

## Audit and Assurance Committee Meeting

Date of Meeting	Tuesday 26 March 2024
Paper Title	Review of Assigned College Risk Registers
Agenda Item	10
Paper Number	AAC3-F
Responsible Officer	Jim Godfrey, Finance & Resources Director
Status	Disclosable
Action	For Noting

### 1. Executive Summary

1.1. This paper provides a review of the risk registers of the assigned colleges.

### 2. Recommendations

2.1. The committee is invited to **note**:

- The latest risk registers of the assigned colleges were recently reviewed by the audit committees of the colleges.
- The latest risk registers of the three colleges have been provided to, and reviewed by, the GCRB Finance & Resources Director.
- There has been minimal change to the assessment of risks (in the last two or three months).
- The most significant areas of risk relate to financial sustainability and staffing matters.

### 3. Background

- 3.1. The management of risk is an important issue for GCRB in respect of its systems of internal control. Extensive work has taken place to further develop, and enhance, GCRB's arrangements in respect of risk.

### 4. Report

- 4.1. The colleges send a copy of their most recent risk registers to the GCRB Finance & Resources Director on a regular basis.
- 4.2. The format of this report includes the high, and medium, level risks identified by the colleges. These are summarised in the Annex to this report. Within the annex the high risks are shown in bold text against a darker background. Additionally, a small arrow is shown against each risk to indicate whether the college believes this risk is increasing, decreasing or remaining the same.
- 4.3. The risk registers have been reviewed and the following observations are made:
- The timing of audit committees means that the (assigned college) risk registers are currently being considered by Boards and therefore may change.
  - The risks are those identified by the individual colleges relating to their strategic plans. As such, there will be some risks that are particularly important to one college.
  - There are many risks that are common to all colleges e.g. financial sustainability, funding, employee relations and cyber security. Risks have been grouped together within Annex A and these risks also feature in the GCRB risk register.
  - Some of the risks facing the colleges are impacted by factors that are outside the direct control of the college.
  - The risks, shown in Annex A, are the residual risks i.e. after the colleges have implemented mitigating actions. The highest residual risks, shown in the annex, are those that the colleges have assessed as having a residual risk of 12 or more<sup>1</sup>.
  - The key issues identified are:
    - The continued high risks associated with financial sustainability and matters relating to staffing. The assessment of these risks is common across all three colleges.
    - There has been minimal change, in terms of the risk assessment by all three colleges, since the previous report.

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<sup>1</sup> All 3 colleges, and GCRB, are using the same basis for risk assessment i.e. likelihood and impact are evaluated on a scale of 1 to 5 and multiplied together. Residual risks (with a score of 12 to 15) are shown in the lighter shade in the annex with the highest risks (with a score of 16 or higher) are shown in the darker shade.

## **5. Risk and Compliance Analysis**

**5.1.** The key risks, relating to each college, are set out in the body of the report. Some of these risks are specific to an individual college but, as can be seen, many risks are common to all colleges and the risks facing the Glasgow college region. This report also informs the GCRB risk register.

**5.2.** There are no legal implications arising from this report.

## **6. Financial and Resource Analysis**

**6.1.** There are no direct financial implications as a result of this report. The quarterly review of college risk registers, and reporting to the GCRB Audit and Assurance Committee, is undertaken by the GCRB Finance & Resources Director.














## **7. Equalities Implications**








**7.1.** There are no equalities implications arising from this report.

## **8. Learner Implications**

**8.1.** Several risks have the potential to impact on the learner experience. The management of these risks is a core element of the college strategies.

**8.2.** Through the conditions of grant, associated with the regional outcome agreement, GCRB is required to conduct its affairs in accordance with the expected standards of good governance, which include establishing appropriate arrangements in relation to risk.

	City of Glasgow College March 2024	Glasgow Clyde College February 2024	Glasgow Kelvin College March 2024
<b>Financial sustainability</b>	Failure to agree a sustainable model/level of regional funding. 		Inability to secure appropriate level of funding to deliver objectives. 
	Failure to secure sufficient capital investment. 	Failure to manage college financial sustainability through period of financial plan. 	
	Failure to achieve operating surplus. 		
	Failure to maximise income through diversification. 		
	Failure to obtain funds from the City of Glasgow College Foundation. 		
<b>People</b>	Negative Impact of industrial action. 	Implications of national bargaining and possible negative impact on employee relations. 	Negative impact of strike action in relation to pay. 
	Failure to attract, engage and retain suitable staff. 	Risk of not having culture of effective, capable leaders who are motivated and have ability to take staff with them. 	Not having a agile, motivated, well-informed, or appropriately skilled workforce. 

	City of Glasgow College March 2024	Glasgow Clyde College February 2024	Glasgow Kelvin College March 2024
Students			Negative impact of ChatGPT or other AI means to undertake course work and assessments. 
	Failure to support successful student outcomes and progression. 		
Continuity	Failure of business continuity. 	High impact business continuity incident for college e.g. cyber-attack, pandemic, fire, long-term power loss, power rationing. 	A widespread cyber-attack breaches college defence. 
Learning Spaces		Failure to maintain and develop appropriate accessible, dynamic, flexible learning and social spaces. 	
College Strategy	Failure to achieve taught degree awarding powers. 		Being forced into a position that it against our vision and mission e.g. a single governing body for Glasgow. 