

# CURRICULUM, QUALITY & STUDENT EXPERIENCE COMMITTEE

29 May 2025



## Strategic Risk update

### 1.0 PURPOSE OF PAPER For discussion

- 1.1 The purpose of this paper is to present to the Committee the risks assigned to it, within the current strategic risk register, and details the progress on actions to be implemented during 2024/25.

### 2.0 EXECUTIVE SUMMARY

- 2.1 Following the Board development day on 9<sup>th</sup> November two risks have been assigned to the Committee.
- 2.2 Both risks are within the risk appetite agreed by the Board.
- 2.3 Appendix 1 details the risks assigned to the Committee, the agreed actions and progress on these actions.

### 3.0 RECOMMENDATION

- 3.1 It is recommended the Committee note the progress of the agreed actions for 2024/25 contained in Appendix 1.

### 4.0 BACKGROUND

- 4.1 Identifying and managing risk is a corner stone of effective management and good governance. The strategic risk register approach and monitoring was developed and agreed with the Board in Nov 2023.
- 4.2 The Board agreed risk appetites for each of the identified risks. The table over provides details the parameters for each risk appetite:

Risk Appetite	Description	Risk Appetite Score
Averse	Avoidance of risk and uncertainty in achievement of key deliverables or initiatives is key objective. Activities undertaken will only be those considered to carry 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 for 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 achieve significant benefit and/or realise an opportunity. Activities undertaken may carry a high degree of inherent risk that is deemed controllable to a large extent.	between 10 - 14
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 maximizing opportunities and potential higher benefit even if those activities carry a very high residual risk.	20 and above

## 5.0 CURRICULUM, QUALITY & STUDENT EXPERIENCE RISKS UPDATE

5.1 The Board has assigned responsibility for monitoring two risks. These risks are shown below with the current score and the risk appetite agreed by the Board.

no	Risk	Appetite	Score
2.1	Student application numbers low	Cautious (Between 10-14)	12
2.2	Students are not adequately supported to enable them to complete their studies	Cautious (Between 10-14)	9

5.2 The register for the two risks assigned to the Committee are shown in detail in Appendix 1, including the actions identified for 2024/25. Progress on the agreed actions are also detailed in the Appendix.

5.3 Both risks assigned to the CQSE Committee are below or within the risk appetite agreed by the Board.

- 5.4 Two additional actions have been identified for risk 1.2 – Students are not adequately supported to enable them to complete their studies. The new actions, with delivery target dates, are shown below
- Deliver tailored coaching course to student support team members, focusing on proactive student engagement and effective support strategies (13/6/25)
  - Develop Trauma Informed Action plan to guide college approach to supporting individuals affected by trauma (13/8/25)
- 5.5 No new risks have been identified.

## **6.0 IMPLICATIONS AND CONSIDERATIONS**

### **6.1 Financial Implications**

There are no direct financial implications from the contents of this report.

### **6.2 Learner Implications**

There are no direct learner implications from the contents of this report. The mitigations current in place and actions agreed ensure standards are maintained and students' requirements are met.

### **6.3 Staff Implications**

There are no direct staff implications from the contents of this report.

### **6.4 Equality and Diversity Implications/Equality Impact Assessment**

There are no direct equality implications from the contents of this report. The mitigations in place ensure the College meets its all-legislative requirements for equality and diversity.

### **6.5 Sustainability/Environmental Implications**

There are no direct sustainability implications from the contents of this report.

## **7.0 RISK COMMENTARY**

- 7.1 The management of risks is an essential part of good governance for an organisation. The monitoring of risk is a key element of this management. This report provides the Committee with assurance that the risks have been reviewed and actions to further mitigate the risks have been considered and identified.

## 8.0 CONCLUSION

- 8.1 The risks register has been reviewed and progress has been made on the agreed actions.

Anne-Marie Sturrock, Vice Principal for Student Experience

**Previous Board or College Committee Approvals:** CQSE, 6 February 2025

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# Appendix 1

Borders College Risk Register as at		15/05/2025											
								Post Mitigation Scores					
no	Risk	Causes/ Risk factors	Consequences/ Potential	Risk Owner	Committee	Appetite	Existing Mitigation Actions	Likelihood	Impact	Score	Actions for 2024/25	Progress as at 15 May 2025	
Financial Stability													
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 Universities reduce entry criteria Cost of living crises	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 employer Increase in school leavers going directly to employment	VP Student Experience	CQSE	Cautious (between 10-14)	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 imbedded 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 Retention and Achievement Committee in place Early withdrawals monitored regularly Curriculum Planning Process Pro-monitor used to monitor student support needs	4	3	12	TREAT Focus on retention and achievement ,Ensure all delivery staff utilise college systems (in particular tracking and monitoring) to enable targeted action and early intervention to 'At Risk Students' As part of new SEAP the executive will further enhance self-evaluation process by engaging with teams to review actions. (31/6/25) Actions complete		
2.2	Students are not adequ equality supported to enable them to complete their studies	Lack of support staff Poor access and signposting to support staff Increase demand for support services	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	Dir Student Support Services	CQSE	Cautious (between 10-14)	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 issue including attendance Student support needs maintained and monitored within Pro-monitor Working with partner agencies to discuss funding and support for apprentices.	3	3	9	TREAT Student Support Services will use new Tracking & Monitoring to enable targeted approach to students whose attendance may be a concern. Student Support Services team will access Assessment Schedule to target support to 'At Risk' students (30/4/25) Deliver tailored coaching course to student support team members, focusing on proactive student engagement and effective support strategies (13/6/25)  Develop Trauma Informed Action plan to guide college approach to supporting individuals affected by trauma (13/8/25)	Development of assessment schedules ongoing.  First coaching session delivered 7.5.25  Trauma Informed Action Plan in draft, to be presented to SLT 20.5.25	