failure to support successful student outcomes

Risk ID: 1

Owned by: VPSE

Review Date: November 2020

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):

The 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. The Strategy is currently under redevelopment (at August 2020).

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 indicated 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. Figures for 2019-20 to follow.

Level	Mode	Completed Successfully*							Change	Change
		12-13	13-14	14-15	15-16	16-17	17-18	18-19	17-18 to 18-19	12-13 to 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.

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 allow students to complete.

Internal guidance has been circulated to staff, following SQA guidance (28 April 2020).

August 2020

The college has adopted a blended learning model of learning and teaching for academic year 2020/21. Blended Learning is a mix of on campus and online learning. We aim to ensure that those who are in greatest need of access to facilities, equipment, staff and key support services are prioritised to do so. There are a number of Key reasons why students may attend campus:

- Practical classes including: Use of technical/manufacturing equipment and PC labs; Simulators; use of Marine Survival Crafts; Kitchens; Salons and Games Halls etc
 - Guidance/peer support/tutorials
 - Student Support: Accessing student support services- continuing students with PLSPs etc and complex issues around money and accommodation
 - Examinations (only where necessary and required by Regulatory body))
- Equally, there are Key Groups of students who would be prioritised to attend:
- New students to the college (to facilitate social connection at the start of the year)
 - New students with PLSPs

Learning and Teaching Guidance paper (August 2020) has been developed and circulated to all faculty staff and emphasis is placed on Student Support and

Engagement. It is recognized at this stage that Student Retention will be a key area for the College given the 'novelty' of online learning and particularly for lower level SCQF students. Enhanced induction and transition support is in place to mitigate some of that risk, and increased emphasis on student guidance from faculty staff is in place.

26 August 2020: An increase in withdrawal rate is anticipated. The Board of Management agreed an increase in Risk Score likelihood to 3, as proposed by the VPSE. This resulted in the Risk Score of 15 = RED.

2 November 2020

Early emphasis on student support and engagement through induction and transition activities was implemented to mitigate potential high student dropout. The average attendance is very good, FT FE 85% & FT HE 90%. The potential early withdrawal is also positive with only 89 FT students from 10,101 total FT enrolments at this date. This data is somewhat contrary to early worries about retention and students adapting to the blended learning experience. But there is caution at this point as it is early days and absolute focus is on student engagement and successfully managing the student learning experience.

Current Risk Score:	Gross Risk Score (assuming no treatment)
Likelihood 3/5 Impact 5/5 Risk Score 15/25 RAG Rating: RED Target Score: 5	Likelihood 5/5 Impact 5/5 Risk Score 25/25
Risk Appetite (Willing to accept):	Risk Tolerance (Able to accept):
<u>Low</u> Medium High	Category: Student Experience Low <u>Medium</u> 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: November 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. N.B. There should be an evidence base for “sector-leading”.

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 are 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.

City Learning 4.0, the refreshed City Learning model, has been embedded within Faculty Operational Plans and was first 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 from 18/19.

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 established. Excellent progress has been made to date with measurable outputs for all three. The Student

Experience Strategy and City Learning 4.0 is under revision and further development at August 2020.

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.

August 2020

The College has adopted a blended learning model of learning and teaching for academic year 2020/21. Blended Learning is a mix of on campus and online learning. We aim to ensure that those who are in greatest need of access to facilities, equipment, staff and key support services are prioritised to do so.

The Learning and Teaching Guidance paper (August 2020) has been developed and circulated to all faculty staff. The Learning and Teaching Academy have also put in place a comprehensive schedule of training and development for digital learning. In addition, they will work with Curricular and course teams to support redesign of curriculum delivery.

A City of Glasgow College Online Learning [Standard](#) has been developed by the Learning & Teaching Academy in consultation with staff from across the College, and aims to provide clear guidance and minimum expectations for online delivery. The Standard is intended to offer straightforward guidance, in a checklist format, to help staff ensure that Moodle courses are consistent and clearly laid out. The Standard also ensures that statutory requirements for accessible and easily navigable content are met. The refresh of the Student Experience Strategy was initiated and a general direction of travel approved with the focus on Active, Blended and Connected learning. This work will take increased precedence in the coming term.

2 Nov 2020

The principles of our new Blended Learning model have been shared with all staff by way of Learning and Teaching Guidance document and this is continually updated in line with changes from Regulatory bodies and the changing nature of Covid Regulations (most recent update 2 Nov 2020). In addition, a number of policies and procedures have been updated in response to the changed nature of LT delivery including: Guidance Policy, Academic Advisors Handbook, Student Withdrawal procedure, Student Attendance Procedure, Student Disciplinary Procedure and most recently the Assessment Policy and related procedure.

In support of digital delivery the Learning and Teaching Academy have evolved their CPD programme of activity from 'tech how to' webinars in the early days of lockdown to refocussing on more pedagogical approaches to managing and developing digital 'classrooms'. The LTA is also about to pilot a sector leading Lecturer Integration programme which all new lecturers will complete when joining the College. This will include five components including digital delivery and set the standard expected from the outset.

The VPSE has established a Digital Learning Transformation Group with cross college and student representation. The objective is to improve Digital capability within the College to support the creation of a learning environment where the digital capability of staff and students can flourish; where technology solutions are provided to enhance the student experience; and staff are sufficiently skilled to exploit the features of the available technologies to enhance learning. The inaugural meeting was held early September and a key area of work is a review of the Virtual Learning Environment. A VLE subgroup has been formed and it is planned that a business case be developed and brought forward early 2021.

The VPSE has been leading on the refresh of the Student Academic Experience Strategy. The strategy will consist of 3 elements: City Student; City Learning and Teaching and City Student Journey. The strategy is out for consultation with faculty teams and the student Consultation. There is general support for the more streamlined holistic approach and some quality feedback and suggestions being put forward by teams.

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):
<u>Low</u> Medium High	Category: Student Experience Low <u>Medium</u> 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

Risk Management Action Plan

Risk Description: Failure to achieve good student outcome/progression

Risk ID: 3

Owned by: VPSE

Review Date: November 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):

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 since August 2017 supported by a feedback initiative called "My Voice" and monitored through a Student Partnership Forum.

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).

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.

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.

Articulation 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.

August 2020

Placement activity for students continues to be severely affected by restrictions associated with COVID-19. Faculty staff continue to engage with industry to devise innovative digital ways of maintaining links and progressing learning activities. In addition, the unemployment rate has increased substantially thus potentially impacting on leaver destinations. The real impact will be seen following survey data in October 2020. The College is actively engaging with the upskilling and reskilling agenda.

November 2020

Recent data for student progression against SFC Performance Indicators for CoGC 2019/20 shows a positive trend for both FE and HE compared to previous year:

FULL TIME FURTHER EDUCATION (FT FE)

- Student Enrolments: 2,530, DOWN 309
- Achieving Complete Success: 1,751 (69.2%), UP 3.3%
- Achieving Partial Success: 259 (10.2%), DOWN 1.0%
- Further Withdrawals: 347 (13.8%), DOWN 2.3%
- Early Withdrawal 173 (6.8%), DOWN 0.1%

FULL TIME HIGHER EDUCATION (FT HE)

Student Enrolments: 6,912, DOWN 104

Achieving Complete Success: 5,317 (76.9%), UP 5.4%

Achieving Partial Success: 714 (10.3%), DOWN 1.6%

Further Withdrawals: 611 (8.9%), DOWN 3.5%

Early Withdrawal: 270 (3.9%), DOWN 0.3%

Please note, this is the highest complete success rate city of Glasgow college has achieved at HE FT.

The College has recently launched a new Careers Information and Guidance webpages <https://sites.google.com/view/cogccareers/home>. The site also hosts a 'jobshop' and other areas including; how to find work experience; writing a great CV and cover letter; Identifying your own skills and how to communicate them effectively in a CV or job interview.

The Student Experience Questionnaire is currently out for completion by students, closing date 4 November. This will be the first full comprehensive data set of the Blended Learning Experience.

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

Review Date: September 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.

Overall Update at 19 August 2020:

Given the challenges posed by the coronavirus pandemic and operating in lockdown, the decision to pause active work on our application for taught degree awarding powers was taken in March 2020. With her agreement, the Director of tDAP was placed on furlough.

The Director is on a fixed term contract for 18 months, and this expires in October 2020. In the light of our current circumstances, the decision not to renew the Director's contract has been taken.

Our commitment to seeking tDAP remains undiminished, and the College is considering a number of options for taking this forward.

The Board of Management agreed a proposal from the Depute Principal that the Risk Score likelihood be increased to 4, making the overall Risk Score 16 (RED).

September 2020: The Audit and Assurance Committee agreed a change from 4x4 (16 - RED) to 3x4 (12 - AMBER).

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