

Unit Outline

RISK MANAGEMENT

Unit Number:	MN320		
Mode of Study:	Internal		
Credit:	3 credit points		
Pre-requisites:	A minimum of four units		
Location:	Sheridan College 18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000		
Student Workload:	168 hours (12 hours per week over 14 weeks) <i>Seminars</i> – 36 hours (3 hours per week over 12 teaching weeks) <i>Private Study</i> – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks)		
Primary Text(s):	Unit Reader (provided by Unit Coordinator)		
Learning Management System:	Canvas (canvas.sheridan.edu.au)		
Unit Coordinator:	Mr Arjun Murthy	Phone:	0430173048
	Email: amurthy@sheridan.edu.au		
Administrative Contact:	Prof. Gabriel Ogunmokun	Phone:	9221-8170
	Email: gogunmokun@sheridan.edu.au		

Introduction

This unit explores an integrated risk management framework using current risk management standards across various topics such as Health and Safety Risk, Information Security Risk Management, Crisis and Business Continuity management and Enterprise Risk Management that can be applied across a wide range of industries. On completion of the unit, students should have a comprehensive understanding of risk management techniques and risk management planning. This unit aims to impart theory and practical application of various aspects of Risk Management.

Bachelor of Business Learning Outcomes

The Sheridan College Bachelor of Business has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

Bachelor Degrees qualify individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work, and provide a pathway for further learning. Upon successful completion of the Bachelor of Business you (the student) will be able to:

- Demonstrate your understanding of a broad and coherent body of knowledge, with an emphasis on the underlying principles and concepts of one or more disciplines within the field of business.
- Exercise your cognitive skills successfully to critically analyse, synthesise and consolidate information, concepts and theories from multi-disciplinary perspectives.
- Critically evaluate the scholarship and professional practice of one or more disciplines within the field of business in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Communicate your understanding of current knowledge and professional practice of one or more disciplines to others through structured assignments, projects and presentations in a variety of learning contexts.
- Demonstrate your intellectual independence through creative intellectual contributions to the study and/or practice of one or more disciplines within the field of business.
- Apply research-based knowledge, skills and concepts from one or more disciplines within the field of business to analyse problems and propose creative solutions across a diverse range of scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the field of business.
- Model self-discipline, ethical decision-making, servant leadership and respect for the dignity of individuals and groups in various settings

Each unit you take in the Bachelor of Business program will contribute towards the fulfilment of these broader learning outcomes.

Risk Management Learning Outcomes

Upon successful completion of this unit, students will be able to:

- A. Identify critical business risks across a range of industries.
- B. Research and review articles on contemporary risk management strategies, that are grounded in theoretical concepts drawn from AS31000 Risk Management standards and industry best practice.
- C. Develop a business case for a business, organisation or project, which utilises ISO31000 (international standard) risk management framework.
- D. Apply risk management principles, frameworks and plans to contemporary risk problem analysis.
- E. Prepare a risk assessment, risk treatment plan / strategies and a risk management plan using ISO31000 (international standard) to mitigate unacceptable risks for a selected business, organisation or project.

Graduate Attributes

Study does more than equip you with knowledge in a specific academic discipline, or develop the thinking skills detailed on the previous page. Study can have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”

JP Moreland and WL Craig, *Philosophical Foundations of a Christian Worldview*, 2003

The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don't necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College's GAs, displayed in the table below, are integrated into the College's assessments and cultivated in all the College's learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.

Sheridan College Graduate Attributes

COLLEGE VISION STATEMENT To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...	COLLEGE GRADUATE ATTRIBUTES Sheridan College graduates will be...	METHODS OF EVALUATION <i>See unit assessment schedule for alignment with specific assessments.</i>
... love truth...	1. Lovers of truth who: <ol style="list-style-type: none"> Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline. 	<ul style="list-style-type: none"> ▪ Assignments ▪ Projects ▪ Tests & Exams ▪ Research ▪ Academic Integrity Policy
... seek wisdom...	2. Seekers of wisdom who: <ol style="list-style-type: none"> Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility. Exercise sound, fair and ethical judgment in study and workplace learning environments. Carefully consider their life's purpose and make the most of opportunities as they emerge. 	<ul style="list-style-type: none"> ▪ Assignments ▪ Projects ▪ Tests & Exams ▪ Research ▪ Academic Integrity Policy ▪ Peer review
... embrace innovation...	3. Innovative thinkers who: <ol style="list-style-type: none"> Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations. 	<ul style="list-style-type: none"> ▪ Assignments ▪ Projects ▪ Tests & Exams ▪ Research ▪ Peer review
... and become instruments of peace in the world.	4. Effective communicators who: <ol style="list-style-type: none"> Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech. Promote respect, hospitality and understanding towards cultures and groups. 	<ul style="list-style-type: none"> ▪ Assignments ▪ Projects ▪ Tests & Exams ▪ Research ▪ Peer review
	5. Independent learners who: <ol style="list-style-type: none"> Perform tasks to the best of their own abilities and strive for a high academic standard. Set reasonable goals, determine personal boundaries and drive set tasks to completion. Take responsibility for their own learning and research. 	<ul style="list-style-type: none"> ▪ Assignments ▪ Projects ▪ Tests & Exams ▪ Research
	6. Servant leaders who: <ol style="list-style-type: none"> Model respectful and ethical behaviour in team environments. Serve the local, national and global community. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity. 	<ul style="list-style-type: none"> ▪ Assignments ▪ Projects ▪ Research ▪ Peer review ▪ Student-led activities

Course Structure

Academic Calendar

Bachelor Degrees are 3-year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at <http://sheridan.edu.au/index.php/home/academic-calendar>.

The table below provides an example of a standard academic program for the Bachelor of Business.

SAMPLE BACHELOR OF BUSINESS PROGRAM

	PRE-TRIMESTER	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
YEAR 1 (24 credit points)	Academic Writing	Principles of Management (3cp) Principles of Marketing (3cp) Principles of Financial Accounting (3cp) Introduction to Christianity (3cp)	Introduction to Business Reporting (3cp) <i>Extra-curricular programs and activities</i>	Introduction to Microeconomics (3cp) Principles of Business Law (3cp) Principles of Information Systems (3cp)
YEAR 2 (24 credit points)		Principles of Finance (3cp) Mathematics for Economics and Business (3cp) Business Elective 1 (3cp) General Elective 1 (3cp)	Business Research Methods (3cp) <i>Extra-curricular programs and activities</i>	Business Elective 2 (3cp) Business Elective 3 (3cp) Survey of the Bible (3cp)
YEAR 3 (24 credit points)		Business Elective 4 (3cp) Business Elective 5 (3cp) Christianity as a Worldview (3cp)	Business Research Project (6cp) <i>Extra-curricular programs and activities</i>	Foundations of Strategic Management (3cp) Business Elective 6 (3cp) General Elective 2 (3cp)
TOTAL (72 credit points)				

Seminars

You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations

You should expect to spend an additional nine (9) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week's discussion.

Consultation

At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the instructor will nominate an additional one (1) hour either before or after class to be available for individual student queries. The specific times will be set after discussions with the class on the first day.

IT Resources

The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College's graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on "silent" and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

Location

The unit will be taught at Suite 18, 7 Aberdeen Street, Perth WA 6000

Time: TBA

Room: TBA

Learning Resources

Prescribed Reading(s)

Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines.

Carole Lalonde & Olivier Boiral (2012). Managing risks through ISO 31000:A critical analysis. 1460-3799/10 *Risk Management* Vol. 14, 4, 272–300. Macmillan Publishers Ltd.

Bennie Seck-Yong Choo, Jenson Chong-Leng Goh, (2015). Pragmatic adaptation of the ISO 31000:2009 enterprise risk management framework in a high-tech organization using Six Sigma. *International Journal of Accounting & Information Management*, Vol. 23 Issue: 4, pp.364-382. Retrieved from <https://doi.org/10.1108/IJAIM-12-2014-0079>

Tim Leech & Parveen Gupta (2015). Board Oversight of Management's Risk Appetite and Tolerance: Regulators Claim they Expect it but Change will Not Come Easy, *EDPACS*, 51:4, 9-14, DOI: 10.1080/07366981.2015.1038159

Viscelli, T. R., Hermanson, D. R., & Beasley, M. S. (2017). The Integration of ERM and Strategy: Implications for Corporate Governance. *Accounting Horizons*, 31(2), 69-82. doi:10.2308/acch-51692

- Carden, Lila L., Raphael O. Boyd, and Alix Valenti. (2015). "RISK MANAGEMENT AND CORPORATE GOVERNANCE: SAFETY AND HEALTH WORK MODEL." *Southern Journal of Business and Ethics* 7: 137-148. Retrieved from <http://libproxy.murdoch.edu.au/login?url=https://search-proquest-com.libproxy.murdoch.edu.au/docview/1767087773?accountid=12629>.
- NM Radziwill and MC Benton (2017). Cybersecurity Cost of Quality Managing the Costs of Cybersecurity Risk Management. ASQ.org SQP VOL 19, NO 4/2017 ASQ
- Ee, H. (2014). Business Continuity 2014: From traditional to integrated Business Continuity Management. *Journal Of Business Continuity & Emergency Planning*, 8(2), 102-105.
- Gnana K. Bharathy & Michael K. McShane (2014) Applying a Systems Model to Enterprise Risk Management, *Engineering Management Journal*, 26:4, 38-46, DOI: 10.1080/10429247.2014.11432027
- Rae, Kirsten, John Sands, and Nava Subramaniam. (2017). "Associations among the Five Components within COSO Internal Control- Integrated Framework as the Underpinning of Quality Corporate Governance." *Australasian Accounting Business & Finance Journal* 11 (1): 28-54. Retrieved from <http://libproxy.murdoch.edu.au/login?url=https://search-proquest-com.libproxy.murdoch.edu.au/docview/1892768002?accountid=12629>.
- Pysmak Viktoriia O. (2017). The Strategic Risk Management at Different Stages of Innovation Project. *Business Inform*, Volume 3, Number unknown, 2017, pp. 154-159(6). Publisher: Directory of Open Access Journals. Retrieved from <http://www.ingentaconnect.com/content/doi/22224459/2017/00000003/00000001/art00033>
- Abkowitz, Mark; Camp, Janey (2017). Structuring an Enterprise Risk Assessment Protocol: Traditional Practice and New Methods. *Risk Management and Insurance Review*, 2017, Volume 20, Issue 1. Retrieved from <http://onlinelibrary.wiley.com.libproxy.murdoch.edu.au/doi/10.1111/rmir.12068/epdf>

Supplementary Reading(s)

Australian/ New Zealand SA/SNZ Standard HB 436:2013 Risk Management Guidelines - supporting documentation for terminology, principles and processes of risk management

Students can also find relevant journal articles in the following journals:

- Harvard Business Review
- Sloan Management Review
- Academy of Management review
- Any online journals found on EBSCO and other databases.

College Library Resources

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale
2. **Oxford University Press Arts and Humanities Collection**
3. **EBSCO collections** including:
 - Business Source Premier
 - Academic Search Premier
 - Humanities International Complete
 - Science and Technology Collection
4. **Informit collections** including:
 - Business Collection
 - HSS Collection

Cunningham Library

Sheridan College is an institutional member of the *Australian Council of Educational Research's* Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books

e-Journal and e-book access includes selected titles (primarily education-related titles) on EBSCO, J-STOR, ScienceDirect, Cambridge Journals, Ingentaconnect, OECD iLibrary, SAGE Journals, Taylor & Francis Online, Wiley InterScience.

Aberdeen Street Campus Reserve Collection

A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Public Libraries

You will have signed up with the **State Library of WA (SLWA)** and the **National Library of Australia (NLA)** when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines. For business these include:

- Business Advisors Guide
- EBL (EBook Library)
- EconLit
- Informit Business Collection
- Academic Search Premier
- Business Source Premier
- EBSCO
- Emerald Journals
- GIBLIN: Giblin Working Papers
- IBIS World
- MasterFile Premier
- MEDGE: Management and Environment Information
- Regional Business Books

Other Free Resources

Access to free full-text journals can also be found through the following sites, among many others:

- Google Scholar (<http://scholar.google.com.au/schhp?hl=en>)
- VOCEDplus (www.voced.edu.au/journalbrowse)
- Stanford University's Highwire site (<http://highwire.stanford.edu/lists/freeart.dtl>)

- Directory of Open Access Journals (<http://www.doaj.org/>)
- Open Directory Project (<http://www.dmoz.org/Reference/Education/Journals>)

Community Memberships

If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth's universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Edith Cowan University: \$88 (\$22 with concession)
<http://www.ecu.edu.au/centres/library-services/borrowing/community>
- Curtin University: (\$70.40) <https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm>
- Murdoch University: (\$99) <http://library.murdoch.edu.au/Our-services/Community-members/>
- University of Notre Dame (\$40)
<http://library.nd.edu.au/content.php?pid=50125&sid=642804>
- UWA <http://www.is.uwa.edu.au/about/visitors-friends/visitors#community>
- Vose Seminary (\$50) <http://www.vose.edu.au/view/library/joiningthelibrary/>

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support

Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

Assessment Type	Value	Due Date	LOs Assessed	GAs Addressed
1. Business Case	30%	Week 2	A,B,C,D	1,2,3,4,5,6
2. Risk Management Plan	40%	Week 5	A,B,C,D	1,2,3,4,5,6
3. Examination	30%	TBD	A,B,C,D	1,2,3,4,5,6

Explanation of Assessments

Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes within the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments in order to satisfy the unit requirements.



1. Business Case Development (Individual Assignment)

The Business Case will be based on an actual business, project or organisation. This case study will be the foundation upon which the risk management plan will be developed in assessment 2. The business case study will describe the business (organisation or project), objectives, structure, stakeholders (internal and external) and market context in which it operates.

This business case must use Section 3 and 4 of AS/NZS ISO 31000:2009 Guiding Principles and Framework to define how the organisation's vision, objectives, structure, stakeholders and framework may identify and manage organisational or business risks. The framework will include 10 identified risks in the risk register. This assessment is aimed at developing students' understanding of the organisation or business and its context with regard to the wider community and the identification of a list of risks associated with the organisation.

Even though group collaboration is encouraged, individuals within each group will need to develop their own business case and framework, and submit an individual report based on their proposed business /organisation.

The risk management plan (assessment 2) will be based on their business or organisation defined and described in this assessment, the business case and risk framework. The business case study should be up to a maximum 1500 words (excluding appendices).

Student's Guidelines for the Business Case

The preparation of the business case is to be completed individually and should cover the following four areas:

- Development of context, internal and external environment for the organisation – needs to be comprehensive;
- Business mission and objectives – needs to show relatedness to organisational and industry issues;
- Framework and all stakeholders; needs to be comprehensive;
- Criteria table and likelihood table across the elements;
- Risks identified – 10 (two from each of five different business framework areas). For each risk you should identify the risk owner, consequence and likelihood, risk score, cause and consequence.

	Risk Business Case Rubric				
Category/ Grade	Fail (<50)	Pass (50-64)	Credit (65-74)	Distinction (75-84)	High Distinction (85+)
Overview of case and business objectives	Has not grasped the Risk Management Concepts in this assignment	Demonstrates engagement with some Risk Management Concepts in this assignment	Grasps many of the Risk Management Concepts in this assignment	Sound grasp of most of the main Risk Management Concepts in this assignment	Fully grasps all of the main Risk Management Concepts in this assignment
Identify Stakeholders and risks with current environment	Has no analysis to identify stakeholders and environmental issues	Has begun to identify stakeholders and environmental issues	Demonstrates ability to identify stakeholders and environmental issues	Demonstrates a pronounced ability to describe stakeholders and environmental issues	Demonstrates a pronounced ability to analyse stakeholders, environmental issues and associated risks
Integration risk management and developing Risk Framework	No evidence of engagement with risk frameworks	Demonstrates limited ability to engage with risk frameworks	Exhibits engagement with risk frameworks	Evidences ability to critically integrate risk frameworks	Demonstrates pronounced ability to integrate and apply risk frameworks
Risk register (20%-use suggested Risk Register based on (ISO 31000:2009)	Demonstrates no ability develop Risk Register	Demonstrates ability develop a Risk Register	Demonstrates ability develop a Risk Register and apply elements from ISO31000	Demonstrates pronounced ability develop a Risk Register and apply elements from ISO31000	Demonstrates pronounced ability develop a Risk Register apply elements from ISO31000, and develop initial mitigation strategies
Contribution to the Learning Community	Zero or engagement with the topic; no evidence of contribution to the learning community	Perfunctory engagement with the topic	Exhibits engagement with the topic and a range of scholarly viewpoints	Demonstrates ability to engage with a topic in a cognitive and informed way	Demonstrates pronounced ability to engage with topic
Composition- Style, flow and quality of supporting documentation	Poor spelling and grammar characterize the work	Many errors in spelling and grammar evidenced in paper	Some grammatical or spelling errors evidenced in the paper	Few grammatical or spelling errors are noted in paper	Consistently uses correct grammar with rare misspellings



2. Risk Management Plan (Individual Assignment)

The Risk Management Plan (RMP) is a comprehensive approach to identification, assessment and analysis of risks for the business case developed in Assessment 1. The RMP will be based on the principles detailed in AS/NZS ISO 31000:2009 Risk management – Principles and Guidelines Section 5 and IEC/ISO 31010 Risk Management – Risk Assessment Techniques Standard.

The Risk Management Plan will need to include the identification and assessment of twenty (20) risks in a risk register across a risk management framework. During the risk assessment, students will need to evaluate the effectiveness of the controls that are currently in place.

Four (4) risk treatment plans will need to be developed for risks deemed unacceptable to the business, based on its risk appetite and risk tolerance.

The aim of this assignment is for students to demonstrate a thorough understanding of the principles, frameworks and processes used in risk management, coupled with clear strategic and analytical thinking when developing and implementing risk management plans.

The Risk Management Plan should be up to a maximum 2500 words (excluding appendices).

Student's Guidelines for the Risk Management Plan

The preparation of the Risk Management Plan is to be completed individually and should cover the following areas:

- Clear structure to the risk management plan
- Thorough development of risks profiles, register, process, plans etc.
- Thorough strategic and analytical thinking
- Risks identified – 20 risks. For each risk you should clearly identify risks, assessment and management processes/ plans.
- Development of 4 Risk treatment plans

	Risk Management Plan Rubric				
Category/ Grade	Fail (<50)	Pass (50-64)	Credit (65-74)	Distinction (75-84)	High Distinction (85+)
Identification of the Risk Management Concept	Has not grasped the Risk Management Concepts in this assignment	Demonstrates engagement with some Risk Management Concepts in this assignment	Grasps many of the Risk Management Concepts in this assignment	Sound grasp of most of the main Risk Management Concepts in this assignment	Fully grasps all of the main Risk Management Concepts in this assignment
Critical analysis of the Issues	No analysis or engagement of the issues	Has begun to grasp the issues in this assignment	Demonstrates ability to analyse many of the issues in this assignment	Demonstrates a pronounced ability to analyse most of the issues in this assignment	Demonstrates a pronounced ability to analyse all of the issues in this assignment
Engagement with Contemporary Scholarship	No evidence of engagement with scholarly viewpoints	Demonstrates limited ability to propose appropriate solutions, or comment on solutions or proposed solutions, in this assignment	Exhibits engagement with a range of scholarly viewpoints	Evidences ability to critically evaluate a range of scholarly viewpoints	Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints
Comments on Solutions or Strategies	Demonstrates no ability to propose solutions, or comment on solutions or proposed solutions, in this assignment	Evidences engagement with a range of scholarly viewpoints	Demonstrates ability to propose appropriate solutions, or comment on solutions or proposed solutions, in this assignment	Demonstrates pronounced ability to propose appropriate solutions, or comment on solutions or proposed solutions, in this assignment	Demonstrates pronounced ability to propose appropriate solutions, or evaluate solutions or proposed solutions, in this assignment
Contribution to the Learning Community	Zero or engagement with the topic; no evidence of contribution to the learning community	Perfunctory engagement with the topic	Exhibits engagement with the topic and a range of scholarly viewpoints	Demonstrates ability to engage with a topic in a cognitive and informed way	Demonstrates pronounced ability to engage with topic
Composition	Poor spelling and grammar characterize the work	Many errors in spelling and grammar evidenced in paper	Some grammatical or spelling errors evidenced in the paper	Few grammatical or spelling errors are noted in paper	Consistently uses correct grammar with rare misspellings

3. Examination

The examination is a closed book exam of two and a half (2.5) hours duration. The exam will comprise of 3 questions on a case study which will be provided to students.

Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is found at <http://sheridan.edu.au/index.php/home/policy-library>.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style has been posted on Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.
- Any assignment submitted after the due date without the instructor's permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.
- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation

- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.

Unit Outline

WEEK	TOPICS COVERED	READINGS	ASSESSMENTS
1	Seminar 1 Introduction to Risk management principles, frameworks and processes	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines. Article Review: Lalonde, C.& Olivier, B. (2012)	Participation / Article Review
2	Seminar 2 Risk management principles, frameworks and processes – Development of Business Case	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines. Article Review: Choo, B.S.Y & Goh, J.C.L. (2015) .	Participation / Article Review
3	Seminar 3 Risk assessment and treatment – tools and techniques	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines. Article Review: Leech, T. & Gupta, P. (2015).	Participation / Article Review Business Case Draft Review in class.
4	Seminar 4 Risk appetite, risk tolerance and risk treatment plans Opportunity Management	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines. Article Review: Viscelli, T. R., Hermanson, D. R., & Beasley, M. S. (2017).	Participation / Article Review Business Case Due (30%)
In-Trimester Study Week			
5	Seminar 5 Risk management plan, strategic planning and corporate governance	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines. Article Review: Carden, L.L., Boyd, R.O. & Valenti, A. (2015).	Participation / Article Review
6	Seminar 6 Health, safety and environmental (HSE) risk management	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines. Article Review: Radziwill, N.M. & Benton, M.C. (2017)	Participation / Article Review
7	Seminar 7 Information security risk management	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines. Article review: Ee, H. (2014). Business Continuity 2014: From traditional to integrated Business Continuity Management. Journal Of Business Continuity & Emergency Planning, 8(2), 102-105.	Participation / Article Review Risk
8	Seminar 8	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009	Participation / Article Review



	Crisis management and business continuity management	Risk management – Principles and guidelines. Article review: Bharathy, G.K. & McShane, M.K. (2014)	
9	Seminar 9 Project Risk Management	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines. Article review: Rae, Kirsten, Sands, J. & Subramaniam, N. (2017).	Participation / Article Review Management Plan Due (40%)
10	Seminar 10 Enterprise risk management (ERM)-Part 1	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines. Article review: Pysmak V.O. (2017).	Participation / Article Review
11	Seminar 11 Enterprise risk management (ERM)- Part 2	Standards Australia/Standards New Zealand (2009), AS/NZS ISO 31000:2009 Risk management – Principles and guidelines. Article review: Abkowitz, M. & Camp, J. (2017).	Participation / Article Review
12	Seminar 12 Review	Review of all standards and recap to prepare students for exams	
	Pre-Exam Study Week		
13	Examination		Final examination (30%)