



Module Descriptor

Title	Logistics Resilience And Optimisation		
Session	2025/26	Status	
Code	BUSN 11151	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Business and Creative Industries		
Module Co-ordinator	Olamide Olusegun		

Summary of Module

When disasters occur, they test the degree of responses of the Humanitarian relief organisations, especially the capacity of the actors to work together. Disaster occurrences demand solutions that include governments, military, civil society, and humanitarian relief agencies, who under normal circumstances have little incentives to work together for an extended period of time. Yet, when a disaster strikes, they are suddenly faced with the pressure to combine all their capacity and capability to relieve human suffering.

This taught module will deliver solutions for getting different actors to work together by sharing processes and distribution channels. It will explore innovative supply chain Management approaches that go beyond mere logistics of moving goods from point A to point B in a structure that will effectively coordinate performance, eliminate redundancies, and maximize efficiencies in terms of costs and speed. The module aims to address the increasing need for skilled professionals in humanitarian disaster relief operations, prompted by the frequent occurrence of disasters worldwide. Its primary goal is to improve professionalism and job prospects within the humanitarian logistics and supply chain management sector.

Module Delivery Method	On-Campus¹ ☒	Hybrid² ☐	Online³ ☒	Work -Based Learning⁴ ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning	

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

		☒ Paisley		☐ 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 an understanding of the humanitarian logistics beyond the movement of relief materials from point A to point B.
L2	Demonstrate the theoretical understanding of assessing the different types of disaster.
L3	Develop the leadership and management skills that enhance inter-agency and disaster community collaborations.
L4	Develop the ability for risk management in disaster situations and explore fund-raising strategies for the purpose of post-disaster recovery operations.
L5	Understand the role of technology in disaster management.

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 Students are expected to be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to Logistics Resilience and Optimisation They should also demonstrate relevant personal and interpersonal skills including, critical thinking and creativity: managing creative processes in self and others; organising thoughts, critical analysis, synthesis, and critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
Practice: Applied Knowledge and Understanding	SCQF 11 Practice and techniques for the design and management of humanitarian logistics architecture. Critical evaluation and understanding situations that can have impact on delivery of relief to disaster victims. Ability to create, identify and evaluate options; the ability to implement and review decisions. Ethics and value management, recognising ethical situations, applying ethical and organisational values to situations and choices.
Generic Cognitive skills	SCQF 11 Personal effectiveness, self-awareness and self-management, time management; sensitivity to disaster situations at different locations; the ability to act promptly.
Communication, ICT and Numeracy Skills	SCQF 11 Effective use of Communication and Information Technology (ICT).

	Two-way communication - listening, negotiating, and persuading or influencing others; oral and written communication, using a range of media, and ability to conduct research into relief supply chains in disaster situations. Learning through reflection on practice and experience.
Autonomy, Accountability and Working with Others	SCQF 11 Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes, team selection, delegation, development, and management. Leadership and performance management, selecting appropriate leadership style for situations; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement.

Prerequisites	Module Code N/A	Module Title N/A
	Other	
Co-requisites	Module Code N/A	Module Title N/A

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.	
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	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	6
Independent Study	158
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Textbooks: Manners-Bell, J. (2023) Supply Chain Risk Management: How to Design and Manage Resilient Supply Chains. 4th Edition. Kogan Page.

Graham, H. and Tatham P. (2022) Humanitarian Logistics: meeting the challenge of preparing and responding to disaster and complex emergencies. 4th Edition. Kogan Page

Gyöngyi, K., Spens, K. and Moshtari, M. (2017) The Palgrave Handbook of Humanitarian Logistics and Supply Chain Management

Christopher, M. and Tatham, P. (2014) Humanitarian Logistics: Meeting the Challenge of Preparing for and Responding to Disasters. 2nd Edition. Kogan Page.

Journals:

Journal of Humanitarian Logistics and Supply Chain Management. Available at:
<https://www.emerald.com/insight/publication/issn/2042-6747/vol/4/iss/1>

International Journal of Physical Distribution & Logistics Management. Available at:
<https://www.emerald.com/insight/publication/issn/0960-0035>

(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:

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](#).

At the University of the West of Scotland (UWS), our commitment to equality, diversity is integral to fostering an inclusive and supportive environment for all students. Our policy underpins every aspect of student engagement, ensuring UWS to be a fair and equitable place of learning. We strive to address and champion all dimensions of equality and diversity thus creating an institution that values and respects the unique contributions of each individual.

To meet the diverse needs of our student body, we are dedicated to adapting learning experiences and module assessments where required. This personalised approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.

(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	Marketing, Innovation, Tourism Events
Overall Assessment Results	☐ Pass / Fail ☒ Graded

Change Control

What	When	Who