University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Crisis and Communication			
Code: SSPG11017	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	A Petrou		

Summary of Module

The module provides students a critical understanding of the communication issues before, during and after a crisis, and aims to let students reflect on effective policy and decision making. Students will learn how to apply different methodological approaches in a rigorous manner to study crisis communication and demonstrate awareness of the limitations of each approach. Furthermore, students are provided with an opportunity to consider key problems in the practice of crisis communication, including the influence of new communication technologies, and the global, 'wicked' character of crisis management. The module then turns to examine the practice of crisis communication in a more focused manner. Students will learn about crisis communication in different organizational and political contexts, using case studies about the oil industry, and educational settings. Students will experience a series of lectures, and class discussions, and student learning is elicited through group exercises, class presentations, a simulation, and essay writing. The simulation will consider a crisis in an international organisation. Students will role-play the events as they unfold in the organisation and will discuss how to successfully engage in crisis communication.

• Introduction to crisis communication

• Communication before, during and after a Crisis

• Methodological approaches to crisis communication (case studies; textual analysis; content analysis; experimental)

• Technology and Crisis Communication

• The Global dimension of Crisis Communication

• Crisis Communication in Organizational Contexts (Oil Industry; Education)

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐
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:
☒	☐	☐	☐	☒	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☒

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	Demonstrate critical understanding of and engagement with the dominant theories and concepts in the field of communication and policy making, as it relates to the management of crises.
L2	Formulate, analyse and evaluate communication policies to crisis situations.
L3	Apply a range of techniques to examine the relationship between communication and crises, and coherently present the outcomes of this enquiry.
L4	Demonstrate collaborative working and academic reflection.
L5	

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**

	A1 Develop critical understanding of interdisciplinary research across the social sciences. A2 Abstraction: Demonstrate a critical understanding of a selection of the main theories, principles, ideas, facts, concepts and terminology relating to the chosen topic area.
Practice: Applied Knowledge and Understanding	SCQF Level **11** B1 Ability to develop appropriate strategies to research and/or critically evaluate evidence in relation to contemporary social issues. B2 Develop a critical understanding of the practical and ethical challenges which researchers encounter in undertaking social research.
Generic Cognitive skills	SCQF Level **11** C1 An ability to express complex ideas in written and oral form C2 An ability to lead debates and participate in group discussions on contemporary research topics
Communication, ICT and Numeracy Skills	SCQF Level **11** D1 Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of a subject/ discipline. D2 Critically identify and analyse conceptual and empirical problems relating to the study and understanding of the chosen topic area. D3 Draw on information from a variety of sources, including academic research publications, to offer sound and distinct insights on chosen research topic.
Autonomy, Accountability and Working with others	SCQF Level **11** E1 Take responsibility for own work and its improvement in a reflective manner. E2 Exercising substantial autonomy and initiative while undertaking a range of learning activities. E3 Develop as an independent researcher: make informed judgements in respect of research design and data analysis.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: NA Module Title: NA

	Other: NA	
Co-requisites	**Module Code: NA**	**Module Title: NA**

Learning and Teaching	
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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Practice Based Learning	12
Independent Study	164
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Coombs, W. T., and S. J. Holladay, eds. (2011). The handbook of crisis communication. Vol. 22. Oxford: Wiley-Blackwell. Coombs, W. T. (2014). Ongoing crisis communication: Planning, managing, and responding. Thousand Oaks: Sage Publications. [electronic resource] Fearn-Banks, Kathleen. (2016) Crisis communications: A casebook approach. New York: Routledge. Heath, R. L., and H. D. O'Hair, eds. (2010). Handbook of risk and crisis communication. London: Routledge. Schwarz, C. eds. (2016). The handbook of international crisis communication research. Chichester: John Wiley & Sons. [electronic resource] Journal of Applied Communication Research Journal of Contingencies and Crisis Management Journal of Public Relations Research

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Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure For the purposes of this module, academic engagement equates to the following: 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 with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/currentstudents/rights-and-regulations/regulatory-framework/

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

Divisional Programme Board	Social Sciences
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Education and Social Sciences (ESS)
Moderator	H Ilhan
External Examiner	S Kippin
Accreditation Details	
Changes/Version Number	2024 - 1

Assessment: (also refer to Assessment Outcomes Grids below)
(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)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essay	✓			✓		30	6

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Case Study Analysis		✓	✓			70	6

Combined Total for All Components	**100%**	**12 hours**

Change Control:

What	When	Who
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)