

1. Programme Title(s):

MSc Risk, Crisis and Disaster Management (RCDM)

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Part-time

b) Type of study

Distance-learning

4. Registration periods:

The normal period of registration is two years

The maximum period of registration is four years

5. Typical entry requirements:

Either a first degree in a relevant subject or several years' experience in the field of risk, crisis and disaster management. Students without a first degree are required to pass a written assessment. The assessment is marked by an academic either Pass or Fail. Reasons for a Fail are provided on request.

6. Accreditation of Prior Learning:

Consideration will be given to equivalent learning in risk, crisis and disaster management to a minimum standard of Masters-level study. This will be dealt case by case. For example:

A student who has a BSc/BA in Social Science Research Methods, s/he would be considered for exemption from Module III (Research Methods).

A student who has a BSc/BA in Theories of Risk Management s/he would be considered for exemption from Modules I and II (the two theory modules).

A student who, as part of his/her first degree, wrote a case-study-based dissertation about a crisis or disaster, she /he would be considered for exemption from one of the three case-study modules (IV, V or VI).

7. Programme aims:

At the end of his/her studies a typical student will be able to:

- Critically appraise data, information and opinion on matters pertaining to risk, crisis and disaster management.
- Apply models of risk, crisis and disaster to emergency management.
- Design a research programme, gather and analyse data and report on that data in a clear and objective manner.
- Apply risk, crisis and disaster theories to real-life situations.
- Interpret organisation theory and assess as to how people behave in organisational settings.
- Write in an academic manner and engage in academic debates with other students, course academics and Associate Tutors.

8. Reference points used to inform the programme specification:

External review during course development

External examiners' reports

Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Subject and Professional skills		
Knowledge		
<p>Ability to interpret the importance of risk, crisis and disaster management theory and method.</p> <p>Ability to apply risk knowledge to real-world issues.</p> <p>Ability to develop research project related to risk, crisis and disaster management.</p>	<p>Independent research</p> <p>Six written course modules</p> <p>Critical readings of journal articles and books</p> <p>Reading list</p> <p>Online tutoring via Blackboard (BB) and Skype</p> <p>Three Study Schools</p> <p>Mini module for each Study School</p> <p>All Study-School material is copied to BB</p> <p>Regular posting of topical material to BB</p> <p>Templates for Essay Plans</p> <p>Reviewing of Essay Plans</p> <p>Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype with an academic by appointment.</p>	<p>Group discussion in Study Schools</p> <p>One-to-one and group surgeries on essay and research plans in Study Schools</p> <p>Passing a practice essay</p> <p>Passing six essays and (if merited) a dissertation</p> <p>Non-assessed dissertation plan</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Concepts		
Ability to critique case studies in the light of risk, crisis and disaster theories	Independent research Six written course modules Critical readings of journal articles and books Reading list Templates for Essay and Research Plans Online tutoring via BB and Skype Three Study Schools Mini module for each Study School All Study-School material is copied to BB Regular posting of topical material to BB Reviewing of Essay Plans Personal tutoring Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype.	Group discussion in Study Schools One-to-one and group surgeries on essay and research plans in Study Schools Passing a practice essay Passing six essays and (if merited) a dissertation Non-assessed dissertation plan
Techniques		
Ability to demonstrate writing skills through the reviewing of risk and crisis literatures. Ability to demonstrate writing skills through the application of disaster and emergency models. Ability to design research project. Ability to analyse primary, secondary and tertiary data.	Independent research Six written course modules Critical readings of journal articles and books Reading list Templates for essay and research plans Online tutoring via BB and Skype Three Study Schools Mini module for each Study School All Study-School material is copied to BB Regular posting of topical material to BB Reviewing of Essay Plans Personal tutoring Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype	Group discussion in Study Schools One-to-one and group surgeries on essay and research plans in Study Schools Passing a practice essay Passing six essays and (if merited) a dissertation Non-assessed dissertation plan

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critical analysis		
<p>Ability to apply theoretical and research concepts with rigor.</p> <p>Ability to critique whilst reviewing theories and analysing primary and secondary data.</p> <p>Ability to develop the rules and purpose of the Scientific Method/methodical scepticism.</p>	<p>Independent research</p> <p>Six written course modules</p> <p>Critical readings of journal articles and books</p> <p>Reading list</p> <p>Templates for essay and research plans</p> <p>Reflection</p> <p>Online tutoring via BB and Skype</p> <p>Three Study Schools</p> <p>Mini module for each Study School</p> <p>All Study-School material is copied to BB</p> <p>Regular posting of topical material to BB</p> <p>Reviewing of Essay Plans</p> <p>Personal tutoring</p> <p>Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype</p>	<p>Group discussions in Study Schools</p> <p>One-to-one and group surgeries on essay and research plans in Study Schools</p> <p>Passing a practice essay</p> <p>Passing six essays and (if merited) a dissertation</p> <p>Non-assessed dissertation plan</p>
Presentation		
<p>Ability to write in an expansive and lucid manner on theoretical and practical issues.</p> <p>Ability to present data in a way that supports understanding of complex issues.</p> <p>Ability to develop essay and research plans.</p>	<p>Independent research</p> <p>Six written course modules</p> <p>Critical readings of journal articles and books</p> <p>Reading list</p> <p>Templates for essay and research plans</p> <p>Reflection</p> <p>Online tutoring via BB and Skype</p> <p>Three Study Schools</p> <p>Mini module for each Study School</p> <p>All Study-School material is copied to BB</p> <p>Regular posting of topical material to BB</p> <p>Reviewing of Essay Plans</p> <p>Personal tutoring</p> <p>Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype</p>	<p>Group discussions in Study Schools</p> <p>One-to-one and group surgeries on essay and research plans in Study Schools</p> <p>Passing a practice essay</p> <p>Passing six essays and (if merited) a dissertation</p> <p>Non-assessed dissertation plan</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Appraisal of evidence		
<p>Ability to objectively present commentary, theory and data in the field of risk, crisis and disaster management.</p> <p>Ability to clearly express observations and conclusions on evidence considered.</p> <p>Ability to think reflexively.</p>	<p>Independent research</p> <p>Six written course modules</p> <p>Critical readings of journal articles and books</p> <p>Reading list</p> <p>Templates for essay and research plans</p> <p>Online tutoring via BB and Skype</p> <p>Three Study Schools</p> <p>Mini module for each Study School</p> <p>All Study-School material is copied to BB</p> <p>Regular posting of topical material to BB</p> <p>Reviewing of Essay Plans</p> <p>Personal tutoring</p> <p>Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype</p>	<p>Group discussions in Study Schools</p> <p>One-to-one and group surgeries on essay and research plans in Study Schools</p> <p>Passing a practice essay</p> <p>Passing six essays and (if merited) a dissertation</p> <p>Non-assessed dissertation plan</p>
(b) Transferable skills		
Research skills		
<p>Ability to appraise theoretical and ethical dimensions of social science research.</p> <p>Ability to formulate research questions, develop and conduct research project</p> <p>Ability to critically apply risk, crisis and disaster theories to generate insight and understanding of real world issues</p>	<p>Independent research</p> <p>Six written course modules</p> <p>Critical readings of journal articles and books</p> <p>Reading list</p> <p>Templates for essay and research plans</p> <p>Reflection</p> <p>Online tutoring via BB and Skype</p> <p>Three Study Schools</p> <p>Mini module for each Study School</p> <p>All Study-School material is copied to BB</p> <p>Regular posting of topical material to BB</p> <p>Reviewing of Essay Plans</p> <p>Personal tutoring</p> <p>Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype</p>	<p>Group discussions in Study Schools</p> <p>One-to-one and group surgeries on essay and research plans in Study Schools</p> <p>Passing a practice essay</p> <p>Passing six essays and (if merited) a dissertation</p> <p>Non-assessed dissertation plan</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communication skills		
<p>Ability to enquire and communicate effectively in the context of Study School tutorials.</p> <p>Ability to describe theory and research results objectively, clearly and effectively in writing.</p> <p>Ability to ask information suppliers for documentation and pursue until supplied.</p> <p>Ability to contribute to academic electronic-media-based discussion groups (chat-rooms) (BB).</p> <p>Ability to communicate effectively with course academics/ATs.</p>	<p>Independent research</p> <p>Six written course modules</p> <p>Critical readings of journal articles and books</p> <p>Reading list</p> <p>Templates for essay and research plans</p> <p>Reflection</p> <p>Online tutoring via BB and Skype</p> <p>Three Study Schools</p> <p>Mini module for each Study School</p> <p>All Study-School material is copied to BB</p> <p>Regular posting of topical material to BB</p> <p>Reviewing of Essay Plans</p> <p>Personal tutoring</p> <p>Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype</p>	<p>Group discussions in Study Schools</p> <p>Passing a practice essay</p> <p>Passing six essays and (if merited) a dissertation</p> <p>Non-assessed dissertation plan</p> <p>Effective oral/electronic communication.</p>
Data presentation		
<p>Ability to write in an expansive and lucid manner on theoretical and practical issues.</p> <p>Ability to review literatures and present primary and secondary data in a way that aids the understanding of complex issues.</p>	<p>Independent research</p> <p>Six written course modules</p> <p>Critical readings of journal articles and books</p> <p>Reading list</p> <p>Templates for essay and research plans</p> <p>Reflection</p> <p>Online tutoring via BB and Skype</p> <p>Three Study Schools</p> <p>Mini module for each Study School</p> <p>All Study-School material is copied to BB</p> <p>Regular posting of topical material to BB</p> <p>Reviewing of Essay Plans</p> <p>Personal tutoring</p> <p>Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype</p>	<p>Group discussions in Study Schools</p> <p>Passing a practice essay</p> <p>Passing six essays and (if merited) a dissertation</p> <p>Non-assessed dissertation plan</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Information technology		
<p>Ability to use electronic-based sources.</p> <p>Ability to contribute to BB discussion groups.</p> <p>Ability to communicate effectively with academics/ATs by e-mail/FAX/telephone.</p> <p>Ability to download information from BB.</p> <p>Ability to upload essays to BB, then check marks and feedback-sheets.</p>	<p>Students are introduced to university IT systems (including the Library Catalogues) at Study Schools.</p> <p>The SS IT seminar is reproduced on BB for those unable to attend Study Schools.</p> <p>Students are supported throughout the course by academics/ATs and the Administrative Team. When necessary they are referred to the IT Support Desk.</p>	<p>Students can effectively use library catalogues, e-mail, FAX, telephone, Internet sources and BB.</p>
Problem solving		
<p>Ability to understand the parameters, nature and components of a problem.</p> <p>Ability to draw on theory and data to formulate a solution.</p> <p>Ability to problem-solve both alone and collaboratively.</p>	<p>Each module introduces critical questioning in order to promote problem solving skills</p> <p>Each teaching Unit (usually nine per Module) has a set of questions that create/reinforce problem-solving skills ('Unit questions').</p> <p>Each session/lectures in Study Schools are centred around critical questioning of theories and practices</p> <p>Study Schools promote group discussions, research plan surgeries and brain storming to promote problem solving skills collaboratively.</p> <p>BB and Skype discussion groups help develop problem-solving skills.</p>	<p>Unit questions.</p> <p>Group discussions in Study Schools</p> <p>Performance at the Study Schools.</p> <p>Performance in BB and Skype discussion groups.</p> <p>Passing a practice essay</p> <p>Passing six essays and (if merited) a dissertation</p> <p>Non-assessed dissertation plan</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Working relationships		
<p>Ability to know how and when to draw on the expertise of course lecturing, course administrative and University Library staff.</p> <p>Ability to have the confidence to liaise with fellow students on academic matters (via e-mail, in BB discussion groups, etc.).</p> <p>Ability to negotiate research access with interested parties.</p> <p>Ability to liaise with Dissertation Supervisors.</p>	<p>Group-based exercises at Study Schools</p> <p>Involvement with staff and students via BB and e-mail</p> <p>Independent research</p> <p>Six written course modules</p> <p>Critical readings of journal articles and books</p> <p>Reading list</p> <p>Templates for essay and research plans</p> <p>Reflection</p> <p>Online tutoring via BB and Skype</p> <p>Three Study Schools</p> <p>Mini module for each Study School</p> <p>All Study-School material is copied to BB</p> <p>Regular posting of topical material to BB</p> <p>Reviewing of Essay Plans</p> <p>Personal tutoring</p> <p>Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype</p> <p>Discussing research concepts and progress with Dissertation Supervisors.</p>	<p>Group discussions in Study Schools</p> <p>One-to-one and group surgeries on essay and research plans in Study Schools</p> <p>Passing a practice essay</p> <p>Passing six essays and (if merited) a dissertation</p> <p>Non-assessed dissertation plan</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Managing learning		
<p>Ability to manage self-directed learning and meet deadlines, during essay and dissertation-writing.</p> <p>Ability to decide when to seek advice and help from academics/ATs/Dissertation Supervisors.</p>	<p>Independent research</p> <p>Six written course modules</p> <p>Critical readings of journal articles and books</p> <p>Templates for essay and research plans</p> <p>Reading list</p> <p>Reflection</p> <p>Online tutoring via BB and Skype</p> <p>Three Study Schools</p> <p>Sessions at Study Schools focus on the self-management of distance-learning</p> <p>Mini module for each Study School</p> <p>All Study-School material is copied to BB for those who are unable to attend</p> <p>Regular posting of topical material to BB</p> <p>Reviewing of Essay Plans</p> <p>Personal tutoring</p> <p>Office hours in which student can request a face to face meeting, telephone meeting or virtual meeting via the BB or Skype</p>	<p>Group discussions in Study Schools</p> <p>One-to-one and group surgeries on essay and research plans in Study Schools</p> <p>Passing a practice essay</p> <p>Passing six essays and (if merited) a dissertation</p> <p>Non-assessed dissertation plan</p>
Career management		
<p>Ability to think and write about risk-management issues with confidence and authority.</p> <p>Ability to communicate ideas about risk-management issues with confidence and authority.</p> <p>Ability to think about career development and apply for jobs with confidence.</p>	<p>Academics/ATs/administrative team communicate information about the University's career-development initiatives to students via BB.</p>	<p>Students read material and ask questions of academics/ATs/administrative team.</p> <p>Students secure jobs/get promoted/change careers to secure more desirable career-paths.</p>

9. Special features:

Independent learning and a research-based dissertation.

First degree not essential. Successful graduation of many students with no first degree (some of whom left school at 16). Some of these proceed to MPhil/PhD. Improving *access to education* through high-quality tutoring and teaching of those with limited education (but often exceptional careers).

10. Indications of programme quality:

Feedback is invited at Study Schools, at the end of each Module and via Blackboard. Feedback is analysed and discussed at the Board of Studies and Board of Examiners and can be provided to other Committees on request. Actions are communicated to students via BB, thereby closing the information loop.

11. Scheme of Assessment

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

12. Progression points

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

Postgraduate Certificate (PGC)

Postgraduate Diploma (PgD)

Masters (MSc)

Students are required to take their modules in sequence (1 to 6). To qualify for a PGC in RCDM the student must have passed either of the theory modules (1 or 2) at 50% and two others. In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

13. Rules relating to re-sits or re-submissions:

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

14. Additional information [e.g. timetable for admissions]

There are two intakes each year, in March and September. There are two Study Schools each year that provide both induction for new students, and on-going tuition for enrolled students. However, attending the Study Schools is not compulsory. Students at dissertation stage meet their Dissertation Tutors at Study School.

All SS teaching material is uploaded to BB for those students unable to attend.

Appendix 1: Programme structure

MN7631 Theories of Risk and Crisis

- 1 An introduction to risk, crisis and disaster management
- 2 A theory of crisis
- 3 Systems ideas and risk
- 4 Health and safety management
- 5 The management of organisational risks
- 6 Safety culture
- 7 Case study – the collapse of Barings Bank
- 8 The Summer Floods, 2007

MN7632 Managing Risk and Crisis

- 1 Concepts of risk
- 2 Psychological approaches to risk management
- 3 Risk communication

- 4 Cultural theory
- 5 Quantifying risks and hazards
- 6 Insurance risk
- 7 Terrorism
- 8 Organisational contingency planning
- 9 Case study of the London bombings

MN7633 Research Methods in the study of Risk, Crisis and Disaster Management

- 1 Getting started: an introduction to research
- 2 Research ethics
- 3 Reviewing the literature
- 4 The social context of research
- 5 Research design
- 6 Data gathering techniques
- 7 Qualitative analysis and presentation
- 8 Statistical tests
- 9 Writing a research proposal and dissertation

MN7634 Case Studies of Crises and Disasters

- 1 Learning from case studies
- 2 The King's Cross Underground fire
- 3 A petrol tanker crisis
- 4 The Amsterdam air crash, 1992
- 5 The crash of TWA Flight 800, 1996
- 6 The Hillsborough Stadium disaster, 1989
- 7 The Flixborough disaster, 1974
- 8 The Happy Valley Racecourse fire disaster, Hong Kong, 26 February, 1918

MN7635 Models of Risk, Crisis and Disaster

- 1 Introduction
- 2 The role of central government in disaster management
- 3 Disasters as heuristics?
- 4 The economics of disaster – Sea Empress
- 5 Hazard construction
- 6 National emergency management: a comparative study
- 7 The Lockerbie disaster: experience of a victim's family
- 8 The Public Inquiry: an example and a critique
- 9 Conclusion

MN7636 Emergency Planning Management

- 1 Introduction
- 2 Land-use planning: risk assessment and decision-making
- 3 Command-and-control of major public gatherings
- 4 Managing low-intensity crises
- 5 Urban area evacuation
- 6 Integrated emergency management in London
- 7 Disaster inquiries in the United Kingdom
- 8 Managing post-traumatic stress syndrome/disorder (PTSS/D)
- 9 Conclusion

MB7637 Research Dissertation

Appendix 2: Module Specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>