Module Descriptor

Title	Risk Management		
Session	2025/26	**Status**	Published
Code	QUAL11025	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	TBC		

Summary of Module

This module presents a study of risk, risk management and the methods of risk assessment.

The syllabus covers:

Introduction to risk, uncertainty and risk management; Risk attitudes and appetites of individuals, groups ,organisations and society; Definitions and frameworks for strategic risk management; government and legislative influences; Qualitative risk assessment methods; Quantitative risk analysis; Modelling tools and techniques to assist in decision making under uncertainty; Limitations of risk management; Risk management in the workplace: enterprise, health & safety, finance and projects.

This module will develop a number of graduate attributes. The module will equip the students with an understanding of the origins and purposes of risk management. Case studies are used to demonstrate work-based practice. This will help students develop critical-thinking and problem-solving skills.

The module is aligned with the updated curriculum framework of UWS

1. Student centred: the material and case studies are based on different sectors to reflect the experience of the students from different degrees and contextualise their learning. Tutorial time and discussion forums (AULA, MS Teams) allow for a multiway communication between students themselves as well as student and lectures.

2. Flexible and Hybrid: Teaching material is available on the online learning platform including, slides, recording, practical exercises and additional learning to compliment each week's topic. Online lectures are available and the recorded ones allow for students to watch or Re-watch what they may have missed. Themodule is designed for full time, part time and Distance learning students.

3. Simple and Coherent: The learning content, which is communicated from the start is set in a linear way to ensure learning is progressing smoothly with designed check in milestones to assess progress (e.g. Online quizzes)

4. Authentic: Discussions and Assessment are based on students' experience centred around the learning material

5. Inclusive: All material is available in written, audio format with subtitles and transcripts where feasible

6. Sustainable: Material is updated annually and reflects what is happening in the sector and taking into consideration the student's feedback from formal and informal channels

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☒	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the principal concepts and theories of risk and uncertainty.
L2	Critically evaluate the influences of individuals, systems and organisations upon managing risk
L3	Apply specialised methods and techniques for modelling and managing risk
L4	N/A
L5	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Gain a critical understanding of the principles of risk management. Achieve knowledge of and be able to evaluate the effectiveness of establishing systems for risk management.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 11** Collect and manage data and gain a coherent understanding of theories and practices in modelling risk
Generic Cognitive skills	**SCQF 11** Develop and demonstrate an ability to communicate effectively in a variety of professional settings. Demonstrate an understanding of an issue and develop a creative and sensible solutions to an organisational problem.
Communication, ICT and Numeracy Skills	**SCQF 11** Gain a full understanding of the process of preparing oral and written reports using IT. Prepare and present decision-making results in a practical setting
Autonomy, Accountability and Working with Others	**SCQF 11** Work as part of a team to analyse information . Work independently to analyse a situation and to be able to defend and debate recommendations

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In line with current learning and teaching principles, a 10-credit module includes 100 learning hours, normally including a minimum of 18 contact hours. Lectures (on-line and classroom) will introduce and exemplify key theoretical and critical concepts that can be applied to a wide range of areas in the field of risk management. The approach is learner-centred with students actively engaged in a range of tasks to promote engagement with and analyses of different kinds of risk management techniques. Tutorials and workshops will also be given both on-line and in class to further develop students' practical skill set. The Learning & Teaching Strategy for this module is based on the general strategy for the MSc Quality Management. Classes are delivered on a weekly basis. Lectures will introduce and exemplify key theoretical and critical concepts. Tutorial sessions will be given to further develop students' understanding. Live in-company or simulated audited scenarios will be used to enhance learning. Students will be given sufficient time and support to work on assignments. For On-line learning students, full use will be made of the VLE. That is, all teaching material will be made available on-line and students will be guided through the material. Email and video-conferencing will be used extensively to support students. Tutorials will be on-line and synchronous.

Group work, if applicable, will be organised and supported through facilities on the VLE and through MS teams or other platforms permitted by UWS IT code of conduct

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	6
Independent Study	82
n/a	0
n/a	0
n/a	0
TOTAL	100

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Fischhoff, B. (2011). Risk : a very short introduction (J. David. Kadvany, Ed.). Oxford University Press.

Hillson, D. (2007). Understanding and managing risk attitude (Ruth. Murray-Webster, Ed.; 2nd ed.). Gower.

Hopkin, Paul. (2021). Fundamentals of risk management [electronic book] : understanding, evaluating and implementing effective risk management. (Clive. Thompson, Ed.; 6th ed. /). Kogan Page.

OGC.,. (2010). Management of risk [electronic book] : guidance for practitioners (3rd ed.). TSO.

Rumane, A. R. (2023). Risk management applications to sustain quality in projects [electronic book] : a practical guide . CRC Press.

Recommended

Hubbard, D. W. (2020). The failure of risk management [electronic book] : why it's broken and how to fix it (2nd ed.). John Wiley & Sons Inc.

IRM (2019), Institute of Risk Management website

Materials on Virtual Learning Platform

Publications and resources on the CQI page .

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. Students will scan their attendance, via the attendance scanners, each time they are on-campus, they will have their attendance recorded in class and they will be expected to login to the VLE several times per week. Students who are unable to attend a timetabled session, due to illness or other circumstance, should notify their Programme Leader. Across the School an 80% attendance threshold is set. Students who fall below this, will be referred to the Student Success Team to see how they can be best supported in their studies.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Engineering Physical Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Civil Engineering and Quality Management
Moderator	H Faris
External Examiner	A Garad
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	1.14 Summary module, , Reading list, Attendace and Engagement Requirements, Equality and Diversity text

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study - Group work
Assessment 2
Class test open book
Assessment 3
N/A
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case Study - Group Work	☒	☒	☒	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Open Book class test	☒	☒	☒	☐	☐	50	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	**When**	**Who**
Summary module, Reading List, Attendance and Engagement Requirements, Equality and Diversity text	24/03/2025	E Viza
