

Board of Management Students, Staff & Equalities Committee

Date of Meeting	Wednesday 19 May 2021
Paper No.	SSEC3-G
Agenda Item	5.3
Subject of Paper	Strategic Risk Review
FOISA Status	Non-Disclosable
Primary Contact	Paul Clark, College Secretary/Planning
Date of production	11 May 2021
Action	For Discussion/Decision

1. Recommendations

1. To note and endorse the update of the attached Risk Management Action Plans (MAPs) including Risk Scores.
2. To note the latest Risk Register

2. Purpose

2.1 The purpose of this report is to provide the Committee with oversight of the current assessment of strategic risks most closely associated with the Committee's remit.

3. Key Insights

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, Audit Committee, and the Board of Management in particular. Regular reviews of risks are undertaken by respective Board Committees. This responsibility is highlighted in the College Strategic Plan at Priority 6. "To be efficient, effective, innovating, and vigilant".

3.2 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.

3.3. Following the recent review of strategic risks, the scoring of risks which most closely relate to the committee's remit is as follows:

- Risk 1 - Failure to support successful student outcomes (Increased from 10 Amber to 15 **RED** by Board of Management, 26/8/20). This Risk MAP references Covid/Industrial Action impacts, and the work of the Covid Learning and Teaching Task Group; high student attendance is noted.
- Risk 9 - Failure to recruit, retain, and develop suitable staff (Currently 4/ **GREEN**); the new People and Culture Strategy is noted, as is the new Hybrid Working Guide.
- Risk 14 – Negative impact of industrial action (Currently 12/ **AMBER**). Noting that the recent dispute has concluded with agreement.
- Risk 21 – Failure of the College's Duty of Care to Students (Currently 5/ **GREEN**); noting the limitations on intervention while students are at home.

3.4 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, with any suggested changes to Risk Scores.

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. Legal and regulatory compliance failure is an explicit high-level risk with a multitude of referenced factors.

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: Risk Register and highlighted Risk MAPs as above

Risk Register: 11 May 2021

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

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
 DirE - Director of Excellence
 DCS - Director of Corporate Support
 AAC - Audit & Assurance Committee

		Likelihood				
x		5	10	15	20	25
Impact	4	8	12	16	20	25
	3	6	9	12	15	20
	2	4	6	8	10	15
	1	2	3	4	5	7
	1	2	3	4	5	7

Note comment

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	11.2	11.3

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: 20 April 2021

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 new 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 2018/19 to 2019/20 indicated an increase in full-time PIs, and a slight decline in part-time PIs. The table below identifies the College's 8-year trend.

Level	Mode	Completed Successfully*								Change	Change
		12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	18-19 to 19-20	12-13 to 19-20
FT	FE	60%	70%	72%	72%	69%	68%	66%	69%	+3%	+9%
FT	HE	70%	74%	76%	76%	74%	74%	72%	77%	+5%	+7%
PT	FE	68%	75%	77%	87%	88%	87%	86%	84%	-2%	+14%
PT	HE	76%	84%	83%	81%	83%	82%	82%	82%	-0.7%	+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.

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.

18 January 2021

The College was placed under Tier 4 Covid restrictions Friday 20 November 2020 resulting in most classes will be delivered online. For many of our teaching staff, this was a continuation of recent weeks and months. However, for some, this had significant implications for delivery of on-campus classes. Only those classes that were considered 'time critical' were allowed access to campus. The College's physical campus was subsequently closed after Christmas holiday as the country moved into full lockdown. Classes continued online but concerns are rising for the completion of practical units and ultimately completion of awards. Continued consultation with regulatory bodies (SQA) is ongoing seeking reassurance and flexibility as a matter of urgency, to agree and announce holistic assessment to course aims. The VPSE has established a cross college Covid L&T Taskforce to review time left to end of academic year and various scenarios (Closure/Tier 4/Tier 3) and impact on learning time available and potential approaches to completion.

17 February

The Board of Management agreed to raise the risk score from $3 \times 5 = 15$ to $4 \times 5 = 20$ due to added pressures on students and staff through extended lockdown, deferral pressures etc. The lack of guidance from SQA regarding assessments was also considered a matter of concern, though this was not expected to have a direct impact on student success.

20 April 2021

Current risks: 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.

- In order to navigate our way through the challenge of delivering Learning and Teaching through the restrictions associated with the pandemic, the Vice Principal Student Experience (VPSE) established a **Covid Learning and Teaching Task Group** (Chaired by Dean, Mark Stagg) with representation from across Faculties, Student Experience Directorate, Performance, HR and the Student Association. The aim was to consider separate scenarios that capture different durations of lockdown and potential impact on likely number of days available for practical delivery of classes and assessment. It identified a set of principles for prioritisation of students, e.g. to complete certification and safety critical provision, maximising delivery (within restrictions) and likely costs of these and implications for learner progression. This work enabled a very quick and efficient identification of students for return on 15 March and subsequently on 19 April 2021. 4 levels of criticality:

Level 1	They require to complete the course immediately as they are in their final phase or year; non completion will result in no professional qualification or articulation
Level 2	This course can have a short term deferral (e.g. addressed in summer)
Level 3	Can be deferred to subsequent college phase or AY.
Level 4	Can be cancelled but there will be commercial implications.

- With further lifting of restrictions the college has since moved to a 29% cap on students onsite from 19 April. This equates to a maximum of 1800 students at any one time across both campuses. It is anticipated that the college would progress through 80-90% of students but the impact of the EIS strike is currently being assessed. This is an active challenge for Faculties and options have been developed in consultation with staff and the Student Association to ensure that all students progress.
- Throughout this time attendance (online) has remained high 'with average attendance for FT FE 84% and FT HE at 87% (2019-20 figures - 80% and 82% respectively).

Current Risk Score:	Gross Risk Score (assuming no treatment)
Likelihood 4/5 Impact 5/5 Risk Score 20/25 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 attract, engage, and retain suitable staff

Risk ID: 9

Owned by: EDHR

Review Date: May 2021

Update

Full Description:

1. Failure to recruit and retain staff
2. Failure to develop and motivate staff; failure to identify training and development needs and appropriate tailored development strategies.

Treatment:

- Develop and implement a People & Culture Strategy
- Develop and implement relevant policies
 - Employee Benefits policy
 - Recruitment and Selection policy
 - Organisational Development policy
 - Employee Engagement & Reward strategy and procedures
- Develop and agree an organisation development strategy and operational plan.
- Develop a framework of mandatory and optional CPD
- Review and implement employee Personal Development Review (PDR) process
- Monitor the outcome of all staff recruitment, staff absences rate and staff turnover

Commentary (Update):

Recruitment & Selection Policy & Procedure and the Employee Engagement policy are approved and in use. A new draft People & Culture Strategy was presented to the College SMT in April 2017, and is under revision at October 2020. A report on Workforce planning is anticipated to be complete by the end of October. Operational plans are in place for Organisational Development delivery and to support the College strategic plan.

CPD opportunities are highlighted during annual PDR, requested by staff or by managers, to increase the effectiveness of the College. There is an annual One City all staff development day, on-going team events and development, enhancement of qualifications, PDA & TQFE, mandatory on-line training modules, visiting industry experts, master class sessions etc to support City Learning and personal development, delivered via a blended learning approach. An extensive management and leadership development programme was established in 2018-19, and was carried forward into 2019-20.

The College has invested in Coaching and Mentoring Development. This has led to a large number of coaching relationships and conversations within the College, as each of the cohorts are required to coach or mentor at least three others as part of the qualification. The College aims to create an established internal coaching agenda which will help develop talent and contribute to continuity planning and retention.

Staff absence rate are above our target however staff turnover is at a low level. There continues to be a generally high demand for posts advertised; however specialist posts in the Nautical Faculty remain difficult to recruit for within the current academic pay structure.

Some of the anticipated impacts of national bargaining, with the resulting improvements in pay & terms and conditions, include a reduction in staff turnover and improvement in recruitment demand.

May 2020

Steps have been taken to engage with and communicate with staff effectively and regularly through the coronavirus crisis, and create an ever more supportive culture of college community.

October 2020

A review of workforce planning has been progressed by the Executive Director HR, and it was reported to the Performance and Nominations Committee that a report will be concluded by the end of October 2020.

The Student Staff and Equalities Committee noted that current exit interviews with staff feature considerations of Covid-19, and personal circumstances. Some staff are facing difficult family issues, and mental health problems are anticipated. There may be an unevenness on impact of Covid, with older, experienced staff more inclined to consider leaving the College. However recruitment of new staff is strong, with a large pool of talented individuals seeking employment.

May 2021

A revised People and Culture Strategy will be presented to the Student Staff and Equalities Committee. This new, comprehensive and supporting strategy is directly aligned to the aims and priorities of the college strategic plan. It incorporates an ambitious workforce plan to shape the future of our work, and will involve a “deep dive” into Culture, Values and Behaviors.

In addition, to support recovery from COVID a new Hybrid Working guide has been developed, the intention is to balance organization needs while being flexible to individual needs.

Current Risk Score:	Gross Risk Score (assuming no treatment)
Likelihood 2/5 Impact 2/5 Risk Score 4/25 RAG Rating: GREEN Target Score: 3	Likelihood 4/5 Impact 5/5 Risk Score 20/25
Risk Appetite (Willing to accept):	Risk Tolerance (Able to accept):
Low <u>Medium</u> High	Category: People and Culture 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: Negative impact of Industrial Action

Risk ID: 14

Owned by: EDHR

Review Date: May 2021

Update

Full Description:

1. Negative impact upon service delivery due to industrial action
2. Negative impact upon reputation due to industrial action

Treatment:

Two local negotiating forums are established, LNC and SSNC, with the frequency of meetings based on the College Recognition & Procedure Agreement (RPA) and current requirements.

The College has signed the National Recognition & Procedure Agreement (NRPA) and is a member of the Employers Association within Colleges Scotland. All “in scope” pay and terms and condition negotiations now take place at the National Joint Negotiating Committee (NJNC).

Commentary (Update):

The Human Resources (HR) department is managed by the Executive Director HR reporting to the Principal. Significant changes have been progressed within the HR team to improve the performance and service with further planned improvements.

Note: Some historic commentary is retained below for the purpose of providing context.

In recent years the sector has been subject to 2 periods of EIS industrial action and a single period of support staff trade unions industrial action. The Employers Association are aiming to continue to progress all outstanding issues with the unions and achieve sustainable agreements without further industrial action.

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.

October 2019: Reviewed by Student Staff and Equalities Committee.

May 2020

This Risk MAP was reviewed by the Student Staff and Equalities Committee, which noted that agreement had been reached with the appropriate Trade Unions on the management and carry-forward of annual leave; a matter which had been the subject of a formal dispute in April 2020.

October 2020

The Executive Director HR reported to the Student Staff and Equalities Committee that the teaching Union EIS/FELA has agreed the current pay offer from management. However, Unison have rejected the current offer for support staff. The Committee agreed no change to the risk score.

March 2021

Following an unresolved national dispute related to the use of Instructor / Assessor roles in colleges, EIS ELA have undertaken a statutory ballot for industrial action. EIS FELA have notified the college of their intention for programme of discontinuous strike action on the following dates:

- Tuesday 16 March 2021
- Thursday 25 March 2021
- Wednesday 31 March, Thursday 1 April 2021
- Tuesday 20 April, Wednesday 21 April 2021
- Tuesday 27 April, Wednesday 28 April, Thursday 29 April 2021
- Tuesday 4 May, Wednesday 5 May, Thursday 6 May 2021
- Tuesday 11 May, Wednesday 12 May, Thursday 13 May 2021

The dispute primarily relates to two colleges who appear to be replacing lecturer roles with “para professional” roles. The Principal has confirmed City of Glasgow College has no such intentions.

Roles that support teaching and learning or “para professional” roles are commonplace in the college sector and City of Glasgow colleges has such roles.

Arrangements are in place to manage and mitigate industrial action, impact will be subject to continual review.

May 2021

Following 5 days of strike action, an Agreement was reached. The strike action, while disruptive to the student experience, resulted in 40% of lectures participating in industrial action (the national average - based on headcount). Participation among CoGC staff was circa 50%.

Unfortunately, this local dispute originating in two colleges turned into a national matter, City of Glasgow College has been clear that we are not, and will not, replace the professional role of a lecturer with support staff.

The Principal, and Executive Director HR, are currently supporting the Scottish Government's "Lessons Learned" exercise with the aim of making improvements to the national bargaining machinery; hopefully, longer term this should reduce the prospect of further industrial action. Until this exercise is complete the risk rating should not be lowered.

Current Risk Score:	Gross Risk Score (assuming no treatment)
Likelihood 3/5 Impact 4/5 Risk Score 12/25 RAG Rating: AMBER Target Score: 4 It is proposed that an increase of Risk likelihood is considered, in the light of the March 2021 update.	Likelihood 5/5 Impact 5/5 Risk Score 25/25
Risk Appetite (Willing to accept):	Risk Tolerance (Able to accept):
Low Medium <u>High</u>	Category: Student Experience/ Reputation 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				

Risk Management Action Plan

Risk Description: Failure of the College's Duty of Care to Students

Risk ID: 21

Owned by: VPSE

Review Date: May 2021

Update April 2020

Full Description and Treatment:

The College has specific statutory duties related to the care of students. These are outlined below.

College Prevent Duty - The counter-terrorism act imposes a duty on FE colleges to 'have due regard to the need to prevent people from being drawn into terrorism'.
(College Lead: College Secretary)

- Develop appropriate Policy and Procedures.
- Create an action plan.
- Raise staff and student awareness of the Duty.
- Provide appropriate training and regular updating of training for all staff in the College.
- Active engagement from college principals and the senior management of the institution with the range of Prevent partners including police.
- Appointment at a senior level of a single Prevent point of contact for each college.
- Engagement with the Scottish FE Prevent network at a senior level through Regional Chairs and Principals. A national strategic Prevent lead from both will represent the sector at the Prevent subgroup.
- Participate in local CONTEST or Prevent multi-agency groups. As well as any action plans agreed by each institution, these multi-agency groups will monitor delivery against the wider Prevent implementation plan.
- IT Acceptable Use Policy, appropriate filtering and reporting on internet access.
- Appropriate risk assessment related to events, speakers, clubs and societies.

College Safeguarding (Child Protection) Duty - Every adult in Scotland has a role in ensuring all our children, young people and adults at risk live safely and can reach their potential. The College is committed to collaboratively safeguarding the safety and wellbeing of children, young people and adults at risk who undertake study or employment with the College and takes all reasonable steps to safeguard students and staff. (College Lead Gillian Plunkett; Director, Student Experience)

- Develop appropriate Policy and Procedures.
- Create an action plan.

- Ensure College membership of the Prevention of Vulnerable Groups (PVG) Scheme and that all staff have PVG disclosure. (Owner: HR Director)
- Raise staff and student awareness of the Duty.
- Provide appropriate training and regular updating of training for all staff in the College through OD
- Appoint Safeguarding Coordinators and provide appropriate training through OD.

During the COVID-19 lockdown and campus closure we continue to be vigilant of the needs of children and other vulnerable groups. We have upgraded our report a concern area of the website for students, staff or indeed any member of the public can report any concern they may have for the welfare of a student. Where we have information on any issues of abuse, neglect or violence, in the current climate, this would be reported to Police Scotland.

Linked to our Safeguarding Duty is the general duty of care that the College has recognised through the development of a **Student Mental Health and Well Being Action Plan** and increased specialist staffing via our Mental Health and Well Being Team (currently 4 FTE staff). We also offer 24/7 support through [TogherAll](#) (n.b. TogetherAll) a digital platform that supports staff and student mental health and well being.

All student support services can be accessed online including telephone and video counselling, therapeutic group work and well being activities such as mindfulness and yoga. We work closely with CitySA in this area via our Student Mental Health Agreement.(2019)

College Corporate Parenting Duty - The Children and Young People Act 2014 has passed new legislation relating to Care Leavers in Scotland. Under the Act, Post-16 Education Bodies are considered to be 'corporate parents' from 1 April 2015. (College Lead Gillian Plunkett ; Director, Student Experience)

- Develop appropriate Policy and Procedures.
- Create an action plan.
- Impact assess services.
- Raise staff and student awareness of the Duty.
- Provide appropriate training and regular updating of training for all staff in the College: through Organisational Development.
- Report on performance
- Collaborate with other Corporate Parents.

Commentary (Update):

The College Prevent Duty and Corporate Parenting Duty came in to force in 2015. As a result the College has developed an overarching Corporate Caring Responsibilities Policy and has appointed an overseeing group to develop this further. Furthermore,

Who Cares Scotland? have undertaken staff development with BoM, SMT and Curriculum Heads. Feedback from Who Cares Scotland? is considered within the Corporate Parenting Strategy.

Training for safeguarding and Prevent was rolled out college – wide. A new Prevent training module had been developed to support this, however this was not thought to be effective and has now been withdrawn. Events staff advised of requirement to include risk assessment as appropriate relating to external speakers which has now been included in the booking procedure. A Prevent Policy is also in place.

The College Secretary/Planning attends the relevant Prevent cross-sectoral meetings, most recently the G Division Prevent Annual Conference 2020.

All academic management roles in the new leadership structure have explicit duties in relation to corporate care roles. The work of the Corporate Care SLWG was assimilated into the new college committee structures for 2018/19.

During the COVID-19 lockdown and campus closure the college has been working with our care experienced students and Action for Children to ensure the welfare of our care experienced students. This has involved providing them with care packages, help with accommodation, IT devices, data and hardship funding.

Student wellbeing and care has been a constant focus of SMT throughout the pandemic. However it is noted that interventions are limited when students are at home. The Student Staff and Equalities Committee agreed to increase the likelihood score to 2, to reflect the distancing from students, while acknowledging the support work that is ongoing.

Risk Owners: VP Student Experience/Director Student Experience/College Secretary (Prevent); HR Director (PVG Scheme/Disclosure)

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

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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				