

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module:</b> Global Crisis Management			
<b>Code:</b> SSPG11013	<b>SCQF Level:</b> 11 (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> 20	<b>ECTS:</b> 10 (European Credit Transfer Scheme)
<b>School:</b>	School of Education and Social Science		
<b>Module Co-ordinator:</b>	S Leatham		
<b>Summary of Module</b>			
<p><b>What we will look at:</b> This module takes a critical look at how global crises are defined and performed in public spaces, and how they are 'managed': from understanding 'crisis' as a systemic rupture demanding transformational change, to the era of 'permacrisis' and the bureaucratic administration of crisis. We look at the consequences of these actions for democracy, governance, authority, and legitimacy.</p> <p>In addition to acute crises, like COVID-19, we consider the complex global environment that produces interrelated crises – such as global inequality, online disinformation, globalisation, capitalism, and so on. In doing so, students will consider how vulnerability to crises is historically produced and unequally distributed, from colonialism to patriarchy.</p> <p><b>How we will do it:</b> Through a mix of case studies and conceptual / theoretical studies, students will critically consider the strengths and weaknesses of different public policy responses to crisis. Intellectual tools such as systems and complexity thinking offer transferable experiences and skills in comprehending, explaining, and critiquing global crisis management.</p> <p>The workshops (a mix of mini-lecture and group work) will provide an opportunity to discuss important crisis case studies underpinned by an analysis of the conceptual and political aspects of crisis governance and (mis)management.</p> <p><b>In the assessment:</b> Students will be asked to identify their own case study in order to consider the application of ideas and conceptual approaches discussed in the module. Group and one-to-one assessment guidance is provided to help students produce a single, 4000-word case study worth 100% of the module mark.</p> <p><b>The key module subject areas include:</b></p> <ul style="list-style-type: none"> <li>• Differing concepts of crisis and the 'age of crises'.</li> </ul>			

- Complexity and systems thinking to consider the emergence and entanglement of 'crises'.
- Political leadership, governance, and democracy during crises.
- The production of crisis vulnerability and the question of systemic change.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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	Apply and critique the dominant theories and concepts in the field of politics and public policy, as related to crisis management.
L2	Formulate, analyse, and evaluate policy responses to crisis situations.
L3	Identify policy options for crisis management based on lessons learned from real-life crises.
L4	Demonstrate appropriate communicative and transferable skills including making effective use of library and online resources to acquire relevant information, engaging in seminar discussion, and provision of written and reasoned arguments.
L5	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>		
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	SCQF Level <b>11</b> A critical understanding of a range of theories and techniques of policy analysis.	
Practice: Applied Knowledge and Understanding	SCQF Level <b>11</b> Applying a range of evaluative tools to understand the dynamics and impacts of multiple actors on the policy process, including systems thinking.	
Generic Cognitive skills	SCQF Level <b>11</b> Demonstrate the ability to conduct analysis, evaluation and synthesis.	
Communication, ICT and Numeracy Skills	SCQF Level <b>11</b> Demonstrate the ability to communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.	
Autonomy, Accountability and Working with others	SCQF Level <b>11</b> Exercise substantial autonomy and initiative in carrying out learning activities. Take responsibility for own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours

	and hours spent on other learning activities)
Independent Study	160
Tutorial/Synchronous Support Activity	26
Lecture/Core Content Delivery	10
Asynchronous Class Activity	4
	<b>200 Hours Total</b>
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Boin, A., Ekengren, M. and Rhinard, M. (eds) (2021) <i>Understanding the Creeping Crisis</i>. Cham: Springer International Publishing. Available at: <a href="https://doi.org/10.1007/978-3-030-70692-0">https://doi.org/10.1007/978-3-030-70692-0</a>.</p> <p>Boin, A., McConnell, A. and 'T Hart, P. (2021) <i>Governing the Pandemic: The Politics of Navigating a Mega-Crisis</i>. Cham: Springer International Publishing. Available at: <a href="https://doi.org/10.1007/978-3-030-72680-5">https://doi.org/10.1007/978-3-030-72680-5</a>.</p> <p>Enserink, B. <i>et al.</i> (2022) <i>Policy Analysis of Multi-Actor Systems</i>. TU Delft Open. Available at: <a href="https://doi.org/10.5074/T.2022.004">https://doi.org/10.5074/T.2022.004</a>.</p> <p>Hanatani, A., Gómez, O.A. and Kawaguchi, C. (2018) <i>Crisis Management Beyond the Humanitarian-Development Nexus</i>. 1st edn. London: Routledge. Available at: <a href="https://doi.org/10.4324/9781351006828">https://doi.org/10.4324/9781351006828</a>.</p> <p>Yi, C. (ed.) (2023) <i>Crisis Management - Principles, Roles and Application</i>. IntechOpen. Available at: <a href="https://doi.org/10.5772/intechopen.100653">https://doi.org/10.5772/intechopen.100653</a>.</p> <p>Ison, R.L. and Straw, E. (2020) <i>The hidden power of systems thinking: governance in a climate emergency</i>. Abingdon, Oxon ; New York, NY: Routledge.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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)	
<b>Attendance and Engagement Requirements</b>	
In line with the <a href="#">Student Attendance and Engagement Procedure</a> : 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:

Students are expected to read the **core reading** posted on Aula for each workshop, and to meaningfully engage in the workshop activities relating to this reading. All readings posted on Aula will be freely accessible to students, so no purchasing of extra materials is required to fully engage.

Students are additionally expected to engage with **further reading** as their time allows, and especially as relevant to their chosen assessment topic. From time to time, **optional** readings may include items that would need to be paid for – but every effort is taken to point students towards freely or library accessible items.

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement.

### 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](#).

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..

(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

<b>Divisional Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	PG Social Sciences
<b>Moderator</b>	D McDonnell
<b>External Examiner</b>	K O'Connor
<b>Accreditation Details</b>	N/A
<b>Changes/Version Number</b>	1.06

**Assessment: (also refer to Assessment Outcomes Grids below)****Assessment 1: 4,000 word case study piece (100% of the final module mark).**

Students are asked to identify their own case study in order to consider the application of ideas and conceptual approaches discussed in the module.

Group and one-to-one assessment guidance is provided to help students produce a single, 4000-word case study worth 100% of the module mark.

Please note, pursuant to Section 3 of the Student Academic Integrity Procedure, the use of generative artificial intelligence (Gen-AI) is **not permitted** as part of the submission. Assessors will check for this in submissions.

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Case study essay	✓	✓	✓	✓	N/A	100	2

<b>Combined Total for All Components</b>	<b>100%</b>	<b>2 hours</b>
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**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**