



BFA722

**Risk Management
Semester Two 2006**

School of Accounting and Corporate Governance

Faculty of Business

Unit Outline

**Unit Coordinator - Trevor Wilmshurst
Unit Presenter – Scott Monaghan**

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* in the first instance the point of contact will be Scott.

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1. Unit Description

This unit will take you on a risk journey. In the first five modules we will build up a risk model, later we will refer to this as Enterprise Risk Management. It is our intention to apply the Australia/NZ Risk Management Standard in this study. Modules 1-5 ask questions such as: what is risk, how is risk identified, how do different individuals perceive risk, how is risk measured, how is the relative importance of different risks assessed, and what are the dimensions of risk? The emphasis is on the importance of managing risk. Module 5.5 brings the first 5 modules together in an Enterprise Risk Framework. That is, a holistic and integrated approach to the management of risk within the firm. Modules 6-9 consider specific areas of risk – financial/political; social/environmental; human resource/people issues; and web/internet/technology. The final module sums the unit up and looks toward the future of risk, and the issues that firms may need to deal with. The underlying tenet of the unit is a focus on the importance of developing an Enterprise Risk Management Framework, and seeking to continually monitor and improve risk management in the light of the dynamic and changing world in which we live.

2. Learning Outcomes

On completion of this unit, you should be able to:

1. Explain the concept and nature of risk as it applies to organisations and their activities (*links to the knowledge and communication skills graduate attributes*).
2. Identify risk as a local, national and global phenomena and comment on the changing risk environment within which organisations operate (*links to the knowledge graduate attribute*).
3. Explain how risk influences decision-making (*links to the knowledge and communication skills graduate attributes*).
4. Apply recognised processes of risk management to organisations and their activities (*links to the knowledge and problem solving skills graduate attributes*).
5. Compare and contrast varying approaches to risk management (*links to the knowledge, problem-solving and social responsibility graduate attributes*).
6. Provide advice in relation to risk and risk management (*links to the knowledge, communication skills, problem-solving and social responsibility graduate attributes*).

3. Generic graduate attributes

The University has defined a set of generic graduate attributes that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

- **Knowledge:** Explain the nature and concepts of risk and risk management. You will focus on building an enterprise risk management framework. You will learn to apply this knowledge.
- **Communication Skills:** Write coherently on risk and risk management, and present material on the web in a coherent and understandable format.
- **Problem Solving Skills:** Interpret scenarios for organisations in risk management terms, identify risk and risk management issues and use knowledge of risk and risk management to justify an answer.
- **Social Responsibility:** Acknowledge the social and ethical implications of risk management by virtue of decisions made.

4. Learning resources required

Required Text

There is NO prescribed textbook for this unit. Course Materials will be provided (see below).

Learning Resources

Extensive “Course Materials” will be provided to you through an interactive Unit CD, WebCT Vista and printed media. The Materials are in Modular Format ie: Modules 1-10. The Course Materials include PowerPoint presentations with audio narrations; PowerPoint Slides (in PDF and Text format); and, Readings taken from books, journals, magazines, websites, reports and other sources. Copies of the Readings are included both on the Unit CD (PDF files that may be printed) and will be forwarded to you by post together with the Unit Outline and Unit CD.

PDF files

Many Course Materials made available on the Unit CD will be in Portable Document Format (PDF). These files can be viewed by you from within your web browser or separately by using a program called Adobe Acrobat Reader. This software is already installed on the machines in the University but can be downloaded free of charge from the Adobe site should you want a copy for another machine. At time of writing the required URL was:

<http://www.adobe.com/prodindex/acrobat/readstep.html>

Other Publications

Information in relation the School of Accounting & Corporate Governance, Faculty of Business, Faculty *Guide for Students* and *Useful Links* is available on the Unit CD under “*Contact and Study Information*”. Read this information carefully.

Technical and Software Requirements

To run the Unit CD there are certain technical and software requirements. These are detailed on the Unit CD under – “Preparing you Computer” and a hard copy is provided with your unit materials. You should read this information carefully to ensure that you will be able to make full use of the Unit CD.

Access to Information Technology

Information in relation to campus and off-campus IT facilities and how to contact the Service Desk are provided in the next section on WebCT Vista.

5. Web Vista

General

As mentioned above, WebCT Vista (Web Course Tools Vista) is an Internet service for teaching and learning provided by the University. It will be used by the Unit Presenter in connection with the delivery of this unit. The 'WebCT Vista' service may be accessed by you on computers at the University or, on your computer at home or at work.

Access to Web Vista

The Web Vista service is available using a web browser. Access to the site for Vista is available at the University 'Learning Online' internet page: <http://www.utas.edu.au/coursesonline>. The initial WebCT Vista screen provides a "Log in to my WebCT Vista" form at which you should enter your email POP account "User Name" (for example, fred.jones) and your "Password". The 'Learning Online' page provides 'Help and Support', 'Computer Requirements'. Take the time to look at the links on this page that may be of use to you.

You should note that WebCT Vista is available from any Internet connection and is restricted only by your User Name and password.

6. Web Vista Facilities used for this Unit

6.1. "Announcements" – Web Vista offers an "Announcements" facility, which the Unit Coordinator will use in connection with this Unit to make announcements to you from time to time. Announcements will be visible when you first open Web Vista for this unit (Pop up). Only the Unit Presenter can use the 'Announcements facility'. However, you will see below that there is a 'Discussions' area with allocated 'Topics' that you can use for personal communication, either with the Unit Presenter or, with other students, and you should make use of these. When an Announcement is made, an 'Announcement' will also be made in the 'Discussions' area (see below). The latter Announcement will commonly contain more detail.

6.2. "Discussions" – This area is provided for on-line Discussion between the Unit Presenter and you and between you and other students.

6.3. "Capstone Assignment". This topic has been opened to allow you to ask questions of the Unit Presenter in relation to the Capstone Assignment.

6.4. "Café" - The Unit Presenter has opened this Topic so that you can communicate with other students with a view to getting to know everyone in the unit. The unit presenter would like you to make postings to this Topic at the start. You should provide some information about yourself and what you are doing, what your interests are and what you think about the unit. You should also use the 'Café' later in the Semester to make postings about current issues that are relevant to the unit that you may have seen on TV or read about in the press recently, etc. You should do your best to make it into a real café atmosphere (unfortunately the cappuccino's will have to be virtual!). You should try to create an on-line community with other students. You will enjoy it!

6.5. “Feedback” - The Unit Presenter has opened this Topic so that you can make comments, suggestions and criticisms, which are anonymous. This is a VERY important facility so far as the Unit Presenter is concerned for the following reasons. There may be issues that need to be addressed and a ‘Feedback’ Topic allows these matters to be identified so that the Unit Coordinator can respond appropriately and take action where necessary. Secondly, it allows you to make valuable contributions and to feel that your voice is being heard. Don’t hesitate to use the facility.

6.6. “Mail”. Web Vista offers a “Mail” facility, which the Unit Presenter will use in connection with this Unit to send emails to you from time to time eg: to provide ‘Formal Written Feedback’ (see later) and to advise marks awarded for Assignments. If you wish to communicate with the Unit Presenter privately, you can use the Mail facility to do this OR you can send emails to the Unit Presenter at: Scott.Monaghan@utas.edu.au

6.7. Getting assistance with Web Vista. If you have difficulty in gaining access to or using WebCT Vista you can contact the Service Desk Tel: (03) 62 26 1818 (1300 304 903 Freecall – Tasmanian Land Lines only) or send an e-mail message detailing your problem to: servicedesk@utas.edu.au (you can use the on-line form to request help)

7. Details of Teaching Arrangements

This unit is offered by flexible delivery. NO formal face-to-face classes or meetings are scheduled.

8. Learning Expectations and Strategies

8.1 No formal classes/meetings

As stated above, NO formal face-to-face classes or meetings are scheduled for this Unit. It is a fully flexible on-line unit. You are required to undertake the Unit by complying with the requirements of this Unit Outline and you are also required to meet the University and School expectations of students.

8.2 Expectations

The School of Accounting & Corporate Governance is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities that students have as they pursue their studies. The University’s ‘*Code of Conduct for Teaching and Learning*’ states:

Students are expected to participate actively and positively in the teaching/learning environment. They must strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

To undertake this flexible on-line unit you MUST strive to meet the expectations of the School and the University as stated.

8.3 Studying and Learning Independently

There are ten (10) Modules for you to study independently in this Unit. For each Module there are narrated PowerPoint slides that introduce the key concepts for that Module. There are also ‘Readings’ for each of the Modules. There are also questions posed for ‘Assessable Discussion’. There are also various Non-Assessable activities. There is one major assignment that you need to complete. At the end, there is a Capstone Assignment to undertake and return to the Unit Presenter.

The Unit is planned to enable you to work at your own pace. It is important, however, to work consistently through the Course Materials. If there is any area of work that you do not

understand, you should contact the Unit Presenter by email immediately, and make sure you do not progress to the next Module without a thorough understanding of the previous one. Each part of the Unit develops themes from, and assumes an understanding of, the previous Modules, so it is important that areas not be skipped.

Encouraging you to study and learn independently is an important goal of university study. It is a feature of a *reflective approach* to learning in which you reflect on what it is you are learning and how you plan your learning strategy. It is not the aim of flexible delivery that you feel you must work through problems alone. Throughout the Unit as mentioned above, “Questions” are provided for Assessable/Non-Assessable Discussion with other students via the Discussion facility of Web Vista, and the exchange of information and ideas is a very important part of the learning development. You will gain most benefit by staying in close contact with other students and with the Unit Presenter.

All aspects of your work are expected to be of a high standard, both in academic content and quality of presentation. It is important to contact the Unit Presenter immediately should you experience any difficulties. Do not be reluctant to ask questions or contribute ideas, even if only partly formed, as these can often form a basis for very constructive interaction. Remember that the Web Vista Discussions (Assessable and Non-Assessable) will be as interesting and useful as you make them.

8.4 The “Double L, Double R, Double D” approach

To get the most from this Unit, you should adopt the following approach:

- *Locate* the Module on the Unit CD that must be done next.
- *Listen* to the PowerPoint presentation.
- *Read* the readings provided.
- *Reflect* on the concepts and issues that have been encountered.
- *Discuss* the issues raised in Assessable Discussion Questions.
- *Do* any other activities that are scheduled/provided for the Module.

8.5 Obtaining Formal Written Feedback from the Unit Coordinator

As mentioned above, if there is any area of work that you do not understand or need help with, you **MUST** contact the Unit Coordinator immediately, and you will be assisted you. The assistance given may include ‘*Informal*’ feedback.

8.5.1 The Media

Organisational risk management issues of one type or another are frequently in the media. To make this unit more interesting and useful you should try to keep abreast of these developments by reading newspapers and magazines. You should also watch current affairs and business programs on TV and listen to such programs on the radio. When you see something interesting, make a posting in the ‘Café’ and let other students know about it. This will help to get discussion going in the ‘Café’.

8.5.2 Student Interaction and Discussion

Throughout the semester, your object should be to gain a broad knowledge and understanding of the Modules contained in the Unit. Wherever possible, discuss issues with other students. Make extensive use of the Web Vista Discussion Topics, both Assessable and Non-Assessable that have been provided for you to use. You should make sure that you use the ‘Café’ for example, so that we can all get to know each other. Use any or all of the Topics in the Discussion area – it can be very helpful.

If you are geographically close to each other, you are encouraged to form local work groups.

8.5.3 Contact with the Unit Coordinator

If you have a problem that cannot be resolved by communication and interaction with other students, you should never hesitate to contact the Unit Presenter at the earliest opportunity. You should use Web Vista Mail or your personal email or, if necessary telephone the Unit Coordinator.

As NO formal face-to-face classes or meetings are scheduled for this unit, you MUST maintain regular contact with the Unit Presenter in this way so that you can get the necessary assistance to undertake the unit.

8.5.4 Unit Schedule

There is a Unit Schedule on p.18 where you will find the ten (10) Modules covered in this Unit.

You MUST allow yourself SUFFICIENT TIME to work your way through all of the Modules, participate in the Assessable Discussion and, complete the Assignments. It would be VERY unwise to leave insufficient time so that you have to complete a large amount of work in a short period. In particular, you will see under 'Assessment' that you are not permitted to undertake the Capstone Assignment in the Unit UNLESS and UNTIL you complete ALL of the requirements for the Unit by the prescribed DEADLINE.

8.5.5 General

If you are studying this unit you must already have developed skills and strategies that have helped you to achieve success in previous undergraduate units. However, the subject matter of this unit will be new to you, and the focus on what is "risk management" will require you to take a broad view of organisational risk. In addition to practical problem solving and application of risk management practices and principles, the unit requires an ability for critical and abstract thinking and good communication skills. The emphasis is on you USING your knowledge of best practice to address real life risk management issues that you hear about on TV and radio or read about in the media.

You should do well in this unit if you:

- have a strong interest in risk management and follow developments in the media;
- keep up-to-date with your coursework;
- consolidate your understanding by making appropriate short notes and summaries;
- give yourself plenty of time to complete your "Assignments" and Discussion Postings;
- prepare for and actively participate in Assessable/Non-Assessable discussion (this is especially important as a medium for students from many disciplines to share their particular expertise); and
- take responsibility for your own learning.

9. Assessment

Assessment schedule

Assessment Task	Date due	Percentage Weighting
Assessable Discussion	No later than 8 September	10 %
Assessable Activities 1-4	No later than 8 September	20%
Major Assignment	2 October	30%
Capstone Assignment	Midnight 6 November	40%

NOTE: Midnight is based on Australian Eastern Standard Time.

9.1

Online Assessable Discussion – 10%

The Unit Presenter will monitor the Assessable Discussion/s regularly, but will not interfere, except to correct misconceptions and errors and to remove any postings that are determined to be harmful to other students and/or the Unit Presenter (eg: determined to be insulting, disparaging, defamatory, etc).

9.1.1 *Assessment Criteria / Guidelines*

Your participation in Assessable Discussion will be assessed in accordance with the following 'Assessment Criteria':

HD Outstanding Contributor: This person's contributions reflect exceptional preparation and reflection. The ideas offered are always substantive and provide major insights and direction for the discussion. If this person were not a member of the group, the quality of the discussions would diminish significantly.

CR – DN Good Contributor: Contributions in discussion reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes lead the direction of the discussion. Points and arguments are generally well thought out and are often persuasive. If this person were not a member of the group, the quality of discussions would diminish considerably.

PP – CR Adequate Contributor: Contributions reflect satisfactory preparation. Ideas offered are sometimes substantive and provide useful insights, but seldom offer a major new direction for the discussion. Contributions tend to be more piecemeal than integrative. Arguments are sometimes presented and are fairly well substantiated and sometimes persuasive. If the person were not a member of the group, the quality of the discussions would diminish somewhat.

NN Unsatisfactory Contributor: Contributions reflect inadequate preparation. Ideas offered are seldom substantive; they provide few, if any, insights and rarely or never a constructive direction for the class. Integrative comments and effective arguments are absent. Comments are either obvious, restatement of the contributions of others, isolated from the main discussion, or confusing to the group. If this person were not a member of the group, valuable discussion time would be saved.

9.2

Assessable Activities 1- 4 – 20%

Task Description These activities are provided on the CD, and will be available in PDF format on the Web Vista site.

Assessable Activities			
Activity	Tasks	Module	Parts Completed
One	Parts A-D	Module 1	Parts A and B
		Module 2	Parts C and D
Two	Parts A-B	Module 3	Parts A and B
Three	Parts A-C	Module 4	Parts A to C
Four	Parts A-B	Module 5	Part A
		Module 5.5	Part B

Task Length No set length

Link to unit’s learning outcomes Links to learning outcomes 1 - 6

Assessment criteria Varies with activity

Due date No later than 8th September

[In the case of both online discussion and the assessable activities there are NO formal size requirements. However, online discussion should be to the point for ease of reading.]

9.3 Major Assignment — 30%

Task Description	Online Presentation and Electronic Paper
	The instructions for this activity are provided on the CD and will be available in PDF format on the Web Vista site
Task Length	Imagine that you have available 5-10 minutes to make your presentation. You must time it as if you were physically presenting it. The (electronic) written component should not exceed 1000 words.
Link to unit's learning outcomes	links to learning outcomes 1-6
Assessment criteria	<i>The criteria for the assessment of the major assignment will be released in weeks 5/6 of the semester to coincide approximately with that modules presentation. The following general criteria can be expected to be applied:</i> <ul style="list-style-type: none">• <i>Grammar, spelling, layout</i>• <i>Evidence of research</i>• <i>Creativity in presentation of powerpoint</i>• <i>Does your message come across?</i>
Due Date:	2 nd October 2006

Capstone Assignment

Task Description:	This assignment will bring together the various aspects of risk management in an assignment which will require you to demonstrate an understanding of the risk issues discussed and the preparation of a risk management framework consistent with the A&NZ Risk Standard.
Task Length:	3,000 words exclusive of appendices and reference list.
Link to unit's learning outcomes	links to learning outcomes 1-6
Assessment criteria	<i>Specific criteria will be released with the actual assignment however the following general criteria can be expected to be applied:</i> <ul style="list-style-type: none">• <i>Grammar, spelling, layout</i>• <i>Evidence of research</i>• <i>Are the questions addressed?</i>• <i>Originality in discussion</i>
Due Date:	4 th November 2006

10. Assessment/Learning Outcomes/Generic Graduate Attributes Matrix

	Assessment items				
		<i>Assessable Discussion</i>	<i>Assessable Activities 1-4</i>	<i>Major Assignment</i>	<i>Capstone Assignment</i>
Learning Outcomes	L1	✓	✓	✓	✓
	L2	✓	✓	✓	✓
	L3	✓	✓	✓	✓
	L4	✓	✓	✓	✓
	L5	✓	✓	✓	✓
	L6	✓	✓	✓	✓
Generic Graduate Attributes	Knowledge	✓	✓	✓	✓
	Communication	✓	✓	✓	✓
	Problem-solving	✓	✓	✓	✓
	Social responsibility	✓	✓	✓	✓

11. How your final result is determined

To be able to pass this unit, you MUST undertake ALL of the Assessable Discussion in accordance with the minimum requirements as per the Unit Outline submit Assignments AND submit the Capstone Assignment. The marks for each of the Assessment items are added together to determine your final result. You must achieve an overall mark of at least 50% to pass the unit. To be eligible to receive the Capstone Assignment you MUST satisfactorily complete all of the Assessable Discussion and submit the Assignment.

11.1 Standardisation

In order to maintain the high reputation of the School of Accounting and Corporate Governance in the wider community – educationally, academically and by business - the School does not standardise student results. Rather, the School expects high standards of their students, and insists that students devote sufficient time and effort to their studies throughout the semester to achieve grades of pass or higher on merit.

12. Submission of the Major Assignment and Capstone Assignment

The Major Assignment and the completed Capstone Assignment MUST be emailed to the Unit Presenter: Scott.Monaghan@utas.edu.au A file containing your completed Assignment MUST be attached to your email. The file name for the assignment should be as follows:

Student Surname; Initials; Assignment Detail; date
eg: Smith, JC. CapAss 8 Nov 06

12.1 Requirements for Major Assignment and the Capstone Assignment

The submitted Major Assignment and completed Capstone Assignment are to be presented in accordance with the *Guide for Students* issued by the Faculty of Business. You should look under: '*Presentation and Submission of Assignments*'. You can find a copy of the Guide on the Unit CD and also at the School of Accounting & Corporate Governance website: <http://fcms.its.utas.edu.au/business/accg/index.asp>

Your attention is particularly drawn to the University's rules on Plagiarism (see Part 17 of this Unit Outline). Whilst you are encouraged to work together with other students and exchange information in this unit, the Major Assignment and Capstone Assignment must be your own work. Assignments and Capstone Assignments containing any plagiarised information will be referred to the Head of School and will be subject to the disciplinary processes of the University. Signed assignment coversheets (may be electronically signed) must be used for all assignments and these are available at the School website or at the BFA722 Web Vista site. Assignments without a *signed* coversheet *will not be marked*. Assignments will be marked as quickly as possible after submission, and feedback (if appropriate) and grades awarded will be released on Web Vista. Assignments and the Capstone Assignment may be submitted to plagiarism detection software.

13. Penalties

13.1 Over-length work

Students should take care not to exceed the word limits for the Assignment and the Capstone Assignment, as passages in excess of the maximum word limit WILL NOT be marked.

13.2 Assessable Discussion

Because this is a flexible unit, you can make postings at a time that suits you during the semester, subject to meeting the FINAL submission date

13.3 Failure to meet the Final Submission Date for the Major Assignment, Assessable Discussion and Activities and the Capstone Assignment.

A failure to meet the required deadlines without just cause may result in the student being awarded a grade of NN for this unit.

14. Requests for Extensions

The *Guide for Students* issued by the Faculty of Business (refer to Part 12), contains details not only about the presentation of assignments (applicable to Assignments and the Capstone Assignment), but also about procedures to follow if you wish to request permission to submit assignments (applicable to Assignments, Assessable Discussion and the Capstone Assignment) after the due date. Extensions of time will only be granted on medical or compassionate grounds and must be made in writing to the Unit Coordinator on the School's "Assignment Extension Form- Application for Late Submission" which is available at: http://www.utas.edu.au/accg/documents/general/Application_%20Late_Submission.pdf Medical certificates or other evidence, which supports the application, must be attached.

15. SETL

SETL is the University's Student Evaluation of Teaching and Learning program. SETL is a system for feedback from students to academic teaching staff to help in the formulation and development of unit organisation and teaching. This program serves as the main systematic way for students to tell the University what they think of units they study and the teaching they receive. For further information about SETL see the University Web site at: <http://student.admin.utas.edu.au/setl/students/index.htm>

SETL questionnaires will be posted to you towards the end of Semester 2 and you are asked to kindly complete and return them in the reply paid envelope provided. The Unit Coordinator will make an Announcement on Web Vista in relation to the dates on which the SETL forms are to be posted out and returned by you.

16. Academic Referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence (see below).

The appropriate referencing style for the unit is explained in the *Guide for Students* issued by the Faculty of Business (see above).

For information on presentation of assignments, including referencing styles see:

<http://www.utas.edu.au/library/assist/gpoa/gpoa.html>

17. Plagiarism

The University has issued the following statement on plagiarism and academic integrity. Please read the following statement. Should you require clarification you should see the Unit Coordinator.

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- *using an author's words without putting them in quotation marks and citing the source;*
- *using an author's ideas without proper acknowledgment and citation; or*
- *copying another student's work.*

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

The University reserves the right to submit assignments to plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.

For further information on this statement and general referencing guidelines, see <http://www.utas.edu.au/plagiarism/>

Useful resources on academic integrity, including what it is how to maintain it, are also available at:

<http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>

18. Further information and assistance

School Ombudsperson

If you have any concerns about this unit then in the first instance you should discuss the matter with the Unit Coordinator. However, if you do not feel comfortable approaching the Unit Coordinator, or if you do have a discussion with the Unit Coordinator and are dissatisfied with the outcome, then you may contact one of the following people who also teach in the School of Accounting & Corporate Governance and are ombudspersons for the School:

Simone Bingham
Room: 421, Commerce Building, Hobart
Telephone: 62 26 2314
E-mail: Simone.Bingham@utas.edu.au

David Moore
Room: A, 259 Launceston
Telephone: 63 24 3558
E-mail: David.Moore@utas.edu.au

Student Complaints and Appeals

There are a number of avenues available to students who have not been able to resolve a concern to their satisfaction through informal means. You can obtain information about these processes from: <http://www.utas.edu.au/studentconcerns/>

18.3 Difficulties with Studies, Personal Problems, Disability and Illness

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise this with the Unit Coordinator and/or one of the following *Student Services Staff* as soon as possible:-

Learning Skills Adviser, Student Counsellor, Careers Adviser and/or Disability Adviser

Student Services staff are located as follows:

Hobart - Top floor of the Student Union/Association Buildings - Ph: 6226 2697 Fax: 6226 2059

Launceston - Ground Floor Student Centre Kerslake - Ph: 6324 3787 Fax: 6324 3788

Information about services and support for students that is provided by the University may be obtained from the University Website: <http://services.admin.utas.edu.au/>

18.4 Students with Disabilities – University and Faculty Equity Plans

Goal 1 of the University of Tasmania Equity Plan 2004-2006 provides for: “An inclusive teaching and learning environment that values diversity, supports the pursuit of academic excellence and produces high quality education and employment results for all students and staff”. The Faculty of Business Equity Plan facilitates the University Plan at an operational level and has developed an ‘Action Plan’. The Action Plan for Goal 1 lays down procedures to ensure that students have equal access to lecture and course materials. The School of Accounting & Corporate Governance complies with these procedures.

19. Unit schedule

Modules	Topic	Suggested Completion Dates*
1	Introduction to Risk and Corporate Governance	20 July 2006
2	Addressing Risk	24 July 2006
3	Characterising Risk	5 August 2006
4	Measuring Risk	12 August 2006
5	Management of Risk	4 September 2006
5.5	Bringing it all Together – Using the ERM Framework	4 September 2006
	Mid-semester break	4 -8 September**
6	Financial and Political Risk	11 September 2006
7	Risk in Using Technology	18 September 2006
8	Environmental and Social Risk	25 September 2006
9	Risk When Managing Human Resources * Major Assessment – online Presentation and Written Paper due by midnight	2 October 2006
10	The Future of Risk and Its Management	9 October 2006
	All Assessable Discussion to be submitted by Midnight (EST) on Wednesday 18 October 2006	
	Swat Vac	23 October 2006
	Capstone Assignment to be submitted by Midnight (EST) on Monday 6 November, 2006.	6 November 2006

* These are the suggested dates for the completion of each module and any related assessable activities and discussion. However, be sure to carefully note the final dates for submission of assessable activities, the major assignment and capstone assignment. It is essential to your learning that you consistently complete these tasks and the readings provided to develop your understanding.

** After this date Assessable Activities 1 to 4 will no longer be assessed or feedback provided by the unit co-ordinator or your peers.

20. Details of Assessment Activities

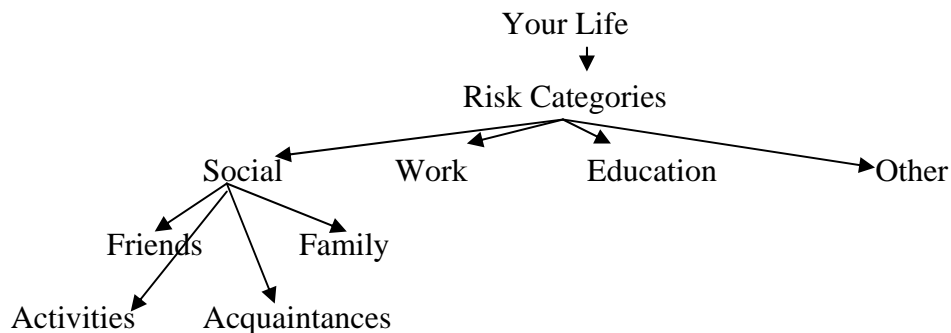
Assessable Activity One

This activity will be spread across a number of parts as you undertake the first five modules. The intention is to have you think about risk in your life and apply the information that is presented in this unit to reinforce your learning. Later we move to consider business risk. You will also be required to load your responses on the web, and where appropriate comment on each other's contributions. Differences between people will become obvious as the various issues are considered. You will also seek resources on the web that may contribute to understanding your risk profile, where you do find information place the web link on the discussion area.

Part A

We commence this activity by asking you to consider general categories of risk that you believe affect your life. This will form a mind/concept map. You may take it to as many levels as you wish. What is important is for you to think about as many risks that influence your life as possible.

Eg.



Part B

Now that you have a mind map of the risk categories that you believe reflect your life, identify the risks associated with each of these categories. You will find a table will be preferable now as you move to provide detail to your mind map.

On completion place this on the web in a file called 'Your name'.

Read the postings by your peers from Part A of this assessable activity. If you feel inclined, you may comment about other students' postings in a way which may assist their understanding. This may also value add to your own thoughts.

Part C

Rate each of these risk in terms of their relative importance using the following scale:

H risk is perceived to have high likelihood and significant consequence

- M 50/50 probability of likelihood of the risk event and/or serious consequence
- L risk is perceived to have low likelihood and little impact of consequence

It is here that you might find your fellow students may disagree. Perhaps disagree is the wrong word – what we mean is have a difference in PERCEPTION of the likelihood or the consequence of the risk event.

Part D

How would you 'deal' with each of these risks? You need to make a judgement in terms of the following criteria:

- A accept and do nothing about the risk
- M mitigate the potential risk and/or it's impact
- O avoid this risk altogether

For each of your risks indicate why you decided to the classification you have chosen.

Remember a great deal of what you have determined is based on YOUR PERCEPTIONS. A significant number of people's perceptions will roughly coincide, especially for people from the same culture. Why do you think this might be?

Assessable Activity Two – Evaluating Business Risk

To date you have had the opportunity to think about risk from your own personal perspective and that of your peers. We will continue a similar format in that you will post your original responses, and comment on those of your peers. However, it is now a requirement that you make comment on the posting of one or two of your peers. Any comments made must be interpreted as helpful and insightful to your peer. Negative comments are NOT acceptable.

We ask you to undertake this task for two reasons:

1. Through engaging with and reflecting on the postings of others, you will gain greater understanding and new insights into the topic area
2. You and your colleagues will value add to each other's learning.

Part A

Choose from Strand, Welch, Holmes and Judd (2002) two scenarios on which you have already completed a range of focus questions. Using these as the basis for your posting, please report to the forum on the following.

1. The staff member(s) named in each of these scenarios that you believe conducted the various misappropriation activities discussed. Cite the evidence necessary for you to support your contention(s).
2. Identify the systems, or failure(s) of checks and balances that facilitated the alleged misappropriation.
3. Design strategies or systems that you would put in place to reduce the likelihood of these activities occurring in the future.

Part B

You will provide to your peers a feedback sandwich designed to improve the practice of your peer. Through evaluation of feedback a peer provided to you, we look forward to seeing improvement in your own performance in this forum.

A Feedback Sandwich is:

A feedback sandwich comprises suggestions for improvement from one peer to another. This exercise requires you to provide *constructive comments* to aid the learning of one of your peers.

In providing feedback, we ask you to provide feedback of the quality you would happily deliver face-to-face. Consequently, your comments should be framed around telling the person how to improve their work – not what they did wrong. As you provide feedback to your peer, ask yourself two questions: Firstly, would I happily receive this feedback, and; does this feedback guide me in improving my performance in this unit? If you answer no to either of these questions, you will need to rethink your feedback until you can answer yes in both cases.

With these aspects in mind, would you please provide to your colleague what we refer to as a feedback sandwich. This technique requires you to:

1. Acknowledge one or more things that your peer completed well
2. Identify the issue(s) that you believe will most rapidly improve the quality of your peer's posting (At most provide constructive and positive comment on two aspects of your peer's work that will provide for them a pathway towards improvement of their work).
3. Finish your feedback with a compliment regarding another aspect of the work your peer performed well.

Assessable Activity Three

Part A: Evaluating Risks from Two Perspectives

Examine once more your answers to the tasks associated with Young's (2001) paper. These tasks are:

Please make a list of FOUR of the most significant risks that you as a:

- ▶ Patient could experience in your receipt of health care from a general medical practitioner.
- ▶ Manager of a general medical health-care practice need to manage to operate the business efficiently and effectively through minimising risk exposure of the business

N.B. You will need to post this list to the discussion forum, as well as:

Part B: Learning the Lessons from Risk Evaluation Practices

In a posting that combines your answers to this and Activity 1 we require you to reflect on the differences in perspective patients and managers experience in evaluating personal and business risks. This task asks you to consider these different perspectives and the lessons you learn from them through answering the following questions:

What lessons have you abstracted from the different perspectives you obtained as a patient and manager whom both seek to minimise risk exposure? In what ways will you generalise these lessons to inform your future risk evaluation practices?

Part C: Feedback Sandwich

You will again provide to your colleagues a feedback sandwich designed to improve the practice of your colleague. Through evaluation of feedback a colleague provided to you, we look forward to seeing improvement in your own performance in this forum.

Assessable Activity Four

Part A

Task

You have a great idea and wish to establish a new business. However, you live in a small and remote country town. You realise it would be easier to achieve your goal if you were to move to a major capital city but you just do not wish to leave.

You have the idea so your task is now to expand on that business idea, and to identify the associated risks and how you might mitigate them. Do not, for example, ignore the possibility that you could commute to a major business centre.

Place your idea and evaluation on the web and ask your peers for comments.

Part B

In this task you need to take the idea you spoke of above and identify the major functional components that will make up your business (for example, sales, marketing, finance, production, personnel and so on) and link the risks identified above to each functional area. Do your risks link across a number of functional areas? Rate the risks you have identified as 'High, Medium, Low' as we have done before related to likelihood and consequence. You have now taken the first step to Enterprise Risk Management – a holistic, integrated approach linking all aspects of the business.

Major Assignment

Where student enrolment numbers are small in this unit, you may be allowed to work singly on this assignment. However, where student enrolments in this unit increase above ten, this assignment will become a group activity. Your presenter will advise how this assignment is to be completed.

In this assignment you will be required to produce two reports:

1. A written report including references used discussing the issues below (you may identify and discuss additional issues that you consider important as well, this list is not meant to be prescriptive).
2. A presentation in powerpoint format which is raised to Vista for all students within the group to view. Remember in these presentations it is possible to narrate, discuss, and add video and graphics for example. How you display your final product is your decision.

We have listed below **eight** general areas in the social and environmental area with a number of introductory reference points. You must select **ONE** of these areas. Advise your presenter in which area you will complete your assignment.

Possible Issues to be discussed:

The issues reviewed will be analysed in the context of the following subheadings

- An introduction to the issue
- Why this is an important area (or not)?
- Identifying the risk(s)
- How are the risk(s) being addressed?
- Can this(ese) risk(s) be measured, if so, how?
- How can this(ese) risk(s) be managed on an ongoing basis?
- What processes for monitoring and evaluation are in place or would you put in place?
- Is business dealing with this(ese) risk(s) well?
- Is it the responsibility of business to deal with this(ese) risk(s)
- Any other comments you deem to be relevant

Review Area One Contaminated Land

Articles to form a starting point:

Charlier, R. 2000. From Green to brown: is brownfields use risk taking? *Environmental Management and Health*. V.1/11. Pp.20-26.

Bell, F., D. Genske, H. Hytiris and P. Lindsay. 2000. A Survey of Contaminated Ground with Illustrative Case Histories. *Land Degradation and Development*. V.11. Pp.419-437.

Burger, J. 2002. Incorporating Ecology and Ecological Risk into Long-Term Stewardship on Contaminated Sites. *Remediation*. Winter. Pp. 107-119.

Hamilton, J. and W. Viscusi. 1999. How Costly is "Clean"? An analysis of the benefits and costs of superfund site remediations. *Journal of Policy Analysis and Management*. V.18/1. Pp. 2-27.

Review Area Two Pressure to Adopt Environmental Risk Strategies

Articles to form a starting point:

Coulson, A. and R. Dixon. 1995. Environmental Risk and Management Strategy. *International Journal of Banking Marketing*. V.13/2. Pp. 22-29.

Schneider, R. 2000. Knowledge and Ethical Responsibility in Industrial Disasters. *Disaster Prevention and Management*. V.9/2. Pp. 98-104.

Gregory, R., T.McDaniels and D.Fields. 2001. Decision Aiding, Not dispute Resolution: Creating Insights Through Structures Decisions. *Journal of Policy Analysis and Management*. V.20/3. Pp.415-432.

Review Area Three Genetic and Bio Technology and Risk

Articles to form a starting point:

Ford, N. and G. Murphy. 1998. Managing Environmental Risks from Genetically Modified Organisms: the role of safety training. *Environmental Management and Health*. V.9/3. Pp.100-105.

Stakeholder Forum. 2003. The Stakeholder Forum on Agricultural Biotechnology. *Pew Initiative on Food and Biotechnology*. May.

Caswell, J. 2000. An Evaluation of Risk Analysis as Applied to Agricultural Biotechnology (with a case study of GMO labelling). *Agribusiness*. V.16/1. Pp. 115-123.

Review Area Four
Environmental Risk Assessment

Articles to form a starting point:

Bates, S., A.Cullen and A.Rafter. 2003. Bayesian Uncertainty Assessment in MultiCompartment Deterministic Simulation Models for Environmental Risk Assessment. *Envirometrics*. V.14.

Beir, T. 2000. Setting Air Quality Standards. *Envirometrics*. V.11. Pp.499-510.

Dybdahl, D. and S. Lemmon. 2003. The Risk Advisors Survival Guide to Mold Exclusions. *Environmental Claims Journal*. Winter.

Kwiatkowski, R. 1998. The role of Risk Assessment and Risk Management in Environmental Assessment. *Evironmetrics*. V.9. Pp.587-598.

Ruquet, M. 2003. Environmental Brokers Take On Mold. *National Underwriter*. Feb. 17. Pp.13-14.

Dittenhofer, M. 1995. Environmental Accounting and Auditing. *Managerial Auditing Journal*. V.10/8. Pp.40-51

Review Area Five
Management of Risk

Articles to form a starting point:

Bea, R. 2001. Risk Assessment and Management of Offshore Structures. *Prog. Structural Engineering Materials*. V.3. Pp.180-187.

Ellingwood, B. 2001. Acceptable Risk Bases for Design of Structures. *Prog. Structural Engineering Materials*. V.3. Pp.170-179.

Gregory, R., T.McDaniels and D.Fields. 2001. Decision Aiding, Not Dispute Resolution: Creating Insights Through Structured Environmental Decisions. *Journal of Policy Analysis and Management*. V.20/3. Pp. 415-432.

Beierle, T. and D. Konisky. 2000. Values, Conflict and Trust in Participatory Environmental Planning. *Journal of Policy Analysis and Management*. V.19/4. Pp. 587-602.

Chen, J. et al. 2003. Cumulative Risk Assessment for Quantitative Response Data. *V.14. Envirometrics*.

Review Area Six
Financial, Insurance and Banking Risk Issues

Articles to form a starting point:

Broderick, J., D.Lavoie, and A. Perel. 2000. Environmental Risk Management and the Role of Environmental Insurance. *Environmental Quality Journal*. Autumn. Pp.3-12.

Coulson, A. and V. Monks. 1999. Corporate Environmental Performance Considerations Within Bank Lending Decisions. *Eco-Management and Auditing*. V.6. Pp.1-10.

Thompson, P. 1998. Assessing the Environmental Risk Exposure of UK Banks. *International Journal of Bank Marketing*. V.16/3. Pp.129-139.

Groth, J. 1994. Environmental Risk: Implications of Rational Lender Behaviour. *Journal of Property Finance*. V.5/4. Pp.19-32.

Groth, J. and M.Baumann. 1995. Environmental Risk: Potential Rational Borrower Behaviour. *Journal of Property Finance*. V.6/4. Pp.33-44.

Review Area Seven
Industry Groups and Risk

Articles to form a starting point:

O'Neill, S. and W. Chua. 2003. A Field Study of the Factors Motivating Environmental Risk Management Strategy. *Australian CSEAR*. April 23-25. Bathurst, NSW.

Berry, M. and D. Rondinelli. 2000. When Business and Government Clash: Environmental Crisis Management in the Carpet Industry. *Environmental Quality Management*. Summer. Pp.13-36.

Rezaee, Z. 2000. Help Keep the World Green. *Journal of Accountancy*. Nov. Pp.57-66.

Tack, J. 1999. Environmental Management Systems and Stakeholders. The Case of the Belgian Electricity Sector. *GMI Theme Issue*. Winter. Pp.50-58.

Giziakis, K. and E. Bardi-Giziaki. 2002. Assessing the Risk of Pollution from Ship Accidents. *Disaster Prevention and Management*. V.11/2. Pp. 109-114.

Welsh, C. and I. Herremans. 1998. Treadsoftly: adopting environmental management in the start-up phase. *Journal of Organisational Change Management*. V.11/2. Pp.145-156.

Navas-Acien, A. et al. 2002. Occupation, Exposure to Chemicals and Risk of Gliomas and Meningiomas in Sweden. *American Journal of Industrial Medicine*. V.42. Pp.214-227.

Walker, D. 2000. Client/customer or stakeholder focus? ISO 14000 EMS as a construction industry case study. *The TQM Magazine*. V.12/1. Pp. 18-25.

Knapp, T. 2002. The Day After Enron. *Journal of Organisational Excellence*. Summer. Pp.73-75.

Bryson, N. And R. Mannix. 2001. No Elephants Hiding in the Mouseholes. *Environmental Quality Management*. Summer. Pp.99-103.

Review Area Eight Food Risks and the Environment

Articles to form a starting point:

Mol, A. And H.Bulkeley. 2002. Food Risks and the Environment: Changing Perspectives in a Changing Social Order. *Journal of Environmental Policy and Planning*. V.4. Pp.185-195.

Dratwa, J. 2002. Taking Risks with the Precautionary Principle: Food (and the Environment) for Thought at the European Commission. *Journal of Environmental Policy and Planning*. V.4. Pp.197-213..

Review Area Eight Extreme Risk and the Environment

Articles to form a starting point:

Vasquez, E. 2001. Risk Perception Interactions in Stress and Coping Facing Extreme Risks. *Environmental Management and Health*. V.12/2. Pp. 122-133.

Gerde, V. and J. Logsdon. 2001. Measuring Environmental Performance: Use of the Toxics Release Inventory (TRI) and other US Environmental Databases. *Business Strategy and the Environment*. V.10. Pp.269-285.

West, P. 1995. Infinity Goes on Trial: the Imperatives for a Sustainable Reality. *Leadership and Organisation Development Journal*. V.16/8. Pp.10-16.

Beckett, R. and J.Jonker. 2002. Accountability 1000: A New Social Standard for Building Sustainability. *Managerial Auditing Journal*. V.17/1. Pp.36-42.

Sathiendrakumar, R. 1996. Sustainable Development: passing fad or potential reality? *International Journal of Social Economics*. V.23. Pp.151-163.

Van Heel, K., B. Knegeting and A. Brombacher. 1999. Safety Lifecycle Management. *Quality and Reliability Engineering International*. V.15. Pp.493-500.

Holtzman, R. and S.Jorgensen. 1999. Social Protection as Social Risk Management. *Journal of Industrial Development*. V.11. Pp.1005-1027.