University of the West of Scotland
Module Descriptor

Session: 2022/23

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Title of Module: Risk Management

Code: QUAL11025	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Evi Viza		

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 multi way 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. The module 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

- 5. 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

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Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓	✓	✓			

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:
✓					✓	✓

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

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.

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. 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.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Collect and manage data and gain a coherent understanding of theories and practices in modelling.
Generic Cognitive skills	SCQF Level 11. Develop and demonstrate an ability to communicate effectively in a variety of professional settings.

	Demonstrate an understanding of a complex issue and develop a creative and sensible solution to an industrial problem.
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 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.

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	
Delivery is taking place through lectures and tutorials. Students are learning risk management strategies and decision making processes through classrrom teaching, asychronous activities and case studies.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**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	12
Tutorial/Synchronous Support Activity	6
Independent Study	82
Laboratory/Practical Demonstration/Workshop	0
	100 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: Fischoff, B and Kadvany, J (2011) Risk: A Very Short Introduction, Oxford University Press. Understanding Uncertainty web-site and blog (http://understandinguncertainty.org/) Maintained by David Spiegelhalter, Professor for the Public Understanding of Risk. Institute of Risk Management, http://www.theirm.org/ Hopkin, P (2018) Fundamentals of Risk Management: Understanding Evaluating and Implementing Effective Risk Management, 5 edition, Kogan Page ISBN: 978-0749483074 Management of Risk - Guidance for Practitioners. Published by OGC (2010). ISBN: 9780113312740 Hillson, D and Murray-Webster, R (2012) Understanding and Managing Risk Attitude, Gower Publishing Ltd; 2nd Kindle edition ISBN: 978-0566087981 Hubbard D (2009) The Failure of Risk Management: Why it's Broken and How to Fix it, John Wiley and Sons ISBN: 978-0470387955.

Practical Project Risk Management; The ATOM Methodology, 2nd Edition, David Hillson & Peter Simon, Management ConceptPress, 2012

Project Risk Analysis and Managing Guide (2010), APM Knowledge

(**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

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance of lectures and Tutorials as per UWS attendance requirements

Supplemental Information

Programme Board	Engineering
Assessment Results (Pass/Fail)	No
Subject Panel	Civil Engineering and Quality Management
Moderator	Hazhar Farris
External Examiner	A Garad
Accreditation Details	
Changes/Version Number	1.12 Moderator

Assessment: (also refer to Assessment Outcomes Grids below)

Category 1 – an analysis and modelling coursework. Students will analyse and model a problem of risk and uncertainty including the use of qualitative and quantitative analysis methods. It will be worth 50% of the assessment of the module

Category 2 - class test. The class test will cover the core syllabus as described in the module introduction. It will be conducted on the VLE (Moodle) and be made available for a specified period of time to allow access across different time zones. It will be worth 50% 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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	50	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	50	0
Combined Total For All Components				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
It is expected that any student satisfying the prerequisites would be able to undertake this module. (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)
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)

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours