

AUDIT COMMITTEE

Wednesday 27 March 2019
The Boardroom, Langside Campus

AUDIT COMMITTEE

The Twentieth meeting of the Audit Committee will be held on Wednesday 27th March 2019 at 4.30pm in the Boardroom, Langside Campus.

A G E N D A

19.01	Welcome and Apologies	D Watt
19.02	Declarations of Interests	D Watt
Minutes of Previous Meeting		
19.03	Minute of the Audit Committee meeting of 27.11.18	P D Watt
19.04	Matters Arising – Action Grid	P D Watt
Items for Discussion/Decision		
19.05	Internal Audit Reports	P Henderson Loggie
	- Student Recruitment and Retention	
	- Student Welfare	
	- Partnership Working (incl. Regional Engagement)	
19.06	Internal Audit 2018/19 Plan Progress	P Henderson Loggie
19.07	College Strategic Risk Register	P J Thomson
Items for Information/Noting		
19.08	Internal and External Audit Rolling Action Plan	P T Elliott
Continual Improvement		
19.09	Equalities Impact Assessment on Decisions Made	D Watt
19.10	Review of Papers (including Disclosable status)	D Watt
19.11	Any Other Business	D Watt

Date of the next meeting: 4.30pm on Wednesday 22nd May 2019, in the Boardroom, Langside Campus

AUDIT COMMITTEE MEETING

Date of Meeting	27 March 2019
Paper Title	Internal Audit Reports: Student Recruitment and Retention, Student Welfare, Partnership Working (incl. Regional Engagement)
Agenda Item	19.05
Paper Number	19.05A, 19.05B, 19.05C
Responsible Officer	Henderson Loggie, Internal Auditors
Status	Disclosable
Action	For Discussion

1. REPORT PURPOSE

The purpose of this paper is to submit to the Committee for discussion the following reports which have been produced by the College's Internal Auditors, Henderson Loggie.

- Student Recruitment and Retention
- Student Welfare
- Partnership Working (incl. Regional Engagement)Business Development

2. RECOMMENDATION

Members of the Audit Committee are invited to discuss the attached papers.

3. BACKGROUND

All three of the reports conclude that there is a good level of assurance in this area meaning that in each area the system meets the control objectives. This is the highest level of assurance that can be given through the internal audit process. Also there are no audit recommendations in any of the three reports.

4. RISK ANALYSIS

There are no specific risk implications in this paper.

**5. LEGAL IMPLICATIONS/ FINANCIAL IMPLICATIONS/ REGIONAL
OUTCOME AGREEMENT IMPLICATIONS**

The College is required to have an internal audit function undertaken each year as part of the Financial Memorandum.

6. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A



Glasgow Clyde College

Student Recruitment and Retention



Internal Audit Report No: 2019/02

Draft Issued: 11 March 2019

Final Issued: 14 March 2019

LEVEL OF ASSURANCE

Good



Content

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Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Issue subjecting the College to material risk and which requires to be brought to the attention of management and the Audit Committee.
Priority 2	Issue subjecting the College to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the College to minor risk or which, if addressed, will enhance efficiency and effectiveness.

1. Overall Level of Assurance

Good	System meets control objectives.
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2. Risk Assessment

This review focused on the controls in place to mitigate the following risks on the College's Risk Register:

- F3 – Failure to achieve contracted overall teaching delivery targets for any key partner (net risk rating: low)

3. Background

As part of the Internal Audit programme at Glasgow Clyde College ('the College') for 2018/19 we carried out a review of the student recruitment arrangements. The Audit Needs Assessment, completed in November 2017, identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board of Management and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Ensuring that student recruitment meets the College's admissions targets is a key element in ensuring that its credit provision targets are met and that there is no potential financial clawback by the Scottish Funding Council (SFC) from the College's grant-in-aid. College targets are largely based on the Glasgow Colleges' Regional Outcome Agreement (ROA) which is influenced in turn by Scottish national priorities such as Developing Scotland's Young Workforce and the Scottish Government's 'Putting Learners at the Centre: Delivering our Ambitions for Post-16 Education'. To support the College's recruitment goals, it is important that the processing of applications is efficient and that communication with applicants is prompt and customer-friendly. This activity requires to be supported by regular monitoring of actual applications received against target so that when the number of applications is lower than anticipated then appropriate targeted marketing activity can be undertaken to increase applications.

4. Scope, Objectives and Overall Findings

Taking account of the regional context we conducted a review of the adequacy and effectiveness of the processes and procedures for managing and controlling student recruitment and retention, covering the role of Student Services, Marketing and Communications, MIS and curriculum areas.

This included a review of early warning indicators to flag where recruitment targets are not being met or where students are at risk of dropping out of the College.

For the purposes of this review student recruitment is defined as those activities targeted at individuals who are actively weighing up the prospect of entering or continuing in further or higher education.

4. Scope, Objectives and Overall Findings

The table below notes secondary objectives for this review and records the results:

Objective	Findings			
	1	2	3	
The specific objectives of this audit were to ensure that:	No. of Agreed Actions			
1. There is appropriate senior management and Board committee oversight, including monitoring and reporting of information on student applications and retention rates against targets to identify areas of poor recruitment and retention, and identify possible actions.	Good	0	0	0
2. Clear roles and responsibilities have been established that foster accountability for recruitment and retention.	Good	0	0	0
3. There is an agreed student recruitment and retention strategy taking into account: <ul style="list-style-type: none"> ◆ College strategic objectives, the Glasgow Colleges Regional Outcome Agreement and Scottish Funding Council (SFC) outcomes; ◆ agreed recruitment and retention targets; ◆ equal opportunities; ◆ widening participation; and ◆ admissions policy. 	Good	0	0	0
4. An annual student recruitment plan is in place to define and coordinate recruitment activity including a recruitment lifecycle. Recruitment / promotional activities are: <ul style="list-style-type: none"> ◆ planned; ◆ activities are designed to be economic, efficient and effective; ◆ underpinned by recruitment data and market intelligence; ◆ coordinated; and ◆ reviewed, monitored and evaluated. 	Good	0	0	0

4. Scope, Objectives and Overall Findings (Continued)

Objective	Findings		
	1	2	3
The specific objectives of this audit were to ensure that:			
5. An annual student retention plan is in place to define and coordinate activities designed to identify students at risk of dropping out at an early stage and provide them with the necessary support to retain them at the College.	Good	0	0
6. Knowledge, skills and training is provided to staff who are engaged in recruitment activity and in helping to retain students who are at risk of leaving the College.	Good	0	0
7. There are mechanisms to handle recruitment complaints and obtain feedback where possible from students who leave the College prematurely and identify and take remedial action where necessary.	Good	0	0
		0	0
Overall Level of Assurance	Good	System meets control objectives.	

5. Audit Approach

We assessed whether the above objectives have been met through discussions with the Vice Principal, Curriculum and External Relations and relevant Assistant Principals and other staff, and review of relevant documentation.

6. Summary of Main Findings

Strengths

- The College's Development Plan includes a strategic aim to 'Deliver Exceptional Learning Opportunities'. Skills Development Scotland provide Regional Skills Assessments for the Glasgow Region which provides data on regional job demand. Areas of economic demand are also identified through College staff interaction with local employers.
- The College's curriculum portfolio is developed in line with the regional and national priorities and funded activity targets are included in the Glasgow Colleges Regional Outcome Agreement (ROA) and student recruitment is targeted on this basis;
- Comprehensive reporting of recruitment data has been developed from the MIS system to provide real-time information on the applications received, and the status of these applications;
- A robust process has been developed to set recruitment targets, with historic data from the student records system used to sense check whether targets set are reasonable;
- There is appropriate review of progress against target application levels by senior management, the Learning and Teaching Committee and the Board;
- Recruitment roles and responsibilities are clearly understood;
- The College regularly reviews its admissions processes with findings utilised to refine existing arrangements;
- Where course recruitment is below target application levels, there is clarity on the roles and responsibilities for those who should review these figures and decide on when targeted marketing and promotion should be undertaken;
- There are a range of marketing activities undertaken to support recruitment including social media and the website; and
- There is a mechanism to formally deal with and review complaints relating to the recruitment and admissions process.

Weaknesses

- There were no significant weaknesses noted during our review.

7. Acknowledgements

We would like to take this opportunity to thank the staff at the College who helped us during the course of our audit visit.

8. Main Findings and Action Plan

Objective 1: There is appropriate senior management and Board committee oversight, including monitoring and reporting of information on student applications and retention rates against targets to identify areas of poor recruitment and retention, and identify possible actions.

Curriculum staff, including Senior Lecturers, Heads of Curriculum and Assistant Principals, are responsible for recruitment activity, monitoring applications received, offers being made to applicants and offers being accepted compared to the target number of places available on each programme. Where the number of applications is lower than anticipated then curriculum staff work with the Marketing Team to undertake appropriate targeted marketing activity to increase the level of applications. The Senior Leadership Team (SLT) meets weekly during the critical enrolment period between September and October, and fortnightly thereafter, with recruitment activity a standing agenda item for discussion. At each SLT meeting the Curriculum Assistant Principals discuss recruitment and enrolment activity highlighting progress made compared to the targets, on an exception basis. Curriculum teams meet weekly to discuss recruitment, applications, offers and enrolments. Meetings are attended by key administration staff involved in the admissions process.

A high-level paper on the progress made towards achieving the credit target for the academic session is also a standing item on the agenda of the Board's Learning and Teaching Committee.

Senior Lecturers, Assistant Principals and other members of the SLT monitor application and enrolment data via the Columbus reporting tool, which is linked to the College's student records system. This provides real-time reporting functionality on a range of information to allow monitoring of student activity and to identify potential areas for targeted marketing and recruitment. At the time of our review the College had recently implemented a new reporting format where curriculum staff are presented with monitoring reports, linked to their Columbus access credentials, which focus on their subject areas. We noted that from an efficiency perspective this system is a clear enhancement on the previous arrangements. The data reported for each curriculum area includes target places available per course; total number of applications received; applicants invited to interview; number of applications rejected; conditional and unconditional offers made and accepted; number of applicants on a waiting list; courses that are full; and number of vacancies remaining.

Our review noted that the revised reporting format increases the effectiveness of Columbus as a monitoring tool. We noted that the current reporting does not automatically capture information on the gender ratio of applicants and priority group information, but the College's MIS Manager does have the facility to provide this information to SLT and the Marketing Team on request.

Objective 2: Clear roles and responsibilities have been established that foster accountability for recruitment and retention.

Roles and responsibilities for recruitment target setting, monitoring, reporting and taking pro-active action (where recruitment targets are not likely to be met) are not formally described each year. However, recruitment oversight is reflected in the job descriptions of senior management and key curriculum and support staff (such as the Curriculum Assistant Principals, Senior Lecturers and Head of MIS). We also noted from our interviewees, which included a sample of Assistant Principals, the Vice Principal Curriculum and External Relations, Head of MIS and Head of Marketing, that without exception all managers had a clear understanding of their key roles and responsibilities in relation to admissions.

The Marketing Team is responsible for the general marketing of the College and programmes and also provides additional targeted marketing assistance at the request of curriculum staff. A reorganisation of the Marketing Team was undertaken during the current academic session so that marketing staff are now assigned to individual curriculum areas to provide focused marketing support.

Objective 3: There is an agreed student recruitment and retention strategy taking into account:

- College strategic objectives, the Glasgow Colleges Regional Outcome Agreement and Scottish Funding Council (SFC) outcomes;
- agreed recruitment and retention targets;
- equal opportunities;
- widening participation; and
- admissions policy.

Strategic Objectives and SFC Outcomes

The College's Development Plan includes a strategic aim to 'Deliver Exceptional Learning Opportunities'. Skills Development Scotland provide Regional Skills Assessments for the Glasgow Region which provide information on regional job demand. Areas of economic demand are also identified through College staff interaction with local employers.

The Glasgow Regional Outcome Agreement (ROA) 2018-19 is a key driver for the College's recruitment strategy. The ROA outlines the Glasgow colleges strategic objectives in terms of working together to deliver a curriculum which contributes to the development of the regional workforce and economy. The ROA also outlines how the regional colleges can contribute to the achievement of SFC outcomes and includes credits volume targets (which have been agreed between the Glasgow Colleges Regional Board (GCRB) and the three regional colleges). Progress on achievement of the outcomes and aims included in the ROA is monitored by College management through the Senior Leadership Team and through its involvement with the GCRB. Progress is also regularly reported to the College Board and also to the SFC, via the GCRB.

The ROA identifies regional and national social and economic challenges and seeks to address issues relating to gender inequality; under-representation of minority groups; employer skills requirements; and market demand, through a well-designed and responsive curriculum portfolio and targeted recruitment.

Recruitment Targets

For the College, the focus on recruitment is to ensure that all courses are as fully subscribed as possible in order to meet SFC credits targets for funding. College staff involved in the recruitment process aim to ensure that students enrol on the courses that they are best suited to and are then provided with the support required in order to improve retention and attainment levels.

At a programme level, enrolment targets are based on several factors including: the minimum number of enrolments required to ensure that the course is financially viable; the College's identification of demand for the course; the resources available including staff, accommodation and equipment; and historical trends in early and later withdrawals. From this, a maximum number of places available for each programme is determined which is used as the recruitment target. There is a robust process in place to set recruitment targets, with target retention rates being determined by curriculum staff, which are compared against historic data from the student records system by the Head of MIS to sense-check whether the targets set are reasonable.

Objective 3: There is an agreed student recruitment and retention strategy taking into account:

- **College strategic objectives, the Glasgow Colleges Regional Outcome Agreement and Scottish Funding Council (SFC) outcomes;**
- **agreed recruitment and retention targets;**
- **equal opportunities;**
- **widening participation; and**
- **admissions policy.**

Equal Opportunities

Under the strategic theme of delivering 'Exceptional Learning Opportunities' in the College Development Plan, is the strategic objective of 'providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity'.

The College has an Access and Inclusion Strategy which aims to ensure that all students will be appropriately supported to provide equality of opportunity, process and outcome.

Our discussion with staff confirmed that the College recruitment process is undertaken on an open and non-gender specific basis, with overall student recruitment reflecting the gender balance within the regional population. However, the College recognises that there is a clear gender split within individual curriculum areas and addressing the gender split is a challenge facing all colleges operating in the further education sector. The College has made efforts to increase awareness through the publication of a series of case studies of student success within non-traditional subject areas. No specific changes in the recruitment process have been required but changes are being made in how the College markets the programmes to attract more male / female applicants. The College has in place a Gender Action Plan which is aimed at reducing gender disparities for learners within certain subject areas, including STEM, care and engineering. The College is also working collaboratively with wider groups in the sector to address inequalities in social groups in accessing certain programmes and therefore progression routes.

Widening Access

The College Development Plan also includes the strategic objective of 'removing barriers to ensure that our courses are accessible to the widest spectrum of learners'.

Outcome one in the ROA is to attract and provide more equal opportunities for people of all ages, and from all communities and backgrounds. The College demonstrates a commitment to both widening access and equal opportunities through participation in several regional strategies, including: Equalities and Access and Inclusion groups; the Regional Curriculum Hub for Supported Learning; and the Regional Partnership Group for English for Speakers of Other Languages (ESOL). The ROA identifies targets for the College's delivery of funded education provision to learners from those post code areas with the highest deprivation (SIMD10), learners from a Black and Minority Ethnic (BME) background, students with a known disability, and students with Care Experience.

Objective 3: There is an agreed student recruitment and retention strategy taking into account:

- College strategic objectives, the Glasgow Colleges Regional Outcome Agreement and Scottish Funding Council (SFC) outcomes;
- agreed recruitment and retention targets;
- equal opportunities;
- widening participation; and
- admissions policy (continued)

An activity plan has been established which identifies an agreed set of objectives to achieve this outcome. From discussion with College staff we established that data on learners from the most deprived postcode areas is captured through the MIS and monitored by the SLT and the curriculum offering is specifically designed to provide learners with access to courses at all levels of ability. The College has produced an Equalities Outcome Report 2017-2021 which details how the College's Equality Outcomes are aligned to regional Equality Outcome Themes.

The College works closely with local universities - with articulation agreements and memorandums of understanding in place - which support recruitment of applicants from the most deprived postcode areas into degree programmes. The College has systems in place to monitor applications to these specific Science and Computing courses in order to identify deprived postcode applicants and to actively encourage uptake.

The College applies a range of strategies to encourage and increase recruitment from deprived areas, including:

- The College school liaison team works on an individual basis with schools and guidance staff as appropriate;
- Support is provided by curriculum staff and support staff to Scottish Higher Education Programmes funded by SFC and aimed at supporting progression to Higher Education for school pupils from specific schools with traditionally low participation in Higher Education;
- The College is involved in several community and adult learning programmes which are aimed at improving adult literacy rates and providing a pathway into education; and
- The College runs a Prince's Trust team programme, which targets hard to reach students, including those from deprived areas.

Objective 3: There is an agreed student recruitment and retention strategy taking into account:

- **College strategic objectives, the Glasgow Colleges Regional Outcome Agreement and Scottish Funding Council (SFC) outcomes;**
- **agreed recruitment and retention targets;**
- **equal opportunities;**
- **widening participation; and**
- **admissions policy (continued)**

Admissions Policy

There is no separate College admissions policy, and instead we noted that this is incorporated within other documents and processes, such as the Access and Inclusion Strategy. We consider the main objective of an admissions policy is to ensure that applicants are treated fairly in their applications. We reviewed the controls in place to ensure that applicants were fairly treated (see below) and consider that these were adequate, and as a result we are satisfied that there is no requirement for a separate formal admissions policy.

The key mechanisms deployed by the College to ensure equal opportunities for all applicants are:

- Recruitment is undertaken for specific courses for individuals with low entry level skills, which offer further progression pathways through their College journey and beyond;
- Through the prospectus, course application, and course enrolment process applicants are requested to declare any specific difficulties or needs. If these needs have been declared then these applications are referred to the Student Advice Team for assistance at the interview stage, and for assistance provided at a later stage from the Learner Inclusion Team (where applicable) if that applicant becomes a student;
- Where applicants are rejected for a course, curriculum staff aim to work with the applicant to identify an alternative programme which would be suitable for the applicant; and
- There is a waiting list system in place for courses that are initially full whereby if accepted applicants decide to decline their offer, do not meet their offer conditions, or do not turn up to enrol then those on the waiting list can be offered a place immediately. The College will also discuss with any applicants on a waiting list any alternative courses that are available.

The College engages with a significant number of learners, who are not enrolled on mainstream courses, through school-link, community, employability, ESOL and adult learning programmes. Pathways into further education and progression to higher education are provided to these learners with the College offering guaranteed interviews to applicants for mainstream courses. Similarly, in order to encourage retention, students already enrolled at the College who may be looking to progress onto a programme at the next level are guaranteed a conditional offer during the application process, in most cases removing the requirement for the students to complete the on-line application form on the College's website.

Objective 4: An annual student recruitment plan is in place to define and coordinate recruitment activity including a recruitment lifecycle. Recruitment / promotional activities are:

- **planned;**
- **activities are designed to be economic, efficient and effective;**
- **underpinned by recruitment data and market intelligence;**
- **coordinated; and**
- **reviewed, monitored and evaluated.**

A recruitment timeline is followed each year which is designed to streamline the processes for the recruitment of students for the next academic session. A timeline was in place for the 2018/19 academic session, which commenced in October 2017, with the agreement of the curriculum portfolio. The College Prospectus was issued, and applications were accepted from January 2018. A similar process has been followed for applications for the 2019/20 academic session.

Administration staff are assigned to each curriculum area and work closely with curriculum staff to support the recruitment and admissions process; providing monitoring reports from the MIS system; making curriculum staff aware of the College recruitment timeline; arranging interview dates; processing the student applications on the online application and enrolment system; and gathering and recording interview and group assessment results.

Marketing is important to assist with general College brand awareness and to assist with marketing of specific courses that are under-recruiting. Marketing supports the recruitment process in various ways, including:

- involvement in arranging open days;
- producing the prospectus and the online edition of the prospectus;
- promoting courses through the most appropriate marketing channels, including:
 - ◆ the College website;
 - ◆ social media such as Facebook, Twitter and YouTube;
 - ◆ local press coverage; and
 - ◆ arranging attendance at careers fairs by College staff and students.

A range of advertising formats are used, with Facebook and the College website being key routes for marketing activity as these are considered economic, efficient and effective because they are often used by target marketing audiences and Facebook advertisements can be targeted within the greater Glasgow region and directly at certain age groups. Google AdWords is also used, which assists in elevating the College's courses in the rankings on internet searches relating to courses and curriculum areas.

Objective 4: An annual student recruitment plan is in place to define and coordinate recruitment activity including a recruitment lifecycle.

Recruitment / promotional activities are:

- **planned;**
- **activities are designed to be economic, efficient and effective;**
- **underpinned by recruitment data and market intelligence;**
- **coordinated; and**
- **reviewed, monitored and evaluated (continued)**

The SLT meets weekly during the critical enrolment period of September and October. Meetings are attended by the Head of Marketing and Communications. Areas identified where recruitment is slower than expected are flagged at this group by the Curriculum Assistant Principals. Where required, the Head of Marketing and Communications will meet with staff in the curriculum areas where further recruitment is required, in order to arrange specific marketing. The impact of marketing on recruitment for the course(s) involved will be reviewed and, if necessary, there will be further marketing undertaken with changes in the marketing approach invoked where necessary.

At the time of our review, the College was undertaking a review of its Media Strategy to support the student recruitment process. A recent external review of the College's website offering was also conducted which identified several areas for improvement: including poor website data analytics; under-promotion of the College web pages on search sites; the College website not reaching the desired target audiences; and insufficient data being collected on website traffic and visitor information. The College has recently commenced a procurement processes to identify suitable external marketing agencies covering media buying, with a focus on digital marketing, and creative marketing to support future student recruitment activity and improve the College website and branding.

Objective 5: An annual student retention plan is in place to define and coordinate activities designed to identify students at risk of dropping out at an early stage and provide them with the necessary support to retain them at the College.

Rather than a formal student retention 'plan' we noted a range of initiatives deployed by the College to improve student retention rates. These cover the lifecycle of the student's journey through the College, including:

- Liaison with secondary schools to identify students coming to the College who may have support needs, and following discussion with the student and parents / guardians put in place support plans for the student during their time at the College;
- Student welfare initiatives to support and guidance for students, including a limited amount of ring-fenced financial support for students relating to welfare issues;
- Growing capacity through training within the staff and student body to be able to identify student welfare issues and to be able to provide support or direct students to appropriate support services;
- A recruitment and selection process which aims to ensure that the student applies for and enrolls on a course which best matched to their abilities, interest, experience as well as qualifications;
- Improved MIS reporting, including weekly course management emails issued to curriculum staff which highlight potential early warning indicators for retention such as attendance and achievement data;
- Initiatives introduced by curriculum staff in 2018 to improve retention with increased group/project work, and social events introduced within course teams to improve student interaction, develop support networks and improve confidence. Continuity of staff also identified as key to improving student experience and retention;
- Improved early assessment and feedback given to students on course work to develop student confidence;
- Staff development sessions aimed at both experienced and less experienced staff on how to improve classroom management skills with the aim of improving engagement with students, provide support and to improve the overall student experience;
- Management conferences were introduced during the current academic session providing line managers, Assistant Principals, Vice Principals and the Principal opportunities to meet and discuss issues around recruitment, retention and attainment;
- An annual review of the curriculum portfolio and course performance linked to student outcomes to ensure that courses meet the needs of students and employers and are aligned with regional and national priorities; and
- There are SFC performance indicator tools that provide national KPI benchmarking data at course and unit level, including for retention and achievement against national performance.

Objective 6: Knowledge, skills and training is provided to staff who are engaged in recruitment activity and in helping to retain students who are at risk of leaving the College.

From discussion with College management it is our view that the knowledge, skills and training provided to staff who are engaged in recruitment activity was sufficient, with staff being suitably experienced in recruitment target setting, recruitment monitoring and marketing promotional processes.

A range of curriculum and support staff are involved in the recruitment process, providing applicants with access to information on programme, progression routes, finance and learner support services.

Any specific training needs of staff would be captured and addressed through the College's continuing professional development and annual staff review process.

Where appropriate, the Marketing Team uses external marketing consultants who provide assistance and support in specific areas.

Objective 7: There are mechanisms to handle recruitment complaints and obtain feedback where possible from students who leave the College prematurely and identify and take remedial action where necessary.

Any complaints received regarding the recruitment and admissions processes are dealt with as part of the College's normal complaints procedures, which have been developed in accordance with the Scottish Public Services Ombudsman (SPSO) guidelines. There is a formal complaints procedure in place which is described on the College's website. Complaints can be made by email, by phone, in person at either of the campuses or in writing. Complaints are reported quarterly on the College's website.



Glasgow Clyde College

Student Welfare – Duty of Care



Internal Audit Report No: 2019/03

Draft Issued: 11 March 2019

Final Issued: 15 March 2019

LEVEL OF ASSURANCE

Good



Content

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Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Issue subjecting the College to material risk and which requires to be brought to the attention of management and the Audit Committee.
Priority 2	Issue subjecting the College to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the College to minor risk or which, if addressed, will enhance efficiency and effectiveness.

1. Overall Level of Assurance

Good	System meets control objectives.
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2. Risk Assessment

This review focused on the controls in place to mitigate the following risks on the College's Risk Register:

- O6 – Failure to achieve acceptably high standard quality of teaching delivery and support for students (risk rating: low)

3. Background

As part of the Internal Audit programme at Glasgow Clyde College ('the College') for 2018/19 we carried out a review of the student recruitment arrangements. The Audit Needs Assessment, completed in November 2017, identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board of Management and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

The College has several specific statutory duties related to the care of students:

- **College Prevent Duty** – the Counter-Terrorism and Security Act 2015 imposed a duty on further education colleges to 'have due regard to the need to prevent people from being drawn into terrorism';
- **College Safeguarding 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; and
- **College Corporate Parenting Duty** – The Children and Young People (Scotland) Act 2014 passed legislation relating to Corporate Parenting. Under the Act, Post-16 Education Bodies were 'corporate parents' from 1 April 2015. This involves carrying out a range of responsibilities to support children and young people who are, or were, looked after by local authorities. This duty only applies to this specific group of students.

4. Scope, Objectives and Overall Findings

The table below notes the objectives for this review and records the results:

Objective	Findings			
		1	2	3
The specific objectives of this audit were to ensure that:				
1. Duty of Care policies and documented procedures in place which are communicated to all staff.	Good	0	0	0
2. Appointed staff or groups with specific responsibilities to assist the College in meeting its statutory duties related to the care of students.	Good	0	0	0
3. A formal risk identification and assessment process.	Good	0	0	0
4. A Duty of Care training programme for staff which includes induction training and regular refresher training.	Good	0	0	0
5. Engaged with Prevent partners and collaborated with other Corporate Parents.	Good	0	0	0
6. Regular reporting of Duty of Care matters to senior management and to the Board of Management.	Good	0	0	0
		0	0	0
Overall Level of Assurance	Good	System meets control objectives.		

5. Audit Approach

From discussion with a sample of Assistant Principals, the Vice Principal, Curriculum and External Relations, the Mentally Healthy College Co-ordinator and the Student Association Development Officer, and review of policies and procedures, we identified the internal controls in place and compared these with expected controls. We have reported on areas where expected controls were found to be absent or where controls could be further strengthened.

6. Summary of Main Findings

Strengths

- The College has a Safeguarding Code of Practice and a Safeguarding Children, Young People and Protected Adults Procedure in place. From our review of current College policies and procedures we identified examples of provisions which deal effectively with Prevent issues.
- The College's approach of incorporating the Prevent duty into its Safeguarding and other related procedures is reasonable and in line with the approach we have encountered across the sector.
- The College has established a detailed Corporate Parenting Plan, as required by The Children and Young People (Scotland) Act 2014 Act, and appropriate supporting procedures.
- Throughout the College, staff have been assigned specific responsibilities to assist the College in meeting the three statutory duties.
- The College has established links with various forums to enable the College to effectively discharge its duties under Prevent and Corporate Parenting.
- The College is undertaking a joint mental health project with the Scottish Association for Mental Health (SAMH). The project is being funded by the Glasgow Clyde Education Foundation, which has committed to providing approximately £180K during the fixed two-year life of the project.
- During our review we identified several examples of good practice in relation to staff training, many of which have been developed from the work undertaken by the Mentally Health College Co-ordinator (specific examples are given within the main text of this report).
- A Safeguarding forum, chaired by the College's named Safeguarding Officer, has been established which meets up to three times a year. The forum reports to the Health, Safety and Wellbeing Committee, which in turn reports to the Senior Leadership Team through the Assistant Principal, Student Experience. The College collates information on Safeguarding incidents that occur and an annual update report on Safeguarding is presented to the Health, Safety and Wellbeing Committee.

Weaknesses

- No significant weaknesses were identified during our review.

7. Acknowledgements

We would like to take this opportunity to thank the staff at the College who helped us during the course of our audit visit.

8. Main Findings

Objective 1: Duty of Care policies and documented procedures in place which are communicated to all staff.

The College has a Safeguarding Code of Practice and a Safeguarding Children, Young People and Protected Adults Procedure in place. The Safeguarding Code of Conduct sets out the College's position on Safeguarding at a high-level, while the procedure describes the responsibilities of various staff members and the process to be followed should a Safeguarding incident occur. The College also has a set of related procedures and guidance documents, which are aimed at staff and students, to help them approach any potential Safeguarding issues appropriately, including: Safeguarding Definitions of Terms, which gives examples of potential safeguarding indicators; Safeguarding Identified Vulnerable Groups; and a Safeguarding Flowchart which provides guidance on how to respond to suspicions of abuse. Guidance has been produced for staff on how and when to direct students along a specific safeguarding route in order to identify the best support for the student. The guidance also describes what is not a safeguarding situation but where other types of support and assistance may be required.

The College has several other policies that support the Safeguarding of students. These include an IT Acceptable Use Policy, which reduces the risk of harm being inflicted through College IT networks.

From review of current College policies and procedures we identified examples of provisions which deal with Prevent issues. For example, the IT Acceptable Use Policy confirms that the College's filtering and blocking systems should restrict the access to any material which may pose a security threat and explicitly states that storing or sending material over College systems that is likely to promote terrorism or violence will be considered misuse. The Student Code of Conduct also makes clear the College's position in relation to bullying and harassment, offensive weapons and the sale, distribution or display of publications or leaflets.

The College's main Corporate Parenting document is the Corporate Parenting Plan. Maintaining a plan is a requirement of the Children and Young People (Scotland) Act 2014. The Corporate Parenting Plan correctly identifies the College's responsibilities under the legislation and sets out a range of actions to be completed in order to meet those responsibilities. Each action has a lead member of staff assigned and a completion date attached. The current Corporate Parenting Plan was produced in 2017 and is to be reviewed bi-annually. A Short Life Working Group has been established to examine corporate parenting across the College as part of the process for refreshing the Corporate Parenting Plan for 2019/20 and this will identify actions and targets to be achieved by 2020/21. A Guide for Care Experienced Students has also been made available to students through the College website which highlights the support provided by the College.

All the above policies and procedures are made available to staff through the College network.

Objective 1: Duty of Care policies and documented procedures in place which are communicated to all staff.

There are several specific requirements of the College under the UK and Scottish Government 'Prevent Duty Guidance: for further education institutions in Scotland'.

These include:

- having policies and procedures in place for the management of events held on College premises. The College should also put in place a system for assessing and rating risks associated with any planned events;
- the College should have robust procedures both internally and externally for sharing information about vulnerable individuals (where appropriate to do so). This should include information sharing agreements where possible; and
- there should be policies and procedures for students and staff working on sensitive or extremism-related research.

The College's approach of incorporating the Prevent duty into its Safeguarding and other related procedures is considered reasonable and is in line with the approach we have encountered across the sector. The College's Safeguarding procedures and processes cover data sharing for vulnerable groups where the College works closely with key partners that provide support to learners, for example Glasgow City Council and the NHS.

We noted that risk assessment policies and procedures are in place which take cognisance of the College's Safeguarding and Prevent duties when planning events. The College has a firm policy in place to ensure that community groups not already known to the College (or who are not been approved by the Assistant Principal of Student Experience, as the College's Safeguarding Officer) will not participate. There is regular communication between the College's Student Association and Assistant Principal of Student Experience when planning events to ensure no political/religious groups attend events.

Objective 2: Appointed staff or groups with specific responsibilities to assist the College in meeting its statutory duties related to the care of students.

As described in the College's Safeguarding Policy, all staff have a duty of care to protect and safeguard children, young people and adults at risk. The Assistant Principal, Student Experience is the College's named Safeguarding Officer and has overall responsibility for the development, implementation and monitoring of effective Safeguarding arrangements within the College. The Assistant Principal, Student Experience is supported by eight additional safeguarding officers who work within the Learning Inclusion and Student Advice teams across the three campuses. They receive additional training and are responsible for providing advice to other staff members on any Safeguarding incidents that occur and, where relevant, reporting these to the Assistant Principal, Student Experience.

As the College has incorporated Prevent within its current Safeguarding structures the safeguarding officers also assume responsibility for the prevent duty. We consider this approach appropriate and in line with the approach adopted across the sector.

The Assistant Principal, Student Experience is also the College's lead on Corporate Parenting. This role is largely to provide oversight whilst day-to-day management of Corporate Parenting is carried out by the Student Advice Manager and members of the Student Advice Team. The Assistant Principal, Student Experience and the Student Advice Manager are responsible for liaising with other Corporate Parents, including attendance at forums, including the Glasgow Colleges Corporate Parenting Forum. In addition, the Student Advice Manager is responsible for identifying a named contact for care leavers. This gives all students who are care leavers a point of contact for support within the College. The Student Advisors also carry out some of the key day-to-day tasks required to ensure the College provides strong support to care leavers. Student Advisors staff also ensure that teaching staff are aware of which students are care leavers so that they can assist in providing support where required and can also monitor the students' progress, passing on any concerns to Student Advisors at an early stage.

Objective 3: A formal risk identification and assessment process.

The College's Corporate Parenting Plan and procedures appropriately mitigate against key risks and should ensure that the College fulfils its duty. Individual care leavers are identified to ensure that the College monitors their progress and provides support to care leavers who may be at risk of failing to achieve the desired outcomes from their education. For example, care leavers attendance is monitored by MIS and the Student Advice named contacts so that if attendance falls below expected levels then this can be raised with the student. Teaching staff are also aware of which students are care leavers, enabling them to monitor the academic progress made by these students in that specific context.

As part of the College's Admissions for Applicants with Relevant Unspent Criminal Convictions Procedure students with unspent convictions will undergo a risk assessment to ensure that there is no increased level of risk arising from their admission to their chosen course. The College also makes use of PVG checks for relevant Care and Education courses to consider whether specific applicants pose an unacceptable risk.

During our review, we noted several initiatives and schemes which communicate information on the ways that students can report a safeguarding incident. For example, a student counselling mobile device application has been created to allow students to book appointments with counselling staff to discuss a range of personal problems. This allow students to anonymously report any incidents or concerns they may have regarding a friend or fellow student.

Transition data is obtained from secondary schools and partner agencies, which is used to identify students and adult learners who have applied to come to the College who have particular welfare issues. The Admissions, Student Advice and Learning Inclusion teams work collaboratively, particularly during recruitment and enrolment phases, to identify student and adult learners with care experience or welfare issues and to work with students and their parents/guardians to put in place robust support plans.

Objective 4: A Duty of Care training programme for staff which includes induction training and regular refresher training.

Training is planned and delivered to all staff on Safeguarding and training has already been delivered to all staff through an online module. Basic information regarding the College's Safeguarding principles and documentation is shared with all staff. Safeguarding Officers undertake an additional level of training and carry out regular refresher training.

Awareness training on Prevent has also been rolled out across the College. The College has been working with the College Development Network (CDN) who we understand have been developing updated Prevent training which the College will consider for delivery to staff and students once it is released. The planned approach is to roll this module out to all staff and students going forward. Further consideration will also be required on which staff require additional Prevent training beyond the basic awareness module.

Externally facilitated Corporate Parenting training has been provided to members of the Board of Management, the Senior Leadership Team and other senior curriculum staff. Going forward the College is considering the level of training which is required for all staff and how this will be delivered. We understand that this is specific area is being reviewed by the SLWG as part of the refresh of the Corporate Parenting Plan.

The College is 18 months into a mental health project which is being undertaken jointly with the Scottish Association for Mental Health (SAMH). The project is being funded by the Glasgow Clyde Education Foundation, which has committed to providing approximately £180K during the fixed two-year life of the project. As part of the project the College has appointed a dedicated Mentally Healthy College Co-ordinator whose principal role is to raise awareness of mental health issues; identify and deliver training to staff on mental health; and to build capacity amongst College staff and students to be able to better identify and support both staff and students that may be experiencing mental health issues. The College has adopted a non-clinical approach which seeks to raise awareness of issues and to develop confidence, particularly amongst staff, in being able to approach students or staff and discuss mental health issues, and to then refer to on for additional support if deemed necessary. This model has been well received by staff and students and has been recognised as a success by management. We understand that City of Glasgow College has recently appointed a dedicated Mental Health Officer and that other Colleges in the sector are now looking at the Glasgow Clyde College model as an example of good practice.

Objective 4: A Duty of Care training programme for staff which includes induction training and regular refresher training.

During our review we identified several examples of good practice in relation to staff training, many of which have been developed from the work undertaken by the Mentally Health College Co-ordinator, including:

- All staff have now received online training on how to recognise welfare issues. Further training is now being considered due to the increasing number of welfare cases being presented to the College's support services;
- Up to 60 members of staff have received mental health first aid training, including all HR staff. A similar number of staff have also received ASIST (Applied Suicide Intervention Skills Training), including all Learning and Development staff, in order to identify early warning indicators and to provide support to staff;
- A College wide counselling system has been established where up to 18 counsellors work on a part-time voluntary basis. The scheme is delivered in partnership with Glasgow Caledonian University with students in the final year of a Counselling degree operate drop in sessions at each of the College's campuses. Counsellors are co-ordinated by a College member of staff. Students can either self-refer via the College website or mobile application or can be referred with permission by the Student Advice or Learning Inclusion teams;
- The Student Association is heavily involved in student welfare with sabbatical officers having received mental health training. The Student Association runs regular talks and workshops to students on mental health;
- Roles, responsibilities and boundaries training has been provided to curriculum and support staff, providing guidance how to assess and respond to safeguarding issues in a professional manner;
- Resources have been made available for producing handouts and leaflets to staff on mental health issues to generate increased visibility of issues and support services;
- A self-care support scheme has been established for staff involved in supporting students with welfare or safeguarding issues. A supervision programme is in place to ensure staff have access to appropriate support;
- New resilience training is being delivered to students with the College providing £10k in financial support for the programme;
- A new SQA Health & Wellbeing qualification has been introduced which includes modules related to mental health training. The College is looking to incorporate these modules, where relevant, into other non-advanced programmes; and
- Regular Health & Wellbeing events and fairs are held across the College where staff and students are encouraged to attend, including 'lunch and a chat' sessions to day time social events held for staff.

Objective 5: Engaged with Prevent partners and collaborated with other Corporate Parents.

The Assistant Principal, Student Experience is the College Lead on Prevent and acts as the single point of contact for the College to liaise with external partners. This has included attendance at the Glasgow City Council Co-ordination Group, which is made up of various local organisations and allows local Prevent arrangements to be discussed, as well as the CDN Safeguarding Group which has a Further Education Sector focus (and facilitates discussion on what the Prevent duty means for colleges and how best to implement this). The Assistant Principal, Student Experience also has the contact details of the relevant Police contact for Prevent. The College maintains contact with local multi-agency Prevent and CONTEST (the UK's Counter Terrorism Strategy) groups. So far, the College has discussed potential issues but has not had to pass on any Prevent related concerns to Police Scotland.

The College is involved with two external forums for Corporate Parents. These are the Glasgow Colleges' Corporate Parenting Forum and the West of Scotland Care Leavers Forum. These forums provide the College with an opportunity to discuss best practice and to develop systems for sharing information on care leavers with other Corporate Parents. These forums also allow the needs of individual care leavers to be discussed with other Corporate Parents, where appropriate to do so. The Glasgow Colleges' Corporate Parenting Forum involves several agencies, such as social work or employment agencies who have direct contact with care leavers and are seeking to help them attend College. The West of Scotland Care Leavers Forum also involves universities and helps the College to provide a smooth transition for care leavers who are looking to progress with their studies.

Objective 6: Regular reporting of Duty of Care matters to senior management and to the Board of Management.

A Safeguarding Forum, chaired by the College's named Safeguarding Officer, has been established which meets up to three times a year. The forum reports to the Health, Safety and Wellbeing Committee, which in turn reports to the Senior Leadership Team through the Assistant Principal, Student Experience. The College collates information on Safeguarding incidents that occur and an annual update report on Safeguarding is presented to the Health, Safety and Wellbeing Committee.

Although safeguarding issues are being recorded and monitored the College has identified that existing processes can be improved to aid communication within the College and with partner agencies. At the time of our review the College was exploring options for implementing a system to enable improved tracking of safeguarding issues, including risk identifiers, interventions and support provided, through to final outcomes.

If a Safeguarding incident were to occur that involved the Safeguarding Lead this would be escalated to the Executive Leadership Team and Board due to its seriousness.



Glasgow Clyde College

Partnership Working (including Regional Engagement)



Internal Audit Report No: 2019/04

Draft Issued: 12 March 2019

Final Issued: 15 March 2019

LEVEL OF ASSURANCE

Good



Content

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Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Issue subjecting the College to material risk and which requires to be brought to the attention of management and the Audit Committee.
Priority 2	Issue subjecting the College to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the College to minor risk or which, if addressed, will enhance efficiency and effectiveness.

1. Overall Level of Assurance

Good	System meets control objectives.
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2. Risk Assessment

This review focused on the controls in place to mitigate the following risks on the College's Risk Register:

- F2 – Failure to achieve surplus targets for non-SFC / commercial activity (risk rating: medium); and
- F3 – Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF) (risk rating: low).

3. Background

As part of the Internal Audit programme at Glasgow Clyde College ('the College') for 2018/19 we carried out a review of the College's arrangements for partnership working and regional engagement. The Audit Needs Assessment, completed in November 2017, identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board of Management and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

The definition of 'partnership' that we have applied in this review is '*an arrangement whereby partners co-operate to help advance mutual interests, increase their reach, achieve their mission or to manage their risks*'.

Based on this definition, the College has a wide range of partnerships with bodies across the Greater Glasgow region, Scotland and the UK. This includes key partnerships with the Glasgow Colleges' Regional Board; the two other colleges within the Glasgow region; the Glasgow Community Planning Partnership (and related projects funded through the Glasgow City Council Integrated Grants Fund); community groups; employers; schools; and Skills Development Scotland (SDS). Enhanced delivery through partnership working can improve communication and can lead to more timely and efficient provision of services.

Education Scotland published a review of the quality of provision in the College in November 2014 which noted that the College has strong and effective partnerships with local authorities, schools, employers and the community.

4. Scope, Objectives and Overall Findings

The scope of this audit was to carry out a high-level review of the effectiveness of the College's partnership working arrangements with Glasgow Colleges' Regional Board (GCRB), other Glasgow Region Colleges and other parties.

The overall objective of the audit was to establish whether the College's partnership arrangements are working effectively.

The table below notes the objectives for this review and records the results:

Objective	Findings			
	1	2	3	
The specific objectives of this audit were to ensure that:	No. of Agreed Actions			
1. Senior management and Board members are committed to partnership working.	Good	0	0	0
2. For relationships with GCRB, the other Glasgow Region Colleges, and other key partnerships: <ul style="list-style-type: none"> ◆ appropriate arrangements are in place including, where appropriate, agreements, priorities, strategies, operating plans and working structures; ◆ effective governance arrangements, including adequate reporting against agreed performance measures and targets and monitoring of this information; ◆ robust communication channels, including processes to escalate issues; ◆ ongoing monitoring of the effectiveness of partnership working and consideration of possible improvements; and ◆ adequate resources (funding, assets and staffing) to enable effective working. 	Good	0	0	0
Level of Assurance	Good	0	0	0
System meets control objectives.				

5. Audit Approach

We reviewed the partnership working arrangements in place between the College and GCRB; other Glasgow Region Colleges; and a sample of other key partners through discussion with the Principal and other members of the College Senior Leadership Team and reviewed supporting information. Based on the evidence obtained we have concluded on the effectiveness of the College's partnership working arrangements.

6. Summary of Main Findings

Strengths

- The College and its staff have developed effective partnerships with a wide range of key organisations, particularly in the Glasgow Region, including the GCRB; other Glasgow Region Colleges; the Glasgow Community Planning Partnership; Local Authorities; SDS; employers; and schools.

Weaknesses

- There were no significant weaknesses noted during our review.

7. Acknowledgements

We would like to take this opportunity to thank the staff at the College who helped us during the course of our audit visit.

8. Main Findings and Action Plan

Objective 1: Senior management and Board members are committed to partnership working.

The College has developed mature partnerships with several key organisations in the Glasgow and Greater Glasgow region. College management and staff have developed good relationships with the local authority and its departments, secondary schools, local employers and community organisations. There is a clear commitment to effective partnership working demonstrated within the College. Board members and the Senior Leadership Team actively support staff to engage in partnership arrangements with key stakeholders. The College is committed to supporting the Glasgow Region, its economy and delivering courses that meet the needs of Glasgow communities, including schools as well as adult learners, employers and residents and this is set out in several ways including:

- the College Development Plan 2016-20 which includes 'Growing Exceptional Partnerships' as a specific aim;
- the Access & Inclusion Strategy (2017-20) which includes partnership working regarding interacting with young people; Skills Development Scotland; working with community groups; and working with the SFC priority action groups;
- working in conjunction with the Glasgow Region Colleges and GCRB to deliver Regional strategies, including the Glasgow Region Strategic Plan for College Education 2017-2022;
- being involved in the Glasgow Community Planning Partnership (GCPP) and the Regional strategies that support this;
- being involved in delivering the Glasgow Regional Outcome Agreement (ROA);
- having a regional STEM Strategy which was developed jointly with the other Glasgow Region Colleges and GCRB;
- embedding partnership activity into faculties and support departments which is seen as a key way to underpin student learning and obtain employer support;
- reporting to the College Board or its committees on partnership activity; and
- being involved with a wide range of partnerships at local and national level.

Members of the College Senior Leadership Team are members of, or Chair, various partnership bodies.

Members of the Senior Leadership Team and other senior managers of the College have worked with partner organisations to agree several strategic priorities based on community views and shared information. Added value has been provided to the College's own work by reflecting partnership priorities within its key strategies and operational action plans.

Glasgow Clyde College – Partnership Working (including Regional Engagement)

Objective 2: For relationships with GCRB, the other Glasgow Region Colleges, and other key partnerships:

- appropriate arrangements are in place including, where appropriate, agreements, priorities, strategies, operating plans and working structures;
- effective governance arrangements, including adequate reporting against agreed performance measures and targets and monitoring of this information;
- robust communication channels, including processes to escalate issues;
- ongoing monitoring of the effectiveness of partnership working and consideration of possible improvements; and
- adequate resources (funding, assets and staffing) to enable effective working.

We discussed the College's partnership working with the Principal, and other members of the Senior Leadership Team, including a sample of Vice Principals and Assistant Principals, and these discussions allowed us to identify a wide range of arrangements for partnership working. We noted five areas of major partnership working and have focussed on these areas in this report, namely: 1) GCRB and Glasgow Region Colleges; 2) the Glasgow Community Planning Partnership and related community partnership working; 3) Skills Development Scotland (SDS); 4) schools; and 5) employers. Below we cover each of these partnership arrangements in turn.

GCRB and Glasgow Region Colleges Partnership Working

The Glasgow Colleges' Regional Board (GCRB) has a statutory remit to allocate and oversee the use of funds allocated from the Scottish Funding Council to the Glasgow Region.

Several groups with representatives of the three Glasgow Region Colleges support the work of the GCRB including:

- the Glasgow Colleges Group (GCG), which comprises the Glasgow Region College Principals. They consider issues that affect the Region and Regional responses to these. They receive the minutes from the Learning and Teaching Group and Sustainable Institutions Group (see below);
- the Learning and Teaching Group (LTG), which includes senior staff involved with curriculum from the three Glasgow Region Colleges. They consider regional issues and collaboration relating to curriculum and receive minutes of the Curriculum Hubs (see below);
- the Sustainable Institutions Group (SIG) that is comprised of senior staff involved with finance and human resources from the three Glasgow Region Colleges. They consider issues relating to sustainability of the Glasgow Region Colleges, including finance, resources, training and development, estates, joint procurement and risk management; and
- a range of Curriculum Hubs, each covering a different curriculum areas. These groups, which are comprised of senior faculty staff from the three Glasgow Region Colleges, meet three times a year to consider curriculum matters and how curriculum related initiatives can be progressed.

Glasgow Clyde College – Partnership Working (including Regional Engagement)

Objective 2: For relationships with GCRB, the other Glasgow Region Colleges, and other key partnerships:

- ◆ appropriate arrangements are in place including, where appropriate, agreements, priorities, strategies, operating plans and working structures;
- ◆ effective governance arrangements, including adequate reporting against agreed performance measures and targets and monitoring of this information;
- ◆ robust communication channels, including processes to escalate issues;
- ◆ ongoing monitoring of the effectiveness of partnership working and consideration of possible improvements; and
- ◆ adequate resources (funding, assets and staffing) to enable effective working.

GCRB and Glasgow Region Colleges Partnership Working (Continued)

Several College departmental leads act as the Regional lead on GCRB groups, for example the College Head of MIS acts as the lead on the Regional MIS group, and one of the Assistant Principals acts as the GCRB Regional lead on the Developing the Young Workforce (DYW) group.

The College Chair and one of the College Board student members are on the GCRB Board and the Principal also attends the GCRB Board meetings (along with the other assigned Colleges' Principals) and receives GCRB Board meeting papers. The structures in place are considered appropriate for effective governance, including setting out responsibilities and providing lines of accountability.

The ROA sets out priorities and targets. These were set based on the Glasgow Region Strategic Plan for College Education 2017-2022, which considered both need and available resources. The GCRB strategic plan priorities were set with input from key stakeholders, including the College. The Regional funding allocation model is agreed following discussion with representatives of the three Glasgow Region Colleges. The GCG, LTG, SIG and Curriculum Hubs also underpin the delivery of ROA and strategic plan objectives.

A reporting structure is in place whereby College performance against ROA measures is provided to the GCRB. This is collated into Glasgow Region performance figures and the regional figures are reviewed by the GCRB Performance and Resources Committee against agreed targets. Issues and proactive action being undertaken is considered at the GCG, LTG and SIG, and reporting to the Performance and Resources Committee is undertaken as considered necessary. Minutes from the Curriculum Hubs go to the LTG, and the LTG and SIG minutes go to the GCG for review and consideration of progress and performance.

The GCRB have their own processes for reviewing the effectiveness of governance, including internal and external audit, and performance (through the Performance and Resources Committee).

Objective 2: For relationships with GCRB, the other Glasgow Region Colleges, and other key partnerships:

- ◆ appropriate arrangements are in place including, where appropriate, agreements, priorities, strategies, operating plans and working structures;
- ◆ effective governance arrangements, including adequate reporting against agreed performance measures and targets and monitoring of this information;
- ◆ robust communication channels, including processes to escalate issues;
- ◆ ongoing monitoring of the effectiveness of partnership working and consideration of possible improvements; and
- ◆ adequate resources (funding, assets and staffing) to enable effective working.

The Glasgow Community Planning Partnership (GCPP) and Related Community Partnership Working

During our review we noted that the College demonstrated that it links well with its partners in the community, particularly in schools and local employers, to support a wide range of learners. Working collaboratively with partners and key stakeholders, the College is effective in delivering programmes that are designed to meet their needs. We noted that the College is particularly strong in delivering community-based adult literacy programmes and widening access and youth access programmes.

The GCPP has a framework of Committees which covers the geographical areas (such as South and North West Glasgow where the College is based) and the areas of focus in the GCPP. There are formal remits for GCPP groups, and minutes are reported upwards for oversight, with the GCPP Board providing governance over the full GCPP. These structures in place are considered appropriate to deliver effective governance.

The Community Learning & Development (CLD) team undertakes a range of education provision at community groups' locations. Oversight of this provision is undertaken by the Senior Leadership Team.

The GCPP Committees identify areas for undertaking activity based on the Regional priorities (which are based on identified needs) and the priorities of smaller geographic areas (such as South Glasgow). Activity to be undertaken by Glasgow City Council and partners is identified, with funding provided by Glasgow City Council which the College and community organisations can apply to. The areas of focus are based on feedback and input from the GCPP committees, which in turn reflects local needs.

The GCPP Committees receive a range of reports in order to discharge their governance responsibilities and monitor performance.

Monitoring of CLD community partnership activity is largely through student numbers and credits, which the Senior Leadership Team receives reports on.

Objective 2: For relationships with GCRB, the other Glasgow Region Colleges, and other key partnerships:

- ◆ appropriate arrangements are in place including, where appropriate, agreements, priorities, strategies, operating plans and working structures;
- ◆ effective governance arrangements, including adequate reporting against agreed performance measures and targets and monitoring of this information;
- ◆ robust communication channels, including processes to escalate issues;
- ◆ ongoing monitoring of the effectiveness of partnership working and consideration of possible improvements; and
- ◆ adequate resources (funding, assets and staffing) to enable effective working.

Skills Development Scotland (SDS)

The current SDS programmes which the College is currently involved in are:

- Modern Apprentice (MA) programmes which involve a mix of College based teaching and work-based assessment;
- Foundation Apprentice (FA) programmes which are aimed at secondary school students and involve a mix of attendance at the College and within schools and employers' premises; and
- Graduate Level Apprenticeship (GLA) programmes for graduates in work.

There are contracts in place with SDS for all programmes which set out the programme requirements, reporting requirements and details of any SDS on-line tracking systems to be used. The College has key SDS account managers and holds ad hoc meetings with them.

The College bids for MA, FA and GLA places, and the numbers bid are based on historic achievement and potential demand. The SDS programmes are based on what SDS consider are national or regional training needs.

There is SDS online reporting or periodic update reports required for oversight of progress.

There is ongoing communication with SDS staff regarding emerging issues and progress. For the FA programme: SDS facilitates a quarterly networking forum; College staff meet with apprentices throughout the academic year to gain feedback which is shared with schools and Glasgow City Council; representatives from each of the Glasgow Region Colleges meet regularly throughout the year to discuss FAs; and there is ongoing feedback received from, and provided to, FAs' schools.

Objective 2: For relationships with GCRB, the other Glasgow Region Colleges, and other key partnerships:

- ◆ appropriate arrangements are in place including, where appropriate, agreements, priorities, strategies, operating plans and working structures;
- ◆ effective governance arrangements, including adequate reporting against agreed performance measures and targets and monitoring of this information;
- ◆ robust communication channels, including processes to escalate issues;
- ◆ ongoing monitoring of the effectiveness of partnership working and consideration of possible improvements; and
- ◆ adequate resources (funding, assets and staffing) to enable effective working.

Schools

There are a range of activities the College undertakes collaboratively with schools, including:

- Senior Phase: The Senior Phase programme allows S4 to S6 pupils the chance to study subjects that are not available in their schools, with students studying their chosen subject for two afternoons a week in College. A regional Senior Phase booklet is produced which covers the Senior Phase offerings from all three Glasgow Region Colleges. An additional programme within the Senior Phase arrangement also allows some pupils to attend College for two and a half days as part of their programme;
- Enhanced Vocational Inclusion Programmes (EVIP): which offer vulnerable young people an alternative to mainstream secondary school education. EVIP courses are delivered in conjunction with Glasgow Kelvin College and are coordinated by Glasgow City Council;
- MCR Pathways, a Glasgow City Council initiative that provides care experienced students the chance to do short courses to allow them to get a taste of possible career paths;
- Routes for All: a scheme delivered by staff from Glasgow Caledonian University alongside students from colleges and universities throughout the West of Scotland. The scheme has been developed to inform and guide S5 and S6 pupils as they prepare to leave school to study at college.

The three Glasgow Region College Principals meet with the Director of Education of Glasgow City Council three or four times a year. These meetings cover: quality; learner destinations; regionalisation; and Senior Phase provision. They set the overarching framework for working together and are largely strategic. The College's Curriculum Assistant Principals, in conjunction with Senior Lecturer and School Liaison, are responsible for developing the College's Senior Phase offering and assist in organising Senior Phase open days.

Priorities are set in conjunction with schools based on need with provision being demand driven. Demand is identified through the College's school liaison networks. Reporting is provided as required, including reporting school pupil attendance to schools so that they can follow-up any non-attendance.

Objective 2: For relationships with GCRB, the other Glasgow region colleges, and other key partnerships:

- ◆ appropriate arrangements are in place including, where appropriate, agreements, priorities, strategies, operating plans and working structures;
- ◆ effective governance arrangements, including adequate reporting against agreed performance measures and targets and monitoring of this information;
- ◆ robust communication channels, including processes to escalate issues;
- ◆ ongoing monitoring of the effectiveness of partnership working and consideration of possible improvements; and
- ◆ adequate resources (funding, assets and staffing) to enable effective working.

Schools (Continued)

There are a range of opportunities for communication and feedback between the College and schools, including: College staff discussing logistics of delivery of programmes with teachers; through Curriculum Assistant Principals and the Vice Principal Curriculum and External Relations working with Principal Teachers in schools; through students' Senior Phase progress reported to schools; and through school liaison staff.

Employers

Working with employers is largely embedded within curriculum teams or undertaken by the Business Development Unit. From discussion with staff we noted that there was a large amount of working with employers which was overseen by the Business Development Unit and by the Curriculum Assistant Principals within each curriculum area.

There is ongoing management of relations with employers by Senior Lecturers, Heads of Curriculum, Curriculum Assistant Principals and Business Development staff.

We noted that there were many employers and other organisations which curriculum staff engaged with, and these partnerships had evolved over time based on what the College or the partner identified as possible areas for partnership working.

It is good practice for organisations to periodically step back and assess their partnerships, in order to determine whether they are as effective as they might be. We noted that in 2018 members of the Senior Leadership Team had been tasked with conducting an informal self-evaluation of partnerships and collaborations within each of their areas.

AUDIT COMMITTEE MEETING

Date of Meeting	27 March 2019
Paper Title	Internal Audit Plan 2018/19 Progress Report
Agenda Item	19.06
Paper Number	19.06A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion

1. REPORT PURPOSE

The purpose of this report is to provide a summary of the progress against the Internal Audit Plan for 2018/19, as being completed by Henderson Loggie.

2. RECOMMENDATION

Committee Members are invited to review and discuss this paper.

3. BACKGROUND

The attached shows the planned timescales for reporting to the Audit Committee for each of the audit areas within the 2018/19 Internal Audit Plan.

4. RISK ANALYSIS

There are no specific risk implications in this paper.

5. LEGAL IMPLICATIONS/ FINANCIAL IMPLICATIONS/ REGIONAL OUTCOME AGREEMENT IMPLICATIONS

The College is required to have an internal audit function undertaken each year as part of the Financial Memorandum.

6. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A

2018/19 INTERNAL AUDIT PLAN SCHEDULE FOR REPORTING TO COMMITTEE

AUDIT ASSIGNMENT	AUDIT COMMITTEE DATE	NO OF AUDIT DAYS
Student Welfare – Duty of Care	27-Mar-19	4
Student Recruitment and Retention	27-Mar-19	5
Partnership Working (including Regional Engagement)	27-Mar-19	4
Budgetary Control	22-May-19	5
Systems Development / Implementation	22-May-19	5
Performance Reporting / KPIs	22-May-19	4
ESF Funding	Sep19 Date TBC	4
Health and Safety	Sep19 Date TBC	5
Follow-Up Reviews	Sep19 Date TBC	3
Plus Management and Planning time for Henderson Loggie		5
Total		44

AUDIT COMMITTEE

Date of Meeting	27 March 2019
Paper Title	College Strategic Risk Register
Agenda Item	19.07
Paper Number	19.07A
Responsible Officer	Janet Thomson, Vice Principal Resources and College Development
Status	Disclosable
Action	For Discussion

1 REPORT PURPOSE

The Report considers the College’s Strategic Risk Register which is updated regularly and reported to each Audit Committee and to the Board of Management on a quarterly basis.

2. RECOMMENDATION

Members are invited to DISCUSS this paper.

3. BACKGROUND

The College Strategic Risk Register is a key part of the College’s risk management framework, which is updated regularly and considered quarterly by College Senior Management.

4. RISK ANALYSIS

4.1 The College Strategic Risk Register as at 6 March 15 2019 is attached. There is only some minor change to the narrative of some of the risks since last reported to the Board of Management in December, which are highlighted in red. This register is being submitted to the Board at its March meeting.

4.2 There are 12 risks on the College Strategic Risk Register and of these 1 risk is scoring as high after mitigating actions. This is risk O1 – Negative impact on employee relations (e.g. national bargaining, industrial action, local consultation). This is scoring as probability of 3 and impact of 5 after mitigating actions. Some of the key issues in this risk are associated with national decisions that are not within the College’s direct control.

**5. LEGAL IMPLICATIONS/ FINANCIAL IMPLICATIONS/ REGIONAL
OUTCOME AGREEMENT IMPLICATIONS**

The College is required to have a risk register as part of the Financial Memorandum.

6. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER					Key of abbreviations : SFC = Scottish Funding Council, GCRB = Glasgow Colleges Regional Board, GCG = Glasgow Colleges Group, SDS = Skills Development Scotland, ESF = European Social Fund, JISC = Joint Information Steering Committee			as at 6th March 2019			Paper 19.07A				
					Score Before Mitigating Actions			Score After Mitigating Actions							
Risk Ref	New Risk Description	Risk Category	Link to Development Plan Goal	Risk Owner	Probability	Impact	Risk Score	Mitigating Actions	Probability	Impact	Risk Score	Risk Ranking after mitigating actions	Risk Timing - Short / Medium/ Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change
Financial Risks															
F1	Adverse Funding changes (SFC/SDS/ESF)	Financial	Goal 4 - Ensuring operational effectiveness and efficiency	Principal/ Vice Principals	4	5	20	i) Financial plans developed by College Senior Management and monitored within framework of available activity funding through Glasgow Regional funding for teaching, student support funds and capital. Portfolio planning key element of cost base and monitored on ongoing basis. Portfolio for 2019/20 being developed. ii) Continue to aim to inform and influence funding allocations through Principals' Forum, Glasgow Colleges Regional Board, MSPs, and other appropriate bodies. Final funding allocation for 2018/19 announced. iii) Work with Colleges Scotland and Scotland's Colleges Partnership on lobbying regarding impact on ESF funding and development of future alternative resources iv) Projects progressed to address priority items as per College Capital masterplan based on affordability and potential for applications to Foundation v) Ensure ongoing dialogue with SDS vi) Working to achieve Flexible Workforce Development Fund target levels.	3	4	12	F1	Medium	16	No change
F2	Failure to achieve surplus targets for non-SFC/ commercial activity	Financial	Goal 3 & Goal 4 - Contributing to the local, regional and national economy, & ensuring operational effectiveness and efficiency	Assistant Principal International and Business Development	4	5	20	i) Regular monitoring between Business Development Unit and Faculty Management of non-SFC commercial activity and replacement activity identified as required. ii) Costing templates completed for all commercial activity. Further monitoring of in year staff costs transfers of permanent staff costs ongoing. iii) Increased engagement and marketing effort to maintain current business but also to open and grow new income streams. iv) Spread of activity across a range of activity areas to reduce risk of one large contract failure to overall surplus. v) Review and develop market opportunities through business development strategy and grow new markets. vi) Keep informed of constitutional change implications of Brexit and impact on non-SFC activity for the College. Involvement in College sector Brexit forum and quantifying impacts.	2	5	10	F2	Medium	10	No change
F3	Failure to achieve contracted overall teaching delivery targets for any key partner (SFC/SDS/ESF)	Financial/ Organisational	Goal 1 & Goal 2 - Delivering exceptional learning opportunities, & growing exceptional partnerships	Vice Principal - Curriculum & External Relations	3	4	12	i) Annually plan and deliver portfolio to required quality standards, ensuring appropriate recruitment, retention and profile of students. ii) Discussions within Glasgow Colleges Group and with other partners to plan curriculum and make changes annually to meet market needs and Government and SFC guidance iii) Ensure stated teaching activity targets are met. iv) Work closely with relevant partners to ensure programmes implemented as planned v) Ensure all relevant agency (e.g. SDS) milestones and documentation requirements achieved. vi) College undertake effective competitor analysis, clear branding and focused marketing to maintain effective student recruitment	2	4	8	F3	Long	8	No change
					Score Before Mitigating Actions			Score After Mitigating Actions							
Organisational Risks															
O1	Negative impact on employee relations (e.g. national bargaining, industrial action, local consultation)	Organisational / Reputational	Goal 1 & 2 - Delivering exceptional learning opportunities & Growing exceptional partnerships	Principal/ Assistant Principal HR	4	5	20	i) Focused work with Trade Unions, specific and regular meetings with senior management, ensuring good flow of information, and ongoing communications. ii) Regular direct communication with staff e.g. staff briefings, focus groups. iii) Representation made through Employers Association Group, Colleges Scotland, Principals Forum, and GCRB, within national bargaining process. iv) Emphasis being made nationally on imperative of financial sustainability and affordability issues particularly given increased staffing costs and challenges of the Glasgow Regional context. v) Discussion with unions on impact on College financial sustainability and organisational impacts. vi) Business continuity planning used to ensure all stakeholders appropriately communicated with in any potential industrial action.	3	5	15	O1	Short	15	No change
O2	Failure of College operational processes/ systems /ICT infrastructure (including risk of fraud)	Organisational	Goal 1 & 4 -Delivering exceptional learning opportunities & Ensuring operational effectiveness and efficiency	Vice Principal Resources & College Development & Vice Principal-Curriculum & External Relations	4	5	20	i) Monitoring systems in place across College and feedback from relevant staff. Any issues addressed as necessary and action taken. ii) Business system improvement process in place iii) Infrastructure designed not to have single points of failure with all campuses operating a sophisticated dual-core network topology. iv) Virtualisation infrastructure which improves server resilience with two main data centres at different campuses. v) Member of JISC Information Security service which provides support to secure against cyber attack and regular ICT network penetration testing undertaken. vi) ICT backup procedures and Disaster Recovery planning. Penetration testing exercise completed. Cyber essentials plus status achieved. vii) Web filtering technology in place and uninterruptable power supply in place. viii) Fraud response plan in place	3	4	12	O2	Medium	12	No change

GLASGOW CLYDE COLLEGE - STRATEGIC RISK REGISTER					Key of abbreviations : SFC = Scottish Funding Council, GCRB = Glasgow Colleges Regional Board, GCG = Glasgow Colleges Group, SDS = Skills Development Scotland, ESF = European Social Fund, JISC = Joint Information Steering Committee			as at 6th March 2019			Paper 19.07A				
					Score Before Mitigating Actions			Score After Mitigating Actions							
Risk Ref	New Risk Description	Risk Category	Link to Development Plan Goal	Risk Owner	Probability	Impact	Risk Score	Mitigating Actions	Probability	Impact	Risk Score	Risk Ranking after mitigating actions	Risk Timing - Short / Medium/ Long Term	Risk Score at last report to the Board	Risk Increasing/ Decreasing/ No Change
O3	Failure to recruit and retain an appropriately skilled and effective workforce	Organisational/ Reputational	Goal 2 & 4 - Growing exceptional partnerships & Ensuring operational effectiveness and efficiency	Assistant Principal HR	3	5	15	i) Recruitment and retention of staff for some skills areas remains challenging and College continues to use a range of approaches as appropriate. ii) Maintain open channels of communication with trade unions, college managers and their staff, and effective attendance management process in place. iii) All new staff have an induction process and annual training programme undertaken. iv) Cover arranged as required for absence of key staff members. v) Appropriate CPD provided for staff to meet identified skills gaps	2	4	8	O3	Medium	8	No change
O4	High Impact Disaster for College e.g. fire, long term power loss	Organisational	Goal 4 - Ensuring operational effectiveness and efficiency	Vice Principal - Resources & College Development	3	5	15	i) Health and safety risk assessments in place and required testing and audits completed on an annual cycle ii) Business Continuity Plan for College in place. iii) Estates condition survey completed and prioritising projects through estates based on affordability. iv) Business interruption insurance in place v) Mary Stuart building cladding report received and project funding now in place	2	4	8	O4	Medium	8	No Change
O5	Failure to achieve a sustainable fit for purpose College estate	Organisational/ Financial	Goal 4 - Ensuring operational effectiveness and efficiency	Vice Principal - Resources & College Development	4	3	12	i) Capital masterplan in place and related to estates condition survey which highlights required investment to maintain College estate. Funding for 2018/19 for very high priority items from condition survey allocated to GCRB and now to College including additional allocation although there are logistical issues in spending the funds within the timeframe. ii) Work with GCRB and SFC to ensure fully informed of estates requirements iii) Langside residences lease assignation and guarante document now completed.	2	3	6	O5	Long	6	No change
O6	Failure to achieve acceptably high standard quality of teaching delivery and support for students	Organisational/ Financial	Goal 1 - Delivering exceptional learning opportunities	Vice Principal - Curriculum & External Relations	3	4	12	i) Monitor of teaching KPIs across all subject areas and action taken to address areas of concern. ii) Quality mechanisms undertaken through annual cycle including self evaluation and internal and external verification processes. iii) Heads of Curriculum and Unit Managers monitor quality and delivery of service during year and follow up on any issues. iv) Faculty staff work with students association, class reps and student feedback mechanisms to monitor feedback on quality and follow up on any issues	2	2	4	O6	Medium	4	No Change
					Score Before Mitigating Actions			Score After Mitigating Actions							
Governance Risks															
G1	Failure to meet all legislative and regulatory requirements and/or recommended guidance	Governance/ Reputational	Goal 4 - Ensuring operational effectiveness and efficiency	Principal/ Clerk to the Board	4	5	20	i) Work within roles, responsibilities and legal implications of Post-16 Legislation and associated related guidance. Liaison with and maintaining ongoing dialogue with relevant bodies e.g. SFC, GCRB and Scottish Government. College ensure full knowledge and implementation of legislative, regulatory and guidance requirements including requirements of Financial Memorandum with GCRB. ii) Individual managers required to keep up to date with legislation relating to their areas and implement appropriate controls iii) Ensure Board have appropriate training on key guidance and legislation and take proactive role of Board in ensuring meet all requirements. vi) Modern Slavery statement in place vii) Safeguarding officers and safeguarding forum on each campus viii) Seek legal advice as required. ix) Prepare relevant people for potential attendance at Public Audit Committee in relation to Section 22 report and PR/media strategy and Board briefing pack to be developed x) Data Protection Officer in place to advise on General Data Protection Regulation	3	4	12	G1	Medium	12	No change
G2	Failure to recruit, train and retain an appropriately experienced Board of Management	Governance	Goal 4 - Ensuring operational effectiveness and efficiency	Clerk to the Board	3	4	12	i) Continue to maintain membership of Board of Management at suitable level with the correct level and mix of skills. Nominations committee now established. ii) Annual self assessment for Board members and training provided as required. iii) Induction provided for all new Board members. iv) Ensure Board undertake an ongoing programme of training to meet CPD needs. v) Board member handbook in place and an annual review/update to be undertaken.	2	3	6	G2	Long	6	No change
G3	Failure to comply with Health and Safety requirements	Organisational	Goal 4 - Ensuring operational effectiveness and efficiency	Assistant Principal HR	2	5	10	i) Glasgow Clyde College Health and Safety Committee and Campus Forums meet regularly to monitor health and safety arrangements and any issues are raised. ii) Health and Safety Officers working across the three campuses and ensure annual cycle of health and safety audits are completed iii) Regular reporting on Health and Safety to Organisational Development Committee as part of their remit requirements iv) Full review of Health and Safety Policy and Procedures being undertaken	1	4	4	G3	Medium	4	No Change