

Title of Module: Humanitarian Logistics Management			
Code:	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Adebisi Adewole		
Summary of Module			
<p>This module provides the essential framework required for the management of humanitarian logistics in disaster and related situations. It will provide excellent platform for graduates interested in humanitarian relief career and enhance opportunities for professionalism and employability in the Humanitarian Logistics and Supply Chain Management industry. The module will explore humanitarian problems caused by a range of disasters such as migration, floods, earthquakes, wars, desertification resulting from drought and deforestation, chemical and biological weapons victims needing humanitarian aid, and global inequality. The module will help learners to develop critical thinking skills required for managing crisis in disaster situations.</p> <p>At the instance of humanitarian disaster, rescue and resources are rapidly and effectively deployed to the affected scene of occurrence. The module will deliver robust discourse on theories of agile supply chains processes that can respond rapidly to unpredictable events. It will provide education in humanitarian logistics planning, decision making and donor policy, crisis management, disaster response law and international conventions, inter-agencies partnerships building, technology and disaster management, and the role of National governance in disaster relief operations and management.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
*	*	*
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p>		

Campus(es) for Module Delivery					
The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (Provided viable student numbers permit)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
✓				✓	

Learning Outcomes: (maximum of 5 statements)	
At the end of this module the student will be able to:	
LO 1. Understand the general concepts of humanitarian logistics management.	
LO2. Develop the ability to perform advanced assessments appropriate with different types of disasters and respond to unpredictable events at event locations.	
LO 3. Learn and understand the key Logistics and Supply Chain management processes and professional competences critical to the delivery of relief materials at the right time to disaster victims at the right locations.	
LO4. Understand the necessity for humanitarian relief organisations, be they international, national, or local, to collaborate for the deliver the best relief assistance to disaster victims.	
LO5. Gain outstanding learning skills through high level participation in lectures, tutorials, group work and class presentations, and where practicable industry visits/placements, throughout the trimester this module is being taught.	
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)	<p>SCQF Level 11</p> <p>Students are expected to be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to logistics and humanitarian supply chains management.</p> <p>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,</p>

	identify implicit values, define terms adequately and generalise appropriately.	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Practice and techniques for the design and management of humanitarian logistics architecture. Critical evaluation and understanding of 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.</p> <p>Ethics and value management: recognising ethical situations, applying ethical and organisational values to situations and choices.</p>	
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Personal effectiveness: self-awareness and self-management; time management; sensitivity to disaster situations at different locations; the ability to act promptly.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Effective use of Communication and Information Technology (CIT).</p> <p>Two-way communication: listening, negotiating, and persuading or influencing others; oral and written communication, using a range of electronic media, and ability to conduct research into relief supply chains in disaster situations.</p> <p>Learning through reflection on practice and experience.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development, and management.</p> <p>Leadership and performance management: selecting appropriate leadership style for situations; setting targets, motivating, monitoring performance, coaching, and mentoring, continuous improvement.</p>	
Pre-requisites:	Before undertaking this module, the student should have undertaken the following:	
	Module Code:	Module Title: N/A
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching		
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Categories	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	Scheduled	30
Tutorial/Synchronous Support Activity	Scheduled	10
Asynchronous Class Activity	Independent	40
Independent Study	Independent	120
		200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)		
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Textbooks</p> <p>Graham, Heaslip and Tatham Peter (2022) Humanitarian Logistics: meeting the challenge of preparing and responding to disaster and complex emergencies; Kogan Page</p> <p>Sahay B.S, Gupta Sumeet and Menon V.C (2021) Managing Humanitarian Logistics in Business and Economics – Springer Proceedings</p> <p>Cozzolino Alessandra (2012) Humanitarian Logistics: Cross-sector Cooperation in disaster Relief Management.</p> <p>Jesus Gonzalez-Feliu, Mario Chong, Jorge Vargas Florez (2019) Urban and Humanitarian Logistics; IGI Global ISBN-10: 152258160X ISBN-13: 9781522581604.</p> <p>Gyöngyi Kovács, Karen Spens and Mohammad Moshtari (2017) The Palgrave Handbook of Humanitarian Logistics and Supply Chain Management</p> <p>Journals</p>		

Journal of Humanitarian Logistics and Supply Chain Management,
International Journal of Physical Distribution and Logistics Management
Website: www.emerldinsight.com

(**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 Requirements

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulation 5.7.

Course Reference Numbers (CRNs) (if known)					
Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
✓				✓	
Trimester(s) for Module Delivery					
(Provided viable student numbers permit).					
Trimester 1	✓	Trimester 2	✓	Trimester 3	✓

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Subject Development Group (SDG)	MITE
Assessment Results (Pass/Fail)	
Subject Panel	Management

Moderator	
External Examiner	tba
Accreditation Details	In progress
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids at end of document)

The assessment methods employed in this module will be:

1. Written academic essay carrying a weighting of 70%
2. A group presentation carrying a weighting of 30%

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Assessment Category 1							
Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Assignment Essay	Group Essay	✓	✓	✓	✓	70	0
Practical	Presentation	✓	✓	✓	✓	30	0
Combined Total For All Assignment Categories						100%	0 hours

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.

2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

there are no equality and diversity issues associated with this module
UWS Equality and Diversity Policy

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

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