

## Learning and Teaching Committee

<b>Date of Meeting</b>	<b>Tuesday 7 September 2021</b>
<b>Paper No.</b>	<b>LTC1-I</b>
<b>Agenda Item</b>	<b>4.7</b>
<b>Subject of Paper</b>	<b>Strategic Risk Review</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Paul Clark, College Secretary/Planning</b>
<b>Date of production</b>	<b>30 August 2021</b>
<b>Action</b>	<b>For Discussion/Decision</b>

### 1. Recommendations

1. To note the review of strategic risks as relevant to the Committee's remit.
2. To review and agree the Risk Scores and Risk Management Action Plans associated with these risks.

## 2. Purpose

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, to enable consideration of risk management assessment and approaches. Also included is the current Risk Register.

## 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, 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 The strategic risks which most closely relate to the committee's remit (with current risk scores and RAG rating) are:

- 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)

The Committee is invited to review the current management of these risks, and the risk score for each.

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, supported by the Student Academic Experience Strategy:

- 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.

## **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 The Strategic Risks monitored by the Learning and Teaching Committee are directly related to the successful delivery of the College's core activity, and the positive experience of our students. Several other risks are related to these, such as those related to performance, reputation, and financial sustainability.

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: 25 August 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	3	5	15	25	5	Score decr. 20 to 15 RED L&TC 5/20	<a href="#">Risk 1 MAP.docx</a>	Aug'21
Students	Failure to establish optimal pedagogical model	2	1	VPSE	1	5	5	20	5		<a href="#">Risk 2 MAP.docx</a>	Aug'21
Students	Failure to achieve good student outcome/progression levels	3	1	VPSE	2	5	10	15	5		<a href="#">Risk 3 MAP.docx</a>	Aug'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	<a href="#">Risk 21 MAP.docx</a>	Aug'21
Growth and Development	Failure to realise planned benefits of Regionalisation	4	1	Pr/DPr	3	3	9	20	3		<a href="#">Risk 4 MAP.docx</a>	May'21
Growth and Development	Negative impact upon College reputation	6	1	VPDI	3	4	12	25	5	RED to Amber PNC 08/20	<a href="#">Risk 6 MAP.docx</a>	May'21
Growth and Development	Failure to achieve improved business development performance with stakeholders	7	1	VPDI	4	5	20	25	5	Score decr. 25 to 20: AAC 11/20	<a href="#">Risk 7 MAP.docx</a>	May'21
Growth and Development	Failure to achieve improved performance	8	1	VPSE/DirE	2	5	10	20	5		<a href="#">Risk 8 MAP.docx</a>	May'21
Growth and Development	Failure to attract, engage, and retain suitable staff	9	1	EDHR	2	2	4	20	3		<a href="#">Risk 9 MAP.docx</a>	May'21
Growth and Development	Failure to achieve taught degree awarding powers	26	1	DPr	3	4	12	20	3	Score decr. 16 to 12 AAC 9/20	<a href="#">Risk 9 MAP.docx</a>	May'21
Processes and Performance	Negative impact of statutory compliance failure	10	1	CSP	2	5	10	20	5		<a href="#">Risk 10 MAP.docx</a>	May'21
Processes and Performance	Failure of Compliance with the General Data Protection Regulations (GDPR)	24	1	DPr	2	4	8	25	5	Score decr. 12 to 8 AAC 05/21	<a href="#">Risk 24 MAP.docx</a>	May'21
Processes and Performance	Failure of Corporate Governance	11	1	Pr/CSP	1	5	5	20	5		<a href="#">Risk 11 MAP.docx</a>	May'21
Processes and Performance	Failure of Business Continuity	12	1	VPCS/CSP	3	4	12	25	4	Score decr. 20 to 12: AAC 05/20	<a href="#">Risk 12 MAP.docx</a>	May'21
Processes and Performance	Failure to manage performance	13	1	VPSE/DirE	3	4	12	20	4	Score incr. 4 to 12 PNC 8/21	<a href="#">Risk 13 MAP.docx</a>	Aug'21
Processes and Performance	Negative impact of Industrial Action	14	1	EDHR	3	4	12	25	4		<a href="#">Risk 14 MAP.docx</a>	May'21
Processes and Performance	Failure of IT system security	25	1	VPCS	2	5	10	25	5		<a href="#">Risk 25 MAP.docx</a>	Jun'21
Finance	Failure to achieve operating surplus via control of costs and achievement of income targets.	15	1	VPCS	3	3	9	25	4	Score decr. 20 to 9 FPRC 08/21	<a href="#">Risk 15 MAP.docx</a>	June'21
Finance	Failure to maximise income via diversification	16	1	VPCS/VPDI	4	5	20	25	5	25 to 20 DC 5/21	<a href="#">Risk 16 MAP.docx</a>	May'21
Finance	Failure to obtain funds from College Foundation	20	1	VPCS	1	4	4	20	4		<a href="#">Risk 20 MAP.docx</a>	May'21
Finance	Negative impact of Brexit	22	1	VPCS/DCS	3	4	12	15	5		<a href="#">Risk 22 MAP.docx</a>	May'21
Finance	Failure to agree a sustainable model and level of grant funding within Glasgow Region	23	1	VPCS	3	4	12	25	5		<a href="#">Risk 23 MAP.docx</a>	May'21
ALL	Failure to manage acute threats relating to coronavirus outbreak	27	1	Pr/DPr	2	4	8	25	4	Score decr. 12 to 8: AAC 5/21		May'21

**Key:**  
 Pr - Principal  
 DPr - Depute Principal  
 VPSE - Vice Principal Student Experience  
 VPCS - Vice Principal Corporate Services  
 VPDI - 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

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

Recent change

Date	Jun-17	Dec-17	Jun-18	Dec-18	Jun-19	Dec-19	Jun-20	Dec-20	Jun-21
Average Risk Score	10	9.56	9	9	9.43	8.95	11.2	11.3	10.7
Number of RED Risks	3	3	2	2	3	1	4	5	4

N.B. Closure of low-scoring risks will have an upward 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: August 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 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 7-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 though 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

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:

<b>Level 1</b>	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
<b>Level 2</b>	This course can have a short term deferral (e.g. addressed in summer)
<b>Level 3</b>	Can be deferred to subsequent college phase or AY.
<b>Level 4</b>	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 but with average attendance for FT FE 84% and FT HE 87% (19-20 80% and 82% respectively)

<b>Current Risk Score:</b>	<b>Gross Risk Score (assuming no treatment)</b>
Likelihood 4/5 Impact 5/5  Risk Score 20/25  RAG Rating: <b>RED</b>  Proposed adjustment to AMBER (L&TC Sept 2021)  Target Score: 5	Likelihood 5/5 Impact 5/5  Risk Score 25/25
<b>Risk Appetite (Willing to accept):</b>	<b>Risk Tolerance (Able to accept):</b>
<u>Low</u> Medium High	Category: Student Experience  Low <u>Medium</u> High 1 2 <b>3</b> 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:** August 2021

## Update

Full Description:

Risk that learning and teaching approaches fail to meet the needs of learners and other stakeholders (including employers). 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.

## **Jan 2021**

The College was placed under Tier 4 Covid restrictions Friday 20 November 2020 resulting in most classes being 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. In response the LTA has continued to develop its support offer from individuals to course teams promoting a collective and collaborative approach. The VPSE has also established a Blended Learning Fund in response to the challenge faced during the Covid crisis to ensure we are well placed for delivery of quality online learning and teaching experience and to 'Let Learning Flourish'.

It is recognised that online delivery is resource intensive coupled with the associated time need for design of materials and online student support. In turn, whilst we are responding to the current 'enforced' online delivery the college will continue with a blended delivery model for coming academic years the majority of courses will have some form of online element ensuring the College continues to be an 'inspirational place of learning' that fosters excellence, digital innovation and creativity in learning, teaching and assessment. In addition a key outcome of the Digital Learning Group is an options appraisal and associated Business Case for a new Virtual

Learning Environment for 'roll-out' next academic year ensuring we are best placed to deliver on new Student Academic Experience Strategy.

**April 2021**

The Blended Learning Fund (BLF) was established in response to the challenge faced during the Covid crisis to ensure we are well placed for delivery of quality online learning and teaching experience and to "Let Learning Flourish". The fund was subsequently supported by a successful application the Foundation. The aim was to provide additional support to learning and teaching staff in the delivery and development of the new blended delivery model. The fund application process opened end of January and received a tremendous response from across all faculties. Delivery of outcomes is due end of April and many of the outcomes will be sector leading. A further essential step is to share outcomes of projects across the college via on Learning and Teaching Academy staff resource hub and through the Learning and Teaching Conference 'Lets get Phygital' on 14 September 2021. This will be an opportunity for the college to showcase across the sector much of the innovative work progressed over the last 12 months. In addition we are about to go to tender for a new VLE having received approval from the Board and subsequent funding from the Foundation. This coupled with the work of the LTA, the BLF and the strategic direction set in the Student Academic Engagement Strategy will provide assurance for quality of learning and teaching going forward.

August 2021

The new Student Academic Experience Strategy is in place which defines our new approach to supporting students and the Learning and Teaching.

<b>Current Risk Score:</b>	<b>Gross Risk Score (assuming no treatment)</b>
Likelihood 1/5 Impact 5/5 Risk Score 5/25 RAG Rating: <b>GREEN</b> <b>Target Score: 5</b>	Likelihood 4/5 Impact 5/5  Risk Score 20/25
<b>Risk Appetite (Willing to accept):</b>	<b>Risk Tolerance (Able to accept):</b>
<u>Low</u> Medium High	Category: Student Experience  Low <u>Medium</u> High 1 2 <b>3</b> 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:** August 2021

### 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.

### **18 January 2020**

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. In turn, employment placement activity is severely limited for students.

The SFC published FT College Leaver Destinations for academic year 2017 in October 2020. Confirmed leaver destinations were obtained for 89% of learners sampled, matching the performance of the sector as a whole. Of these leavers, just over 96% were in a positive destination, which was above the college sector average. Of those progressing into employment, 73% work in an area related to their study, some 7pp above the college sector average.

There remains a challenge in reducing the number of FE learners experiencing unemployment upon leaving, and we can expect this to become even more challenging over subsequent years. Of those college completers continuing within the college, over 92% do so at a higher level of study, some 5pp above the college average. Endorsement of our employer engagement, comes from an Education Scotland's progress visit in February 2020, whereby the panel highlighted employer engagement in work-based learning as an area of Excellent Practise worthy of sharing with the rest of the sector.

### **April 2021**

Students are currently being asked to national SFC Student Satisfaction Questionnaire. The survey is open to Full Time students and Part Time students completing 160 hours or greater within the session and will remain open until Friday 30th April 2021. Whilst it is recognised the need for sectoral agencies to conduct such an exercise there is concern about the comparability with previous survey, the different experiences colleges have had with Covid ie some being in L4 restricted for longer periods of time and, the impact of the strike on responses.

In response to the impact of restrictions on student completion rates, the College is developing a series of options to support students. One of these is articulation onto higher study and we are also in discussion with our university partners to extend offer of conditional places to allow for potential late results due to the impact of strike action. We anticipate general agreement. In addition, for those, studying for professional qualifications the college has worked to ensure that these are either covered or, we have made adjustments to programmes. We have also been in communication with employers or sponsoring company as applicable. In addition, we have worked with regulators and/or professional training bodies to ensure these adjustments are compliant with their requirements

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

Impact	5	<b>10</b>	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: August 2021**

## Update

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.

- 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.

A key element of Safeguarding is to ensure College membership of the Prevention of Vulnerable Groups (PVG) Scheme and that all staff in regulated work have PVG disclosure. (Owner: HR Director)

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**. Our Action Plan has 8 key themes as follows:-

- Early identification and intervention for students who disclose a mental health issue or are referred for support.
- Normalising mental health issues and developing shared values around mental health.
- Development of a range of practical supports which are easy to access and responsive to the needs of our students.
- Development of CPD, materials, resources and approaches to support the inclusive classroom.
- Continuous review of college policies, procedures and practices to ensure these consider the impact on students and support student wellbeing.
- Personal and Social Development and Promotion of good mental health and wellbeing across the College.
- Development of a multi-agency and holistic approaches in supporting students at various stages throughout the learner journey.
- Awareness raising at Senior/Board level of the social trends and influences both external and internal that affect student wellbeing

**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. These duties together with the college Safeguarding responsibilities are reported under Corporate Caring Responsibilities reviewed annually by SMT and the Student Staff and Equalities Committee.

Training for safeguarding and Prevent was rolled out college- wide prior to Covid lockdown. A Prevent training module was developed to support this, and this is now subject to review/revision. Events staff advised of requirement to include risk assessment as appropriate relating to external speakers. A Prevent Policy is now in place.

All academic management roles in the new leadership structure have explicit duties in relation to corporate care roles.

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

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

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:** May 2021

## Update

### *Full Description:*

The College fails to achieve taught degree awarding powers (tDAP).

### *Treatment:*

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.

### **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 was delayed by issues around iTrent, and new vehicles for the results of the survey were considered. A specification has been developed and is being put out for tender.

However, it is anticipated that considerable efforts and resource will be needed over the next few years to develop the levels of scholarly activity and engagement with subject-specific pedagogy that we need to be able to evidence in our application for tDAP. Our

recruitment strategy is currently being reviewed to optimise all new teaching staff appointments.

### 26.3 Administrative Systems

AMBER

This relates to quality assurance, and the infrastructure to enable the delivery of quality assurance. The new AD Quality Assurance & Quality Enhancement post is being readvertised in more appropriate places.

### 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. tDAP will benefit greatly from the initiation of a Project Management Office for the College in summer 2021.

### 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). Appointment of an AD QA & QE will be key to delivery here.

### 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. This will be updated once the Project Management Office is able to advise.

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.

### **Update as at September 2020**

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

### **Update as at May 2021**

Although the coronavirus pandemic has delayed progress with some aspects of preparing to apply for tDAP, this still remains a key priority for the College, and progress is being made in specific areas.

The Executive Director HR and the VP Corporate Services have initiated a tender exercise to procure a suitable database to hold the details of staff qualifications and

experience which will be needed to support staff development in preparation for our tDAP application. While the software is being commissioned, work on the staff questionnaire can be taken forward. It is intended that the questionnaire should have been completed by all academic staff by the end of June 2021.

With the appointment of our Director of Excellence, Jon Gray, who joined the College in October 2020, it has been possible to renew engagement with the development of our Quality Assurance processes. For example, a new system of Faculty and Directorate Reviews has been initiated, and the first round of meetings on our revised operational planning cycle, with a panel including the Depute Principal, VP Student Experience and Director of Excellence, has been held.

In addition, work has begun of reviewing and developing the College's annual quality Cycle and quality reporting. An enhancement-led approach will be taken consistently, to encourage all those involved to see these innovations as opportunities for sharing best practice and identifying areas for development.

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

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