

Learning and Teaching Committee

Date of Meeting	Tuesday 7 November 2017
Paper No.	LTC2-B
Agenda Item	4
Subject of Paper	Strategic Risk Review
FOISA Status	Disclosable
Primary Contact	Paul Clark, College Secretary/Planning
Date of production	1 November 2017
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

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 As an action emerging from the Learning and Teaching Committee meeting of 18 September, consideration has been given to a rewording of Risks 1, 2 and 3. The Risk MAPs for these risks are appended for further consideration:

- Risk 1 - Failure to support student success (Score 10, **Amber**; changed from **Green** – Audit Committee, 5/17)
- Risk 2 - Failure to establish optimal pedagogical model (Score 5, **Green** changed from **Amber**; Audit Committee, 5/17)
- Risk 3 - Failure to achieve good student outcome/progression levels (Score 10, **Amber**;

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.

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 Management Action Plans

Appendix 2: Risk Register

Risk Management Action Plan

Risk Description: Failure to support student success

(L&T Committee Sept: suggested change student success' to "student progression") –
Suggest – Failure to support Successful Student Outcomes

Risk ID: 1

Owned by: VPSE

Review Date: September 2017

Update to follow with audited Student PIs for 2017-18

Update

Full Description:

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

Treatment:

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

Commentary (Update):

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

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

Curriculum planning processes will be 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.

Confirmed student success results for 15-16 show that we have maintained our PIs from 14-15. The PI in PT FE has increased due to the TUPE of a number of Trade Union Courses from Glasgow Kelvin College and also the College's actions to improve low performing courses. The PI in PTHE has fallen and measures are in place to address this, however this PI still sits above the National Average. The table below identifies the College's 4 year trend: -

Level	Mode	Completed Successfully				Change	
		12-13	13-14	14-15	15-16	14-15 to 15-16	12-13 to 15-16
FT	FE	60%	70%	72%	72%	0%	+12%
FT	HE	70%	74%	76%	76%	0%	+6%
PT	FE	68%	75%	77%	87%	+ 10%	+19%
PT	HE	76%	84%	83%	81%	- 2%	+5%

Ref: Audited SFC PIs as presented to L&TC 8th Nov 2016

Each College Faculty has developed an action plan in 2016/17 to address low PI courses and the plans are being monitored against performance targets. Faculty action plans are under review at the Student Experience Leadership Group to monitor Faculty improvement plans. The EIS dispute included several days of strike action before the summer break. College SMT arranged to support students in completing their qualifications.

Audit Committee (24 May 2017) agreed change of Risk Likelihood from 1 to 2, with increased risk score (AMBER)

Current Risk Score:	Gross Risk Score (assuming no treatment)
Likelihood 2/5 Impact 5/5 Risk Score 10/25 RAG Rating: AMBER Target Score: 5	Likelihood 5/5 Impact 5/5 Risk Score 25/25
Risk Appetite (Willing to accept):	Risk Tolerance (Able to accept):
<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 optimal pedagogical model
(L&T Committee Sept suggested reconsider use of "optimal") - Agree

Risk ID: 2

Owned by: VPSE

Review Date: August 2017

Update

Full Description:

Risk that learning and teaching approaches fail to meet the needs of learners and other stakeholders (inc. employers) in the context of the new campus.

Treatment:

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

Commentary (Update):

The Regional Curriculum and Estates Review process has been completed and now operational, supporting key government priorities. Annual Curriculum Plans being developed in partnership with Glasgow colleges in alignment with the Regional Outcome Agreement.

Regional Curriculum Development now geared towards Government economic sector priorities, which City Learning supports. City Learning has been embedded within Faculty Operational Plans and a refreshed model is under development for implementation in 2017/18.

The Industry Academy model has been shared at regional level, and joint IA initiatives are currently in operation, in particular with regard to STEM delivery via an IA model. 24 Industry Academies were operational in 2015/16, exceeding the target of 18, now under review within the Performance Review process and reporting on their output is now available. Further developments are being implemented to provide industry academy reportage via the College dashboard. Furthermore, an Industry Academy expansion plan is being considered as part of the Corporate Development Strategy.

A report to the Learning and Teaching Committee in May 2016 included the proposal to develop a pedagogical strategy within the context of a new Learning and Teaching Academy for the College (now re named the Centre for Technical and Professional Education). The Centre for Technical and Professional Education has now been approved by SMT, phase 1 of its development is currently underway.

A Student Experience Strategy has now been developed, led by the Vice Principal (Student Experience), and staff and students have been consulted as part of the development. Three key initiatives have been identified; Widening Access, Student Partnership Agreement and City Learning 4.0.

A technical working group has been developing City Learning 4.0 which launched at the One City Event in June.

The Audit Committee (May 24 2017) agreed to reduce the Likelihood score from 2 to 1. This produces a change in overall risk score from 10 **AMBER** to 5 **GREEN**.

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 a positive post course destination

Risk ID: 3

Owned by: VPSE

Review Date: September 2017

Update

Full Description:

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

Treatment:

CADMs well established. All Schools are developing links with industry to ensure industry relevant curriculum. Ongoing collaboration with HEIs to maintain and develop articulation links.

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

Commentary (Update):

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

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

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

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

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

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

evaluative report of 2016/17 and an enhancement plan for 2017/18 is currently being produced which will be presented to the Board of Management in October.

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

Current Risk Score:	Gross Risk Score (assuming no treatment)
Likelihood 2/5 Impact 5/5 Risk Score 10/25 RAG Rating: AMBER Target Score: 5	Likelihood 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

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				