

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Risk, Crisis and Resilience			
Code: BUSN11100	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Tom Keegan		
Summary of Module			
<p>This module will introduce students to the concepts of risk, crisis and resilience. It will be of particular interest to students who may have to manage risk and security related activities within an organisational context. The module will introduce the concept of risk from a variety of theoretical perspectives. These theoretical perspectives will then be evaluated against a number of critical case studies of organisational success and failure.</p> <p>The module will also look at strategies for evaluating risks, and contrasting these with methods for operational risk management. The module will reflect the role of business continuity planning, crisis management, leadership and decision making in building a resilient organization. Issues such as reputation, whistle blowing, security, exercising and training will be considered in some detail as will the type of organization and its primary function. This module will be of key interest to anyone in a leadership position and essential to anyone directly involved in managing compliance, strategic and operational risk.</p> <ul style="list-style-type: none"> • To understand and critically evaluate risk from a theoretical perspective. This will include risk perception, decision making, cultural theory, socio technical failure, normal accident theory, safety culture, risk communication and risk homeostasis. • Business continuity, dealing with operational risk in terms of crisis and resilience management. To understand different types of qualitative events, and the distinction between emergencies, crisis and disasters. The courses will introduce a number of case studies for analysis of different types of event. • Strategies for contingency planning and developing generic resilience. To include scenario development, developing exercises, pre briefing and debriefing and evaluating exercises 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Develop an in-depth knowledge of risk crisis and resilience
L2	Critically evaluate theories and practice in crisis and resilience
L3	Evaluate a variety of responses to crisis management and develop these within a simulation gaming context
L4	Demonstrate an ability to understand complex organisational systems and processes and develop scenarios to facilitate a generic skills in resilience
L5	Click or tap here to enter text.

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 Level 11 A critical understanding of the theories of risk management and systemic failure models and how they could be applied to organisational settings.
Practice: Applied Knowledge and Understanding	SCQF Level 11 Using a range of skills, tools and techniques as appropriate to undertake analytical decisions about case studies and apply them to other scenarios.

	Applying a range of techniques of enquiry and research to investigate the topics of risk, crisis and resilience.	
	Planning and executing the analysis and presentation of the findings of problem solving in a business continuity contexts	
Generic Cognitive skills	SCQF Level 11 Applying critical analysis and evaluation to complex and abstract situations and issues that exist in the business environment. Identifying, abstracting, responding creatively to theoretical and practical issues in the design of scenarios for simulations.	
Communication, ICT and Numeracy Skills	SCQF Level 11 Critically evaluate data in a variety of forms in order to generate understanding.	
Autonomy, Accountability and Working with others	SCQF Level 11 Exercising substantial autonomy and initiative in studies Taking responsibility for own work. Dealing with complex ethical and multicultural issues inherent in the business environment	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
<p>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.</p> <p>The strategy will be based around a number of recorded core lectures which will closely follow readings from the core text. This will be supplemented by case studies and visual materials.</p> <p>The lecture materials will be supplemented by on line group tutorials classes to facilitate interactive understanding and learning.</p> <p>Students will be required to take abstract learning from this material and create scenarios and solutions.</p>	
Learning Activities During completion of this module, the learning activities	Student Learning Hours (Normally totalling 200)

undertaken to achieve the module learning outcomes are stated below:	hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	15
Independent Study	175
Tutorial/Synchronous Support Activity	10
Asynchronous Class Activity	0
Choose an item.	
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Risk, Crisis and Security Management, 2005 Edward P. Borodzicz, Wiley, Chichester

BSI 11200 Crisis Management

Journal of Contingencies and Crisis Management

Journal of Risk Research

Crisis, Issues and Reputation Management, 2014, Andrew Griffin, Kogan Page, London

Business Continuity for Dummies, Stuart Sterling et al, Wiley

(**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:

Free Text – to add detail

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..</p>
(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Business and Creative Industries
Moderator	Tom Keegan/Usman Masood
External Examiner	Steve Gibbs
Accreditation Details	N/A
Changes/Version Number	1.04

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
Assessment 1 – Written Portfolio of work 50%
Assessment 2 – Written Portfolio of work 50%

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work						50%	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work						50%	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)