



Module Descriptor

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| Title | Global Crisis Management | | |
| Session | 2025/26 | Status | |
| Code | SSPG11013 | SCQF Level | 11 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | Education and Social Sciences | | |
| Module Co-ordinator | C Bradshaw | | |

Summary of Module

What we will look at:

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. 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.

How we will do it:

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. 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.

In the assessment:

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.

The key module subject areas include:

- Differing concepts of crisis and the 'age of crises'.
- 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

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| Module Delivery Method | On-Campus¹ <input checked="" type="checkbox"/> | Hybrid² <input type="checkbox"/> | Online³ <input type="checkbox"/> | Work -Based Learning⁴ <input type="checkbox"/> |
| Campuses for Module Delivery | <input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries | <input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify) | |
| Terms for Module Delivery | Term 1 <input type="checkbox"/> | Term 2 <input checked="" type="checkbox"/> | Term 3 <input type="checkbox"/> | |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 <input type="checkbox"/> | Term 2 – Term 3 <input type="checkbox"/> | Term 3 – Term 1 <input type="checkbox"/> | |

| Learning Outcomes | |
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| 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 | |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF 11 A critical understanding of a range of theories and techniques of policy analysis. |
| Practice: Applied Knowledge and Understanding | SCQF 11 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 11 Demonstrate the ability to conduct analysis, evaluation and synthesis. |

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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| Communication, ICT and Numeracy Skills | Please select SCQF Level 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 11 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 |

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| Prerequisites | Module Code | Module Title |
| | Other | |
| Co-requisites | Module Code | Module Title |

| Learning and Teaching | |
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| 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. | |
| Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 10 |
| Tutorial / Synchronous Support Activity | 26 |
| Asynchronous Class Activity | 4 |
| Independent Study | 160 |
| Please select | |
| Please select | |
| TOTAL | 200 |

| Indicative Resources |
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| <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) Understanding the Creeping Crisis. Cham: Springer International Publishing. Available at: https://doi.org/10.1007/978-3-030-70692-0.</p> <p>Boin, A., McConnell, A. and 'T Hart, P. (2021) Governing the Pandemic: The Politics of Navigating a Mega-Crisis. Cham: Springer International Publishing. Available at: https://doi.org/10.1007/978-3-030-72680-5.</p> <p>Enserink, B. et al. (2022) Policy Analysis of Multi-Actor Systems. TU Delft Open. Available at: https://doi.org/10.5074/T.2022.004.</p> |

Hanatani, A., Gómez, O.A. and Kawaguchi, C. (2018) Crisis Management Beyond the Humanitarian-Development Nexus. 1st edn. London: Routledge. Available at: <https://doi.org/10.4324/9781351006828>.

Yi, C. (ed.) (2023) Crisis Management - Principles, Roles and Application. IntechOpen. Available at: <https://doi.org/10.5772/intechopen.100653>.

Ison, R.L. and Straw, E. (2020) The hidden power of systems thinking: governance in a climate emergency. Abingdon, Oxon ; New York, NY: Routledge.

(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:

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](#).

(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

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| Divisional Programme Board | Social Sciences |
| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details. |
| School Assessment Board | PG Social Sciences |
| Moderator | D McDonnell |

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| External Examiner | M Ketola |
| Accreditation Details | N/A |
| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number | |

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| 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. |
| Assessment 2 |
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| Assessment 3 |
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| (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.) |

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| Component 1 | | | | | | | |
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Case Study | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 100 | 2 |

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| Component 2 | | | | | | | |
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

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| Component 3 | | | | | | | |
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Combined total for all components | | | | | | 100% | 2 hours |

Change Control

| What | When | Who |
|--------------------------|--------|------------|
| New template, no changes | Mar 23 | C Bradshaw |
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