G

CURRICULUM, QUALITY AND STUDENT EXPERIENCE COMMITTEE REPORT

BORDERS COLLEGE REGIONAL BOARD

Subject: Strategic Risk Register	**Purpose:** **For Approval** ☐ **For Discussion** ☒ **For Information** ☐
Prepared by: Anne-Marie Sturrock, Vice Principal Student Experience	**Date of Committee: 19 October 2023**

Purpose: To share with Committee members the risks that are directly pertinent to the Curriculum, Quality and Student Experience Committee and invite comment.

Executive Summary:
The risk register has been revised for the new academic year with 12 strategic risks now being included in the register. Each Committee will discuss the risks relating to that Committee activity and the whole risk register will be taken to Board.

As this is in a new format Members are asked to discuss whether there are any other risks that should be added that are pertinent only to this Committee.

A risk appetite level has been notionally applied to the individual risks and Members are asked to consider whether or not they agree with this.

To help Members these are the definitions and categories of risk appetite that are proposed:

Risk Appetite	Description	Risk Appetite Score
Averse	Avoidance of risk and uncertainty in achievement of key deliverables or initiatives is the key objective. Activities undertaken will only be those with virtually no inherent risk.	Lower than 7
Minimal	Preference for very safe business delivery options that have a low degree of inherent risk with the potential benefit/return not a key driver. Activities will only be undertaken where they have a low degree of inherent risk.	Between 7-9
Cautious	Preference for safe options that have low degree of inherent risk and only limited potential for benefit. Willing to tolerate a degree of risk in selecting which activities to undertake to achieve key deliverables or initiatives, where we have identified scope to	Between 10-14

	achieve significant benefit and/or realise an opportunity. Activities themselves may potentially carry, or contribute to, a high degree of residual risk.	
Open	Willing to consider all options and choose one most likely to result in successful delivery while providing an acceptable level of benefit. Seek to achieve a balance between a high likelihood of successful delivery and a high degree of benefit and value for money. Activities themselves may potentially carry, or contribute to, a high degree of residual risk.	Between 15-19
Hungry	Eager to be innovative and to choose options based on maximising opportunities and potential higher benefit even if those activities carry a very high residual risk.	Above 20

Feedback from all Committees will be collated and taken to Board in October.

Linked to Strategic Ambition(s):
Take a leading role in enabling an inclusive, resilient and sustainable Scotland
Choose an item.
Performance Measures:
An Agile & Creative Staff Body
Choose an item.

Linked to Strategic Risk Register:
4b - Governance
Choose an item.

Recommendation:
Members discuss and agree the Curriculum, Quality and Student Experience Committee risk(s) and the risk appetite for them.

Previous Committee Approvals: None

For publication ☐	**Not for publication** ☒ **If not, why not?** Still in draft, new format not approved by Board.

Borders College Risk Register as at 07/09/2023

no	Risk	Causes/ Risk factors	Consequences/ Potential Effect	Risk Owner	Committee	Likelihood	Impact	Score	Existing Mitigation Actions	Likelihood	Impact	Score	Appetite	Actions
	Student Experience													
2.1	Student application numbers low	Curriculum doesn't meet student demand Poor or inadequate teaching and student social spaces Course offer not matching employers demand Changes to course requirements Reduced demand for traditional trades/careers New technology resulting in new trades/careers lack of student transport Changes to SFC Guidance	Reduced student applications adverse impact of reputation Lower success rates Loss of students to other providers Failure to meet ROA targets Financial clawback of SFC grant Failure to meet needs of the economy Reduced commercial income due to relevance of commercial courses Not meeting Community and employers needs	VP Student Experience	CQSE	3	4	12	Working with schools , DYW & universities to establish learner pathways that meet students, employers and regional need Use DATA supplied by SDS on Senior Phase pupils career routes to influence the curricular offer Strategies to support students to become successful learners inbedded in all areas Employers forums in place Marketing action plan in place Work with SBC for transport planning Monitoring labour market information to inform curriculum planning Early withdrawals monitored regularly	2	3	6	Cautious	TREAT -Further development of Employers forums across all curricular areas . -Further development of curriculum planning process -Develop further use of DATA -Implementation of Pro-monitor for student support needs -Implementation of aligned student support services structure. -Increase ownership of DATA across the College
2.2	Students are not adequality supported to enable them to complete their studies	Lack of support staff Poor access and signposting to support staff Increase demand for support services	Poor student experience Lower success rates Increased early withdrawals Increase student behaviour issues Increased absenteeism	Dir Student Support Services	CQSE	4	4	16	Transition support of mental health issues is being funded 23/24 Induction activities Quite induction Partnership working with Student Association Partnership with 3rd sector Robust tracking and monitoring of issues	3	3	9	Cautious	TREAT -Implementation of Pro-monitor for student support needs -Implementation of aligned student support services structure.