

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Title of Module: Project Risk Management			
Code: QUAL11019	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Mohammad Yazdi		
Summary of Module			
<p>This module presents an advanced study of risk and the application of risk management in the workplace with a particular focus on project risk management. The syllabus covers:</p> <p>Introduction to risk, uncertainty and risk management; Risk attitudes and appetites of individuals, groups, organisations and society; Risk management in the workplace: enterprise, health & safety, finance and data; Government and legislative influences; Definitions and frameworks for strategic risk management; Qualitative risk assessment methods; Quantitative risk analysis; Modelling tools and techniques to assist in decision making under uncertainty; Project risk management - PRAM, RAMP, SHAMPU; Critiques and limitations of risk management;</p> <p>Undertaking this module will develop a number of graduate attributes. Case studies are used to demonstrate work-based practice. The module will equip the students with a full understanding of the origins and purposes of risk management. They will develop critical-thinking, problem-solving and presentation skills.</p> <p>Graduate attribute covered by this module include:</p> <p><u>Universal</u></p> <ul style="list-style-type: none">• Critical Thinker• Ethically-minded• Research-minded <p><u>Work Ready</u></p>			

- Problem-Solver
- Effective Communicator
- Ambitious

Successful

- Autonomous
- Resilient
- Driven

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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.

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

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.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate a critical understanding of the principal concepts and theories of risk and uncertainty.</p> <p>L2. Critically evaluate the influences of individuals, systems and organisations upon managing risk.</p> <p>L3. Identify and critically evaluate the use of typical approaches to evaluating and controlling risks in business and project situations.</p> <p>L4. Apply specialised methods and techniques for modelling and managing risk.</p>	
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	<p>During completion of this module, there will be an opportunity to achieve core skills in:</p>
<p>Knowledge and Understanding (K and U)</p>	<p>SCQF Level 11.</p> <p>Gain a critical understanding of the principles of risk management</p> <p>Achieve knowledge of and be able to evaluate the effectiveness of establishing systems for risk management.</p>
<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF Level 11.</p> <p>Identify informed approaches to establishing risk management systems in a range of business and project settings.</p> <p>Collect and manage data and gain a coherent understanding of theories and practices in modelling.</p>
<p>Generic Cognitive skills</p>	<p>SCQF Level 11.</p> <p>Develop and demonstrate an ability to communicate effectively in a variety of professional settings.</p> <p>Demonstrate an understanding of a complex issue and develop a creative and sensible solution to an industrial problem.</p>
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF Level 11.</p> <p>Gain a full understanding of the process of preparing oral and written reports, using IT.</p>

	Prepare and present simulation model results in a business setting.	
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Work as part of a team to analyse information, formulate a solution and present it back to the group.</p> <p>Work independently to analyse a situation and to be able to defend and debate recommendations.</p>	
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>The Learning & Teaching Strategy for this module is based on the general strategy for the MSc Project Management.</p> <p>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. Computer laboratory sessions will be used to develop simulation modelling skills. Students will be given sufficient time and support to work on assignments.</p> <p>For Distance 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. Group work will be organised and supported through facilities on the VLE such as forums and wikis. Group presentations will be made by video conference and scheduled according to time zones.</p> <p>Face-to-face students will use Microsoft Excel software for modelling purposes. DL students may choose to use an equivalent package if they wish.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Laboratory/Practical Demonstration/Workshop	0
Independent Study	164
	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:

Hopkin, P. (2018), Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Risk Management, 5th edition. Kogan Page: UK

APM Body of Knowledge (2019) 7th edition, Princes Risborough: Association for Project Management, UK.

APM Project Risk Analysis and Management (PRAM) guide, 2nd edition, Princes Risborough: Association for Project Management, UK.

Office of Government and Commerce (2010 edition), Management of risk: guidance for practitioners, The Stationery Office Ltd, UK.

A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (2021) 7th edition,

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Engineering
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Assessment Results (Pass/Fail)	No
Subject Panel	Civil Engineering and Quality Management
Moderator	Evi Viza
External Examiner	Alaa Garad
Accreditation Details	This module is part of a degree programme accredited by APM: Association for Project Management
Version Number	2.19

Assessment: (also refer to Assessment Outcomes Grids below)

Category 1 – a modelling coursework worth 70% of the total assessment. Students will firstly model and analyse a problem of risk and uncertainty using Monte Carlo simulation (worth 35%) a group risk assessment coursework. Students will also work in groups to perform a mainly qualitative exercise of risk assessment and analysis and deliver a report and presentation (worth 35%).

Category 2- the class test will be equivalent to the test for the APM’s level 1 risk certificate. It will be conducted on the VLE and be made available for a specified period of time to allow access across different time zones. It will be worth 30% of the total assessment mark of the module.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70	26
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		30	1
Combined Total For All Components					100%	27 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

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. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations. More information on the University's EDI policies can be accessed at: <https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>

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