

Appendix A: Programme Specification Pro-forma (PSP)



1. GENERAL INFORMATION

1. Programme Title:	BA (Hons) Risk Management
2. Final Award:	BA (Hons) Risk Management
3. Exit Awards:	Certificate of Higher Education Diploma of Higher Education BA Risk Management BA(Hons) Risk Management
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	January 2014
6. School:	Glasgow School for Business and Society
7. Host Department:	Law, Economics, Accounting and Risk
8. UCAS Code:	N291
9. PSB Involvement:	
10. Place of Delivery:	Any GCU Campus
11. Subject Benchmark Statement:	QAA Benchmarks for Business Management
12. Dates of PSP Preparation/Revision:	January 2019

2. EDUCATIONAL AIMS OF THE PROGRAMME

Overview of Programme

The BA (Hons) Risk Management is a specialist programme and GCU has an excellent reputation for delivering risk management education due to its long-standing successful relationships with professional bodies, employers and over 30 years of risk alumni working in industry globally. It is unique as an undergraduate programme due to its holistic nature in managing risk within organisations. It is aimed at prospective students considering a career in Risk Management in any type of industry (e.g. construction, financial, energy providers) and in any sector (private, public and third). The overall aim of this programme is to provide a holistic approach to organisational risk management to enable students to seek employment in multiple private and public sector industries.

This programme provides a solid grounding in many areas of risk management in the development of **distinct subject themes**: organisational risk management, insurance, project risk management, health and safety, business continuity management and resilience. Students, **from level 1**, can follow thematic subject group areas and identify the potential specialised area/career within which they wish to be employed:

- Organisational Risk Governance (Private, Public and Third Sectors).
- Emerging areas of Risk Management: Culture, Risk and Ethical Leadership and Resilience.
- Traditional methods of Managing Risk: Insurance, health and Safety and Project Risk.
- Business Continuity Management and Planning.
- Languages and Careers Development Industry Engagement.

Students are also able to **select options** from the areas of quantitative analysis and languages which will enhance and support their chosen subject themes. This programme has been structured to **meet the requirements of all students continuing from level 1- level 4 and direct entrants at level 3** and those **selecting the placement option in level 3**.

Level 1 provides the basic foundations of law, finance, risk and economics in addition to employability and workplace skills whilst providing the basics of business and finance.

Level 2 provides the knowledge and understanding core to the discipline of risk management

programme and related key areas of risk referred to in the subject thematic areas of study. Level 2 provides an opportunity for students to build upon knowledge gained in level 1 and to begin to shape career aspirations and options in their chosen area. This is via the delivery of key modules which are fundamental to the risk management framework and associated processes.

Enhancing the knowledge and skills acquired in both levels 1 and 2, **Level 3** provides students with an opportunity to study specialised areas of risk management, such as business continuity, insurance and analytical modules such as risk and society - with the alternative opportunity of enhancing their risk management skills and employability by selecting a yearlong industry placement.

Level 4 draws on the knowledge and skills acquired across levels 1-3 and embeds and integrates this learning by placing risk management at a strategic and international level within an organisation and by considering the impact of strategic and global risk issues. This programme covers all of these areas without making any one the main focus; which, according to employers, is a key strength of this programme.

Upon **successful completion of modules and gaining credits** students can expect to exit the programme at various levels gaining qualifications subject to University regulations:

- Level 1:** Certificate in Higher Education
- Level 2:** Diploma in Higher Education
- Level 3:** BA Risk Management
- Level 4:** BA (Hons) Risk Management

Teaching on the programme is research-led, with individual staff being engaged in applied, policy- or practice- based research, for example in risk management in public service provision, organisational resilience and emerging risks. The programme has strong links with professional risk bodies and industry which is implemented across all subject areas via guest speakers and innovative real-life case studies.

Programme Options

The programme offers various modules from level 2 to level 4 support thematic subject areas.

- Level 2:** Language, Introduction to Quantitative Data Analysis
- Level 3:** Language, Introduction to Data Analytics, Managing People and Diversity at Work
- Level 4:** Managing Public Sector Risk, Leading Organisations in a Changing Global Context

Aims of Programme

The over-arching aim of the programme is to provide a high quality, degree level education in Risk Management. This equips students with a conceptual underpinning of risk in business as well as vocationally relevant skills and knowledge. In addition, graduates will learn the necessary business, ethical and managerial skills to develop a successful career in their chosen field. The programme will meet the students' aspirations and needs, as well as providing employable and motivated graduates to the labour market. The programme is vocationally relevant and academically challenging, developing a detailed understanding of the practices of risk management and the ability to evaluate critically theories and empirical evidence concerning the effects of risk and risk management on organisations and on society in line with GCU Common Good attributes.

In pursuit of this aim, and informed by the QAA's Business Management Benchmark Statement, consultation with industry and professional bodies and discipline-related academic rigour, the programme seeks to achieve a number of objectives.

General Objectives

This programme seeks to achieve a number of objectives:

1. Provide graduates with the knowledge and skills appropriate to the practice of risk management in preparation for a career in the broad area of Risk Management, or in a related area.
2. Develop the students' competence in, and provide a comprehensive grounding in, the core concepts of Risk Management
3. Stimulate an enquiring, analytical and creative approach to Risk Management issues, and to encourage independent judgement and critical self-awareness.
4. Produce self-motivated students with the necessary transferable skills to succeed in a wide range of employment situations.
5. Provide the students with the skills to adapt and respond positively to change.
6. Enhance the development of the students' interpersonal skills
7. Within the context of the necessity of covering core subject areas, offer flexibility in terms of module choice.
8. Provide access, with advanced standing in clearly defined circumstances, to students completing appropriate Further Education programmes.
9. As the Risk Management degree is highly vocational, all available means of enhancing this aspect of the programme will be encouraged. This will include industry visits, external speakers and work experience opportunities during the summer vacation period.
10. As Risk Management is a broad discipline, post-entry choice is structured in such a way that students have the opportunity to develop combinations of programme-specific modules that meet their career aspirations or developing interests in areas such as organisational risk governance, emerging areas for risk management, business continuity, traditional methods for managing risk and building a resilient organisation

These objectives make explicit what is implicit in the design of the programme and they are intended to help academic staff in the preparation and delivery of modules – most particularly where a subject is progressively developed over two or more levels of the programme. They are also intended to help students monitor their own learning as they progress through the programme.

3. INTENDED LEARNING OUTCOMES

BA Risk Management programme and its intended learning outcomes has been informed by:

- QAA Scottish Credit and Qualifications Framework;
- QAA Business and Management Benchmark Statement;
- Glasgow Caledonian University's Strategy for Learning;
- GCU 'Framework for Employability Assets'
- Research and consultancy carried out by the risk group.
- Accreditation requirements of the principal professional risk bodies in the UK.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in a range of areas.

Outcomes for each level of the programme have been developed in terms of knowledge and understanding; intellectual skills; professional/practical skills; transferable/key skills. The aim and objectives of the programme are achieved through attainment of the intended learning outcomes and these outcomes inform the review, redesign and development of all modules on the programme. Each outcome is mapped to knowledge, skills and competencies developed in the modules in order that it can be demonstrated where each outcome is achieved. The intended learning outcomes also help provide opportunities for students to develop and demonstrate knowledge, understanding, skills, competencies, and other qualities and attributes.

3A Knowledge and Understanding:

A1 Students must be able to demonstrate a broad knowledge of Risk Management in general and of its scope, defining features and main areas in addition to the wider understanding of the contextual issues within an organisation.

A2 Students must be able to identify the risks within organisations and the appropriate procedures used

- to manage these risks. In doing so students should be aware of the global business environment.
- A3** Students must be able to identify the relationship of Risk Management to key organisational and business issues underpinned by risk and organisational theory.
- A4** Students must be able to apply theories and concepts as a means of understanding the practices of Risk Management across a range of organisations, nationally and internationally. In doing so, students must be able to identify sources and types of data, and the appropriate quantitative and qualitative methods to collect them, as well as being able to critically assess the usefulness and limitations of such data.
- A5** Students completing a Risk Management degree programme must be familiar with a broad range of the general theories, concepts and practices relating to risk and uncertainty, and to the practices of Risk Management in both the public and private sectors.
- A6** As the application of legal issues in business is a fairly broad discipline, optional modules choices are structured in such a way that students have the opportunity to select modules that meet their career aspirations or develop an interest in specific, thematic areas identified.

3B Practice: Applied Knowledge, Skills and Understanding:

- B1** Students must be able to apply problem-solving skills to practical problems and scenarios that are encountered in the field of Risk Management and understand the relevant risk and organisational theories, frameworks and concepts.
- B2** Students must be able to apply their knowledge in practical industry situations and environments. Industry visits, guest speakers and workshops will be used to bring real life experiences and situations into the learning environment
- B3** Students must be able to understand both the mathematical and information technology concepts behind the use of decision and risk analysis software and be skilled in the contextual use of such software
- B4** Demonstrate a commitment to the application of legal and ethical standards in his or her conduct and activities
- B5** Students must be able to communicate with others in a clear and meaningful manner;
- B6** Career development, networking and continuing professional development skills.
- B7** Reflect on personal learning journey and development.

3C Generic Cognitive Skills:

- C1** Students should be able to demonstrate a capacity to devise innovative solutions to business and management problems.
- C2** Students should be able to identify and interpret the key internal and external risk factors, which affect organisational development and performance, and relate this to a specific organisation and advise on associated strategy formulation.
- C3** Using their knowledge of Risk Management, students should be able to critically evaluate concepts, ideas and data relating to the subject and use this to inform trends in risk management.
- C4** Students should be able to demonstrate a capacity to communicate, by oral and written means, the theories and concepts relating to the subject.
- C5** By use of both qualitative and quantitative methods, students should be able to systematically manage research and problem-solving tasks.
- C6** Students should be able to critically evaluate the work undertaken by themselves and others.

3D Communication, Numeracy and ICT skills:

- D1** Numeracy skills developed in the interpretation of numerical and statistical data.
- D2** Interpersonal skills team building, industry engagement and networking.
- D3** Presentation and communication skills both to peers and industry use of Office (i.e. Word, PowerPoint)
- D4** ICT literate in risk software, excel and quantitative methods of analysis including non-numerical data.
- D5** Organising and planning work by way of self-management and ability to work independently; planning, monitoring, reviewing and evaluating own learning and development;

3E Autonomy, Accountability and Working with Others:

- E1 Ability to work in teams and group presentations displaying leadership qualities
- E2 Individual assignments and coursework meeting deadlines and the ability to work independently
- E3 Membership of professional bodies and networking events.
- E4 Self-discipline: Time management and planning work, coursework and deadlines.
- E5 The ability to reflect on learning experience and development plan.

Strategy for Learning 2015-2020: In order to help ensure that progressive development of knowledge, skills and competencies takes place, the overall aims and objectives of the programme have been translated into Educational Objectives, which apply on a cumulative basis across each level of the programme. Students completing a Risk Management programme should be familiar with the broad range of general theories and concepts relating to risk and uncertainty, and to the practice of Risk Management in the public, private and third sectors. Students should be able to employ research techniques, as well as problem-solving and analytical skills, appropriate to their level of study of Risk Management.

Students will be provided with the appropriate knowledge and skills to be able to apply theories and concepts as a means of understanding the 'real life' practice of Risk Management, across a range of organisations, nationally and internationally. In doing so, students will be able to identify sources and types of data, and the appropriate methods to collect them, as well as being able to critically assess the usefulness and limitations of such data. Students will be able to apply problem-solving skills to practical problems and scenarios that are encountered in Risk Management. In doing so, students should be able to adapt academic knowledge and skills to meet the practical needs of an organisational environment. As part of the process of developing the aptitudes mentioned above, students will be provided with a range of opportunities, integrated within the programme, to develop the full range of personal transferable skills necessary to operate effectively in the world of work.

In developing the learning outcomes stated above, the QAA benchmark has been developed in line with the GCU Strategy for Learning 2015-2020. Students will be able to identify enterprising and responsible leadership behaviours and apply this knowledge to a programme specific business/societal issue or challenge in an ethical and entrepreneurial way. The learning outcomes refer to a transformative approach to learning (referred to later in this document) via the flexible learning pathways and partnerships with colleges and international organisations. Such an approach meets the common good attributes which are embedded throughout this programme. This is reflected in digital learning, assessment and the areas of learning and teaching excellence based in research active approaches to delivering modules in the risk programme.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SCQF Level 7

Module Code	Module Title	Credit
M1N325746	Risk in Society and Business	20
M1N125529	International Economic Issues and Challenges	20
M1M225558	Law in Business	20
M1N325479	Fundamentals of Financial Management	20
M1N625556	Enterprising Behaviours for the Business Professional	20
M1N325745	Fundamentals of Risk Management	20

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SCQF Level 8

Module Code	Module Title	Credit
M2N325683	Risk Analysis and Control Techniques	20
M2N325685	Principles and Practice of Insurance and Risk Transfer	20
M2N225585	Project Management and Risk	20
M2N225595	Ethics and Responsible Leadership	20
M2N325686	Organisational Risk and Resilience	20
	Option	20

M1L125512	Options (one from the following): Introduction to Quantitative Data Analysis Language (French, Spanish, Italian or German) Language module level will be selected according to students' prior language knowledge (Introductory, Preliminary, Intermediate, General or Professional)	
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Exit Award – Diploma of Higher Education 240**SCQF Level 9**

Module Code	Module Title	Credit
M3N225489	Entrepreneurship for Business, Society and the Professions	20
M3N325619	Business Continuity Management and Planning	20
M3N325723	Risk and Society	20
M3N325761	Managing Health, Safety and Hygiene	20
M3N225492	Business Research Methods: Theory and Practice	20
	Option	20

M3I224571	Options (one from the following): Introduction to Data Analytics	
M3N225540	Managing People and Diversity at Work	
M3N325605	Work Placement Experience Language (French, Spanish, Italian or German) Language module level will be selected according to students' prior language knowledge (Introductory, Preliminary, Intermediate, General or Professional)	

Exit Award – BA Risk Management**OR**

SCQF Level 9	(Placement Year) *	Credit
M3N125571	Business Management Undergraduate Placement: Employability in Practice	20
M3N225492	Business Research Methods: Theory and Practice	
	<i>*Only open to students who join the programme at Level One</i>	

Exit Award – BA Risk Management**SCQF Level 10**

Module Code	Module Title	Credit
MHN225481	Dissertation	40
MHN325641	Risk Strategy, Culture and Leadership	20
MHN325759	The Risk Governance of Emerging Risks	20
MHN325645	International Management of Risk	20
	Option	20

MHN325643 Options (one from the following):
Managing Public Sector Risk
MHN625591 Leading Organisations in a Changing Global Context

Exit Award –BA (Hons) Risk Management

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5. SUPPORT FOR STUDENTS AND THEIR LEARNING

- Student Induction and Transition programmes
- Programme Handbook
- Module Handbooks and Module Descriptors
- Library with access to other local and national library resources
- Learning Development Centre– study skills and support groups/ tutorials (including e-support)
- Personal Tutors
- Student E-mail
- Open access to IT facilities
- Student Services which provides assistance and guidance
- Counselling Service and Disability Service
- International Student Advisors
- Visiting lecturer/ expert presentations
- Employer visits
- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- Access to on-line discussion groups and other forms of e-communication
- GCU Student Association
- GCU Alumni Association

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Entry to the programme will normally be on the basis of a candidate having achieved

Level 1 Entry

The admission of a student to the programme is based on the Programme Board's reasonable expectation that the student will be able to fulfil the objectives of the programme and achieve the standard required for the programme.

Normally BBBC at Higher or equivalent, including Higher English at C, as well as National 5 or equivalent Maths at C.

These are the minimum stated entry requirements however competitive entry requirements may be higher.

Direct Entry to Level 3

HND or equivalent in the relevant subject area (Business, Administration and IT etc) with AB or ABB in the Graded Units

English language

All students whose first language is not English should meet the minimum language proficiency as stipulated by the wider GCU admissions policy of IELTS 6 (no element less than 5.5).

Flexible Entry - Credit Transfer and RPL:

An applicant can seek entry to the programme if they do not have the normal entry requirements, but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience, or informal learning (Recognition of Prior Learning). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning.

Entry with Advanced Standing

In considering applications for direct entry, the University's [Recognition of Prior Learning at GCU](#) policy will be adhered to.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Evaluation Survey
- Student Experience Survey
- External Examiners' Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Learning, Teaching and Quality Committee (LTQC)
- School Board (SB)
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy and Practice Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group
- Student representation on Programme Board
- Student representation on School Learning, Teaching and Quality Committee
- Student representation on School Board
- Module Evaluation Survey
- Student Experience Survey
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [GCU Assessment Regulations](#)

9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports considered at Programme Boards
- Annual Module Monitoring Report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject/institutional review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student satisfaction questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

10. INFORMATION ABOUT THE PROGRAMME**Key information about the programme can be found in:**

- Approved Programme Document
- Programme Handbook
- Student Handbook
- Module Handbook
- University Website
- School Website
- GCU Learn
- University Module Catalogue
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she

takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: January 2019

CURRICULUM MAP for BA (Hons) Risk Management

PSMAP

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a check list for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

	Code	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	E1	E2	E3
SCQF LEVEL 7	M1N325746	Risk In Society and Business	X	X			X		X	X					X	X	X	X	X	X	X		X			X	X	X	X
	M1N125529	International Economic Issues and Challenges		X							X							X		X		X						X	
	M1M225558	Law In Business						X				X						X			X						X	X	
	M1N325479	Fundamentals of Financial Management		X						X	X					X	X			X		X			X			X	
	M1N625556	Enterprising Behaviours for the Business Professional								X				X	X	X					X		X				X	X	X
	M1N325745	Fundamentals of Risk Management	X	X			X			X	X	X		X	X	X		X		X			X	X	X		X		X
	Code	Title	E4	E5																									
SCQF LEVEL 7	M1N325746	Risk In Society and Business	X	X																									
	M1N125529	International Economic Issues and Challenges																											
	M1M225558	Law In Business	X																										
	M1N325479	Fundamentals of Financial Management																											
	M1N625556	Enterprising Behaviours for the Business		X																									

ASSESSMENT LOADING MATRIX for BA (Hons) Risk Management

SCQF Level 7										
Module Code	Module Title	Trimester	Credits	Submission Weeks	Assessment Weighting					
					Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
M1N325746	Risk In Society and Business	A	20	9 & 14	50	50				
M1N125529	International and Economic Issues and Challenges	B	20	9	50			50		
M1M225558	Law In Business	A	20	14	40			60		
M1N325479	Fundamentals In Financial Management	B	20	12	30			70		
M1N625556	Enterprising Behaviours for the Business Professional	A	20	5&14	20	80				
M1N325745	Fundamentals of Risk Management	B	20	7 & 12	30	70				
EXIT AWARD: Certificate of Higher Education										

SCQF Level 8										
Module Code	Module Title	Trimester	Credits	Submission Weeks	Assessment Weighting					
					Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
M2N325683	Risk Analysis and Control Techniques	A	20	-	50			50		
M2N225595	Ethics and Responsible Leadership	A	20	10/11 & 14	40	60				
M2N325686	Organisational Risk and Resilience	B	20	8 & 12	50	50				
M2N325685	Principles and Practices of Insurance and Risk Transfer	A	20	7 & 8	30			70		
M2N225585	Project Management and Risk	B	20	6 & 12	50	50				
M1L125512	Option –Introduction to Quantitative Data Analysis	B	20	3, 5, 7, 9 & 12						100
	Option: Language	B	20							
EXIT AWARD: Diploma of Higher Education										

SCQF Level 9										
Module Code	Module Title	Trimester	Credits	Submission Weeks	Assessment Weighting					
					Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
M3N225489	Entrepreneurship for Business,	A	20	12	100					

	Society and the Professions									
M3N325619	Business Continuity Management and Planning	B	20	8 & 12	50	50				
M3N325723	Risk and Society	A	20	7 & 12	50	50				
M3N325761	Managing Health, Safety and Hygiene	A	20	-	50	50				
M3N225492	Business Research Methods: Theory and Practice	B	20	6 & 12		70				30
M3I224571	Option: Introduction to Data Analytics	B	20							
M3N225540	Option: Managing People and Diversity at Work	B	20	10, 11, 14	30	70				
M3N325605	Option: Work Placement Experience	B	20	CW1 wk 15	Indiv. Report 3000 words(100%)					
	Option: Language	B	20							
M3N125571	Business Management Undergraduate Placement: Employability in Practice	A,B,C	100	CW1 TriA Week 12 CW2 Tri C, Week12 CW3 Tri C, Week 12 CW4 Personal Blogs/Vlogs – ongoing	Placement report 1(20%)	Placement Report 2 (Thematic Analysis and Reflective Essay (60%)	Spreadsheet Analysis of learning Journey (10%)			

EXIT AWARD: Bachelor Degree in Risk Management

SCQF Level 10											
Module Code	Module Title	Trimester	Credits	Submission Weeks	Assessment Weighting						
					Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)	
MHN325641	Risk Strategy Culture and Leadership	A	20	9 & 14	50	50					
MHN325645	International Management of Risk	B	20	7 & 8	30			70			

MHN325759	The Risk Governance of Emerging Risks	B	20	14	100					
MHN225481	Dissertation	A-B	40	-	100					
MHN325643	Option : Managing Public Sector Risk,	A	20	6 & 12	50	50				
MHN625591	Option: Leading Organisations in a Changing Global Context	A	20	8 & 14	50	50				
EXIT AWARD: Bachelor Degree with Honours in Risk Management										

Appendix B: Strategy for Learning Curriculum Development Template

Curriculum Design Principle	Specific examples of where this principle is embedded currently	Specific areas for enhancement and timeline for achieving them	Specific examples of current and future application of digital learning/ technology
Engaged learning	<p>Within the programme there are a number of examples whereby engaged learning is evident:</p> <p>Lectures and seminar classes for core risk management modules are student-centred, practical, participative and relevant to the needs of the student and employers. For example, lectures and seminars are highly participative and students are invited to ask questions at any point. In some cases, Managing Public Sector Risk, as an example students lead seminars and develop a broader understanding of the subject are by encouraging their peers to contribute to class discussion and be critical risk managers.</p> <p>Likewise, risk students are exposed to guest lecturers from industry and professional bodies from initial induction demonstrating engaged practical learning approaches. Specifically, via modules such as the Fundamentals of Risk Management Level1, whereby students are encouraged to interact with key personnel from industry, to the International Management of Risk at level 4- though not exclusive.</p> <p>This means a move away from the traditional teacher centred learning in which the student's role is passive receiver of knowledge towards a more independent learning approach where the student is able to generate and critically evaluate theory and practice.</p> <p>The risk team organise a number of events with industry for students to participate on a networking, employer engagement level but also to attend specific events whereby current risk issues relevant to organisations are discussed.</p> <p>Courseworks are also industry relevant using real life case studies as assessment approaches.</p>	<p>Encourage more participation in organised events external and internal to the subject matter.</p>	<p>The development of more events which also enable students to engage digitally.</p>
Divergent thinking	<p>Students are exposed to divergent thinking in a number of ways. The</p>		<p>The use of discussion boards for students to</p>

	<p>Risk and Society module encourages students to apply critical risk theory to contemporary real life societal events. Students are taught to interpret academic literature and consider differing viewpoints on the subject of risk in society.</p> <p>Likewise, modules such as Organisational Risk and Resilience, International Management of Risk, The Risk Governance of Emerging Risks are primarily focused on students thinking critically about the implementation and management of risk in institutions and the challenges created and faced via emerging global and domestic risks.</p> <p>The assessment for the module International Management of Risk considers global risk issues such as political, social, environmental and considers the impact of globalisation on multinational organisations and their operations. As does the assessment strategy for the Principles and Practice of Insurance and Risk Retention which covers global insurance policies and the consideration of insuring multinational organisations with operations across the world. The Risk Governance of Emerging Risks explores global risk issues such cybersecurity threats, rising geopolitical tensions, environmental shift and the risk of another financial crisis erupting – all of which cross international boundaries. In an increasingly global and complex world risk issues permeate all types of organisation. Students are exposed to Corporate Social Responsibility and its impact globally and introduced to the World Economic Forum’s Global Risk Report.</p>		<p>develop arguments critically with fellow peers, the use of social media such as twitter to inform students of up to date risk issues, cases studies etc.</p>
<p>Flexible, inclusive, accessible learning</p>	<p>The programme encourages independent learning, and allows students to acquire subject specific and transferable skills. At a programme and module level there are various ways in which students are exposed to a flexible and inclusive learning environment. Where possible core text(s) for modules are available via e-book, modules leaders upload materials, reading and seminar work to GCU Learn to enable students to access lecture slides prior to and during lectures. The programme works closely with the LDC to ensure that students, particularly direct entrants to third year from college, are supported in that transition via accessible learning from the LDC in academics writing, references etc.</p> <p>Programme and module levels, to ensure that the learning experience for all students is inclusive and, where possible, adjustments have or will be made to ensure access. Staff members in risks are experienced in</p>		<p>The use of discussion boards for students to develop arguments critically with fellow peers, the use of social media such as twitter to inform students of up to date risk issues, cases studies etc.</p>

	online delivery and the use of GCU Learn as an interactive tool rather than a depository of materials.		
Broader and deeper learning	The programme develops students' skills and knowledge via a combination of lectures, seminars, tutorials, self-directed study and, where appropriate, workshops and industry visits to risk management organisations and the third year placement. Guest speakers, industry events and conferences that students are invited to and encouraged to attend (the Scottish Continuity Group, AIRMIC, ALARM, IRM Special Interest Groups) provided students with a broader and deeper learning allowing students to think critically and make connections between academic learning and industry practice.		
Global learning	The assessment for the module International Management of Risk considers global risk issues such as political, social, environmental and considers the impact of globalisation on multinational organisations and their operations. As does the assessment strategy for the Principles and Practice of Insurance and Risk Retention which covers global insurance policies and the consideration of insuring multinational organisations with operations across the world. The Risk Governance of Emerging Risks explores global risk issues such as cybersecurity threats, rising geopolitical tensions, environmental shift and the risk of another financial crisis erupting – all of which cross international boundaries. In an increasingly global and complex world risk issues permeate all types of organisation. Students are exposed to Corporate Social Responsibility and its impact globally and introduced to the World Economic Forum's Global Risk Report.		
Real world problem solving	The assessment for risk strategy, culture and leadership is centred around real world problem solving where students are asked to complete a case study to assess and analyse a contemporary risk issue in an organisation of their choice. For example, Brexit, as an external political risk, where students would assess the financial, reputational, organisational impact of such a risk. Likewise, the International Management of Risk, Organisational Risk and Resilience provide students with opportunities to analyse global risk trends, via the World Economic Forum's Global Risk Report for that year, and predict what those risks may look like in the following year.		
Entrepreneurship	The programme has been designed to increase and formalise entrepreneurship and employability via the introduction of a third year placement. In addition, the proposed review further consolidates existing opportunities to enhance employability skills and entrepreneurship via the EEE spine of modules and increasing involvement with professional		

	bodies and industry via guest speakers and interactive case studies.		
Responsible leadership and professionalism	Throughout all modules in risk there is an element of ethical decision-making and responsibility as a manager of ethical practices in risk management. Yet, it was considered to be ad hoc and required consolidation as part of the curriculum and to explicitly demonstrate the ability of the programme to meet the learning strategy and the Common Good requirements of GCU. The risk team has adopted the shared model of ethics and leadership in addition to including a module at level 4 risk strategy, culture and leadership to consolidate teaching in this area.		

Professional development needs:

Due to the changing nature of the programme staff require blended learning training.

How does research underpin learning and teaching on your programme? Please give examples. Research

The SfL is underpinned by research activity and publications by staff in the subject area delivering the programme. Staff are active in the following: -

- Pedagogical research
- Industry, professional and contextual research

As such, the BARM programme team contains research-active academics and have published widely, successfully supervised research students, generated research income and also have a number of collaborative links.

Staff on the BA (hons) Risk Management are published in the areas which link to the wider research themes of the University and common good. Such as social risk, austerity, vulnerable communities and building resilience amongst those communities. Staff on the programme are currently, and previously have been, engaged in external funding research awarded by the Joseph Rowntree Foundation and the Scottish Government which links to the thematic areas such as social justice and equality. For example, Claire MacRae was part of a research team funded by the Joseph Rowntree Foundation on a public policy and public finance project on 'Mitigating risks for Scotland's disadvantaged communities' (£97,005). Emergent research findings of these projects have been published in company, funder and government reports with peer-reviewed journal articles published from the research (see for example, <http://www.jrf.org.uk/publications/public-spending-cuts-scotland>). Claire MacRae was also co-investigator on a Joseph Rowntree Foundation funded project titled Redistribution of social and societal risk: Impact on Individuals, their networks and communities in Scotland (£40,000) (see for example, <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/social-societal-risk-full.pdf>). Likewise staff are engaged in Scottish Government research exploring participatory budgeting in Scotland in building resilient communities, delivering equality and better public services via increased deliberative or participatory democracy (see for example, <https://www.oidp.net/docs/repo/doc241.pdf>) and staff are engaged in ongoing research with professional bodies such as ALARM and the IRM (see for example, https://www.theirm.org/media/3398019/Risk-Agenda-2025-Results-A4_web.pdf). Research active staff have gained a number of peer-reviewed publications from research projects.

Appendix C: Common Good Attributes Curriculum Mapping Tool

Common Good Attributes	Curriculum content and design (<i>what we teach</i>)	Learning and teaching activities (<i>how we teach</i>)	Authentic assessment practices (<i>how we measure</i>)
<p>Active and Global Citizenship: Acting honestly, fairly and ethically in:</p> <ul style="list-style-type: none"> Recognising and actively seeking to address global social trends and challenges Viewing the world from the perspective of different cultures Participating in the community at a local, national and global level Taking account of and valuing diversity Exploring social problems and taking action to build a more just and sustainable society Addressing inequality and disadvantage 	<p>Common good attributes are embedded into curriculum design and development and staff delivering these modules are active researchers in areas such as ethics, risk governance and public sector risk, public management, risk and society, International management of risk. All of these modules provide students with various skills and knowledge to enable them to be an active and global citizen aware of the role of business in addressing, and creating, inequality and disadvantage.</p> <p>The Principles for Responsible Management Education (PRME) are evident in the design of modules.</p> <p>Furthermore, this is delivered via: Level 1: Enterprising Behaviours for the Business Professional</p> <p>This Level 1 module uses conceptual frameworks grounded in personal enterprise, the contemporary workplace, and GCU's Common Good mission, to introduce students to what means to be active citizens capable of participating in their local and wider communities</p> <p>Level 2: Ethics and Responsible Leadership</p> <p>This module addresses ethical and responsible leadership in a variety of social, business and geographical contexts,</p>	<p>Managing Public Sector Risk – Case study report analysing a local authority's approach to managing business risks (in the delivery of public services) and managing societal risks (reducing inequality and disadvantage).</p> <p>Risk in Society – students are asked to apply a risk theory (Beck's risk society of Foucault's Governmentality) to a common/contemporary societal risk issues.</p> <p>International Management of Risk – this module explores global risk trends such as political instability, environmental, economic and social. It challenges students to consider their role within the global community and how risks at a global level can impact significantly on business and society.</p> <p>A range of teaching methods are used across the programme from traditional lectures, seminars and practical labs to seminars led by students, work placements, case studies, business</p> <p>In the Enterprise module: Lectures will be supported by experiential learning such as observation of professional behaviours in the workplace. Discussion of GCU's Common Good and social innovation initiatives will also be used to underpin students' understanding of their role as active and global citizens in the workplace and beyond.</p> <p>Lectures will be underpinned by a wide range of case studies and masterclasses to</p>	<p>Students are assessed via the submission of coursework and exams. Courseworks are designed to be innovative and related to a contemporary and global risk issue.</p> <p>As part of the assessment students will submit an ethnographic account of observation of a selected workplace in their community, providing an opportunity to assess their perspective on cultures and behaviour.</p> <p>In both the group assessment and the coursework, students will be encouraged to reflect upon the need to understand the ethical and responsible leadership as a means of justly addressing problems across a range of cultures and contexts.</p> <p>The portfolio assessment will require students to document their activity then reflect on project/case study experience in various social and economic contexts, highlighting what they have learned.</p>

	<p>underlining the wide range of social, cultural and economic issues intimately related to the notion of ethical and responsible leadership.</p> <p>Level 3: Entrepreneurship for business, society and the professions</p> <p>This module encourages students to innovatively engage in addressing business and social trends and challenges related to their area of study in an authentic and participative way.</p>	<p>underline the breadth of contexts within which ethical and responsible leadership needs to be understood as a means of accessing local and global challenges, both in mainstream business and social enterprise.</p> <p>The module will encourage students in the identification or co-creation of projects and</p>	
<p>Entrepreneurial mind-set</p> <ul style="list-style-type: none"> • Being curious and prepared to take calculated risks • Identifying opportunities for change • Creating solutions, and putting these into practice, in response to identified real-world problems • Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections • Dealing with complexity and uncertainty • Actively seeking a diversity of experiences and concepts from different cultural contexts 	<p>Students are encouraged from level 1-4 to have an entrepreneurial mind-set. Many students start their own risk consultancy so students are equipped with the knowledge base across all modules (for example conducting risk assessments, business impact assessments, financial statements) and so students have the acquired skills for business. Guest speakers (alumni who have set up their own consultancy are invited to talk to the students.</p> <p>Level 1: Enterprising Behaviours for the Business Professional</p> <p>In this module students are encouraged to identify how their studies can enable them to develop enterprising, creative and sustainably behaviours in response to real-world problems.</p> <p>Level 2: Ethics and Responsible Leadership</p> <p>Through being exposed to the theory and</p>	<p>The Entrepreneurial theme has been implemented from level 1 and a clear path can be demonstrated from level 1 to level 4 whereby students engage in a number of modules and innovative thinking.</p> <p>A range of teaching methods are used across the programme from traditional lectures, seminars and practical labs to seminars led by students, work placements, case studies, business.</p> <p>Through masterclasses and programme-specific sessions, students will be given the opportunity to engage with a range of professionals and entrepreneurs, enabling them to draw upon a range of contexts and experiences to appreciate the diversity and range of creative business approaches.</p> <p>Presentations from, and discussions with, a range of business and social enterprise professionals will be integrated into the module to enable students to develop a</p>	<p>Students are tested on their ability to understand the wider business environment via class tests and report writing. Students also engage in an 'Apprentice' style group project where the develop an idea from conception creating a product, brand and plan for marketing and sales.</p> <p>Students are required to reflect on these experiences as part of their coursework</p> <p>Assessment will require students to show how they have integrated this learning into their understanding of the practice of ethical and responsible leadership.</p>

	<p>practice of ethics and leadership through a range of different examples and case studies, students are encouraged to think critically and creatively and consider how opportunities for change can be identified and developed in, often, complex and uncertain situations</p> <p>Level 3: Entrepreneurship for business, society and the professions</p> <p>Encouraging students to adopt an entrepreneurial mind-set is a fundamental objective of this module.</p>	<p>greater appreciation of the mind-set, creativity and range of ideas concerning ethical and responsible leadership.</p> <p>Through lectures, workshops and online support, students will be take their existing knowledge and develop it by taking calculated risks and exercising judgements based on appropriate analysis to develop creative solutions.</p>	<p>The portfolio assessment will require students to experience, to varying degrees, a range of entrepreneurial behaviours and reflect on these behaviours. Projects and case studies will encourage students to provide creative ideas and solutions and tackle complex business problems using incomplete information.</p>
<p>Responsible leadership:</p> <ul style="list-style-type: none"> • Exercising: <ul style="list-style-type: none"> • Empathy • Resilience • Professionalism • Inspiring and influencing the thinking, attitudes and behaviour of others • Working collaboratively towards a common vision and common goal • Building communities through the development of trust • Developing solutions that are ethical, visionary, realistic and sustainable • Actively demonstrating a personal commitment to equality and diversity 	<p>Specifically, in their second year all students undertake the module on Ethics as part of the degree framework. In level 4 this is further developed in the module Risk, Strategy, Culture and Leadership which encourages students to think about their role within an organisation. Students are also taught corporate social responsibility and corporate governance as a way of engaging in ethical and sustainable business practice.</p> <p>Level 1: Enterprising Behaviours for the Business Professional</p> <p>This module examines the theory and practice of working effectively and collaboratively in groups and teams in the workplace to develop effective and appropriate solutions. This includes acknowledging the need for empathy, equality and diversity in groups, as well as the importance of inspiring and influencing others.</p>	<p>Case study examples are utilised throughout modules to demonstrate risk management failures and the root cause of such failures – often associated with responsible leadership.</p> <p>A range of teaching methods are used across the programme from traditional lectures, seminars and practical labs to seminars led by students, work placements, case studies, business.</p> <p>This module involves group work as a means of developing trust and collaboration skills and enabling students to work together in developing their understanding of enterprising behaviours and skills in the workplace.</p>	<p>The use of case study reports and essays to develop their understanding through analysis of real-life cases of responsible leadership. Students, working in groups, will submit a poster presentation based on their learning in class and their group work, as part of their assessment.</p> <p>The individual assessment requires students to specifically address the issue of responsible leadership and how it applies to themselves as individuals.</p>

	<p>Level 2: Ethics and Responsible Leadership</p> <p>Responsible leadership is a fundamental element of this module and students will be required to understand the nature of leadership and leadership styles, as well as what it means to be an effective ethical and responsible leader</p> <p>Level 3: Entrepreneurship for business, society and the professions</p> <p>This module is designed such that students will collaboratively work in groups to deliver creative solutions to business, social and community problems or issues.</p>	<p>Students will have the opportunity through case studies and interaction with a range leader in industry and social enterprise, to understand the range of attributes this involves. They will also be encouraged throughout the module to look for opportunities via the University or elsewhere to develop leadership in an ethical and responsible way in line with GCU's Common Good mission.</p> <p>The majority of student work on this module is independent, supported by initial lectures, and then facilitating workshops and online learnings. Students are therefore encouraged to work collaboratively and respectfully with each other and facilitated to develop and achieve their common goal</p>	<p>The portfolio assessment will require students to document and reflect on this aspect of their behaviour and activity in the course of the module</p>
<p>Confidence:</p> <ul style="list-style-type: none"> • Acting assertively and reasonably • Challenging yourself and continually learning from experience • Respecting your own and others' rights and needs • Becoming a 'changemaker', making a positive difference • Being able to understand, respect and engage with a diverse range of audiences and stakeholders 	<p>Students engage in a number of learning activities to increase confidence and to develop a graduate ready for the workplace. The personal tutor works closely with students to understand their skills gaps and works with them to develop their personal and academic skillset.</p> <p>Level 1: Enterprising Behaviours for the Business Professional</p> <p>The module covers the increasingly important area of professional and digital identity, encouraging students to engage with and challenge their current perceptions and understanding of what it means to be someone who is able to make a positive difference. Alongside considering reflective</p>	<p>Level 1 modules challenge students to reflect on their own experiences and what they wish to gain from their experience on the risk programme. Modules throughout the programme challenge students to work in groups to respect their own and others' rights and needs via presentations and group activities in class. Networking events are held throughout the academic year, guest speakers are invited to GCU, students are invited to external events by professional groups/industry - whereby students have the opportunity to engage with a diverse range of audiences.</p> <p>Students will be asked to take part in practical exercises and tests that will help them better understand their own personality</p>	<p>Individual reflection on the learnings in the module is a key part of the assessment.</p> <p>Personal reflection on the self as a responsible leader is an integral part of the second coursework in this module.</p>

	<p>practice, this is intended to provide students with the confidence to be able to learn from their behaviours and act appropriately to achieve their goals</p> <p>Level 2: Ethics and Responsible Leadership</p> <p>The content of this module is designed to provide students an academic underpinning and real-world examples of ethical and responsible leadership. In turn, this forms a basis for them to begin to develop the confidence to act assertively, and in a range of contexts, as leaders.</p> <p>Level 3: Entrepreneurship for business, society and the professions</p> <p>This module requires students to challenge themselves, and supports them to further develop their confidence, built upon their first two years of study, to enable them to create sustainable and innovative solutions to 'real' problems and issues.</p>	<p>traits and behaviours, reflect upon them, and consider the implications of that reflection. They will learn the impact of their digital identity, its impact on a range of audiences, and be guided in how to appropriately develop that profile.</p> <p>Students will be encouraged to reflect upon the learnings of the theory and case studies and apply them to themselves and the environments in which they live. They will also be encouraged to look for opportunities via the University or elsewhere to develop leadership in an ethical and responsible way in line with GCU's Common Good mission.</p> <p>Lectures and workshops will support and encourage students to the confidence to challenge themselves and learn from their experiences to identify, engage with, and seek solutions to business, social enterprise and community challenges.</p>	<p>The portfolio assessment will require students to reflect on this aspect of their behaviour and activity in the course of the module</p>
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