Course Specification

BSc (Hons) Disaster & Emergency Management
Course Code: EECU065

Faculty of Engineering, Environment and Computing
School of Energy, Construction & Environment
Academic Year: 2020/21

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
PART A Course Specification (Published Document)

BSc (Hons) Disaster & Emergency Management

1. Introduction

As the world faces an increasing number of natural and anthropogenic disasters as well as complex emergencies such as food, insecurity and conflict, the need for effective disaster risk reduction and management has become a global challenge. As urbanisation, globalisation and climate change impact low and middle income countries the improvement of national and international disaster management systems has become a priority. In higher income countries where national disaster and emergency management systems and processes are well defined there are still considerable challenges to address in terms of preparedness, co-ordinated response and recovery. There is much work to do.

Disaster and emergency management professionals play a critical role in lessening the impact of human, technological and environmental catastrophes. Professionals work with numerous partners to quickly and accurately assess situations and communities affected and advise on all aspects of response and recovery, as well as future prevention or management strategies. This Course is mapped against the UK National Resilience Standards, National Occupational Standards in Civil Contingencies and Charter for Humanitarian Standards.

Coventry University was the first UK university to establish courses in disaster management and emergency planning over 20 years ago (Hulse & Moseley 1998). We continue to meet the needs of the profession through the delivery of an up to date suite of undergraduate, postgraduate and professional development courses with an annual intake of 50 – 60 students each year. Since introducing these first courses we have continued to develop and adapt our courses as the sector, and the wider world within which we work, has evolved.

Today, development progress has been made in many regions around the world, in line with the aims of global agendas such as the Sustainable Development Goals, Sendai Framework for Disaster Risk Reduction and their forerunners. International NGOs increasingly include business continuity as part of their programming portfolios, and effective state-governed emergency planning infrastructures are being implemented in more locations around the world. In addition to this, the nature of disasters and major incidents is changing - both internationally and in the UK – as is the social and political background against which they unfold. The Disaster & Emergency Management Course consolidates our expertise into one course that covers a broad spectrum of content, best equipping graduates for dynamic careers across the sector or further study.

This course is aimed at those with little or no experience of the sector but with a strong vocation to work to improve the capacity and capability of those at risk and supporting organisations. Our annual intake makes for healthy class sizes. The course attracts a range of applicants from normal entry school leavers, through to mature “career change” students. Many of our students have travelled and experienced development or emergency response situations and many have experience in volunteering, team sports and extra-curricular activities such as the Duke of Edinburgh award and National Citizen Service (NCS) programme.

We work with partner agencies, such as West Midlands Fire and Rescue Service and the Environment Agency to develop exciting practical emergency and disaster simulation exercises in our Simulation Centre. In first year students participate in exercise response and, in final year student have the opportunity to design and run their own exercise. The course also includes site visits and field trip practical activities in the UK (at North Wales Outreach Rescue at Level 4) and internationally (international fieldtrips at Level 5 and Level 6).

Our extensive and experienced alumni network are to be found across the sector. Alumni often contribute to the review, delivery and placements for our programmes. Graduates find employment with local, national and associated government organisations (UK and Internationally), Charitable and UN agencies (Oxfam, CAFOD, GOAL, Helpage, WFP, NDEP, UNDP, UNDAC) the private sector (Blue chip companies and utility companies, banking, insurance, retail, oil & gas for example); consultancy (with Price Waterhouse Coopers, Atkins, Mott McDonald, Kenyon International); Uniformed and Health services and the Military.

A wide variety of placement opportunities is available annually to all undergraduate students. As a school we benefit from bespoke placement and employment support meaning our courses have the highest first destination results of all courses achieving 100% in the recent survey.
### 2 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disaster &amp; Emergency Management BSc (Hons)</td>
<td>F/T 3 years S/W 4 years P/T 6 years</td>
<td>N252</td>
<td>Level 6 – Degrees with Honours or Ordinary (Bachelors) degrees</td>
</tr>
<tr>
<td>Diploma of Higher Education Disaster &amp; Emergency Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate of Higher Education Disaster &amp; Emergency Management</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3 Awarding Institution/Body
- Coventry University

### 4 Collaboration
- Not Applicable

### 5 Teaching Institution and Location of delivery
- Coventry University

### 6 Internal Approval/Review Dates
- Date of approval: June 2019
- Date for next review: (Academic year 2028/2029)

### 7 Course Accredited by
- Not Applicable

### 8 Accreditation Date and Duration
- Not Applicable

### 9 QAA Subject Benchmark Statement(s) and/or other external factors
- There are no specific benchmarking statements associated with Disaster Management, though elements of QAA benchmarks in several associated disciplines can be applied to themes in the International Disaster Management course such as:
  - Geography
  - Climate Change (considered part of Earth sciences, environmental sciences and environmental studies)
  - Engineering
  - Business & Management
- The Curriculum has been mapped against relevant National Occupational Standards and Resilience Standards.
- The course team are also currently seeking recognition under the Skills for Justice Quality Mark.

### 10 Date of Course Specification
- May 2019

### 11 Course Director
- Daniel Watson
12 Outline and Educational Aims of the Course

Disaster and Emergency Management is designed to equip graduates with the necessary knowledge to identify, critically analyse, assess and successfully manage a growing range of crisis, emergency and potential disaster situations and to operate confidently in policy and management sectors. This revised course clearly reflects today’s focus on community-practitioner engagement, sustainability, disaster risk reduction and resilience.

The course aims to:

- Enable graduates to develop professional, organisational and government capacity to deal with complex multi-factoral disasters and emergencies from local to international levels.
- Develop graduates who are capable of applying their knowledge and abilities to those areas of disaster management where high levels of academic, technical and managerial skills are required.
- Cater for those whose aspirations are directed towards solving social, technical, organisational problems associated with disaster impacts, intervention and risk reduction.
- Provide courses whose content is informed by relevant applied research carried out by staff, our alumni practitioners and by key agencies/institutions (national and international) in the field of disaster management such that the courses remain exciting, relevant and up to date.
- Provide learning opportunities through a range of innovative teaching methods and technologies that ensure students are challenged to think for themselves; enquire, debate, and test the assumptions in this complex subject area.
- Provide an educational experience where students will develop professional competencies and a range of personal transferable skills which will enable them to pursue a range of employment opportunities and to succeed in their career.
- Promote a culture of personal development in the student community through critical self-reflection and lifelong learning.

13 Course Learning Outcomes

On successful completion of the course a student will be able to

1. Critically analyse a range of historical events, conceptual perspectives, models of, and factors which, influence hazard, vulnerability and risk. Apply these and related terms appropriately in various disaster, emergency and crisis related contexts.
2. Analyse the benefits and limitations of a range of approaches to risk assessment and utilise them appropriately.
3. Evaluate the benefits and challenges of implementing effective risk mitigation.
4. Critique approaches to managing residual risks via preparedness systems and emergency planning and propose good practice approaches.
5. Assess the need for organisational resilience and good governance in effective disaster, emergency and crisis management.
6. Evaluate and apply community centred frameworks for resilience, sustainability and development.
7. Have the ability to work effectively with others within the context of multidisciplinary, multiagency teams, respecting inputs from fellow professionals, beneficiaries and other stakeholders and to reflect on one’s own performance and role within the team.
8. Develop and apply technical and analytical skills to develop practical solutions to challenges faced in disaster and development contexts
9. Become an independent learner, demonstrating high level communication, ethics, research and evaluation skills.

14 Course Structure and Requirements, Levels, Modules, Credits and Awards

The Course is designed to be studied full time by attendance at all timetabled sessions on campus, site visit or field trip. The course can but can be taken on a part-time basis. All modules are mandatory.
Level 4 introduces key terms, models and frameworks established in practice and academic literature. In addition pivotal case studies in the field of emergency and disaster management are explored to illustrate the interaction of factors that influence hazards, threats, vulnerability and risk.

Level 5 provides the opportunity to analyse ways in which risk can be mitigated, reduced and prepared for. Processes and practice are considered from both higher and lower income contexts. By the end of Level 5 students are considered to have sufficient knowledge to gain a placement in disaster risk reduction, development, emergency planning or business continuity.

Level 6 modules consider higher level theoretical perspectives and their application to practice. In addition strategic, policy and governance challenges to mainstreaming disaster risk management and resilience holistically and sustainably in a rapidly changing world are evaluated.

At each stage students will:

- have an opportunity to participate in or design (level 6) an emergency exercise in the University’s Simulation Centre
- undertake a research project of increasing credit value at level 4 (10 credits), 5 (20 credits) and 6 (30 credits). Thus building skills in problem identification, research and problem solving. Projects provides three focused opportunities to work with experts, external mentors and relevant employers to solve industry relevant problems and present solutions. Students will present their findings at an annual Student Conference attended by Alumni/employers.
- be supported by a scheduled series of academic personal tutorials
- be supported to develop their employability and self-marketing skills

14.1 Add+Vantage Scheme

As required by University regulations, students will take one 10 credit Add+Vantage module at each of Levels 4 – 6 of their course. The Add+Vantage scheme is a University initiative for broadening students’ studies. There is a large collection of 10 credit modules in a wide variety of areas, many linked to ‘graduateness’ and ‘employability’. The scheme includes languages, law, advanced IT and mathematical skills.

14.2 Progression through course

To progress from one level to the next, students must meet the requirements specified in the University regulations. The conditions for progression from one Level to the next and the classification of degrees awarded will be determined by the number and level of successful module passes achieved in accordance with the University Regulation for Mode E.

Failure to achieve a pass in the zero credit rated academic skills modules will not prevent a student from progressing to the next level, if all other requirements for progression have been met.

14.3 Professional Training or Study Abroad and the award of Sandwich degrees

Students may undertake a year out in industry or a year studying abroad with support of the Erasmus exchange scheme, between levels 5 and 6 of their course. Students will be enrolled onto relevant modules which they must take and pass to achieve a Sandwich (SW) degree (5013CEM) or a Full Time with Study Abroad (FY) degree (for 5013CEM).

14.4 Conditions for the award of an honours degree

The conditions for the classification of degrees awarded will be determined by the number and level of successful module passes achieved in accordance with the University Regulation for Mode E.
Cascade of Awards:

BSc (Hons) Disaster & Emergency Management
↓
BSc Disaster & Emergency Management
↓
Diploma of Higher Education Disaster & Emergency Management
↓
Certificate of Higher Education Disaster & Emergency Management

The following table enables a holistic view of the learning outcomes and how the modules contribute to these. Total credits are within the maximum per level of study and module sizes are as defined in the academic regulations.
Modules within the course, their status (whether mandatory or options), the levels at which they are studied, and their credit value are identified in the table below. The

<table>
<thead>
<tr>
<th>Credit Level</th>
<th>Module Code</th>
<th>Title</th>
<th>Semester</th>
<th>Assessment Credit Value*</th>
<th>Mandatory/Optional</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4063EXQ</td>
<td>DISASTER!</td>
<td>1</td>
<td>30</td>
<td>M</td>
<td>1,7</td>
</tr>
<tr>
<td>4</td>
<td>4064EXQ</td>
<td>Disaster Management &amp; Humanitarian Practice</td>
<td>1</td>
<td>30</td>
<td>M</td>
<td>1,3,7,8</td>
</tr>
<tr>
<td>4</td>
<td>4065EXQ</td>
<td>EMERGENCIES!</td>
<td>2</td>
<td>20</td>
<td>M</td>
<td>1,4,7,8</td>
</tr>
<tr>
<td>4</td>
<td>4066EXQ</td>
<td>Organisations &amp; Management in Disasters</td>
<td>2</td>
<td>20</td>
<td>M</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>4067EXQ</td>
<td>Independent Project</td>
<td>2</td>
<td>10</td>
<td>M</td>
<td>1,8,9</td>
</tr>
<tr>
<td>4</td>
<td>4068EXQ</td>
<td>Academic Skills for Disaster &amp; Emergency Management</td>
<td>1</td>
<td>0</td>
<td>M</td>
<td>7,8,9</td>
</tr>
<tr>
<td>4</td>
<td>4069EXQ</td>
<td>Employment Skills for Disaster &amp; Emergency Management</td>
<td>2</td>
<td>0</td>
<td>M</td>
<td>7,8,9</td>
</tr>
<tr>
<td>4</td>
<td>Add+Vantage</td>
<td>Student choice</td>
<td>2</td>
<td>10</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5058EXQ</td>
<td>Preparedness</td>
<td>1</td>
<td>20</td>
<td>M</td>
<td>3,4,7</td>
</tr>
<tr>
<td>5</td>
<td>5071EXQ</td>
<td>RISK!</td>
<td>1</td>
<td>20</td>
<td>M</td>
<td>1,2</td>
</tr>
<tr>
<td>5</td>
<td>5072EXQ</td>
<td>Organisational Resilience</td>
<td>1</td>
<td>20</td>
<td>M</td>
<td>5,7,8</td>
</tr>
<tr>
<td>5</td>
<td>5073EXQ</td>
<td>Multi-disciplinary / collaborative project</td>
<td>2</td>
<td>20</td>
<td>M</td>
<td>1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td>5</td>
<td>5074EXQ</td>
<td>International Fieldwork</td>
<td>2</td>
<td>10</td>
<td>M</td>
<td>1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td>5</td>
<td>5075EXQ</td>
<td>Mitigation &amp; Sustainability</td>
<td>2</td>
<td>20</td>
<td>M</td>
<td>3,4,8</td>
</tr>
<tr>
<td>5</td>
<td>5076EXQ</td>
<td>Further Professional Skills</td>
<td>1</td>
<td>0</td>
<td>M</td>
<td>7,8,9</td>
</tr>
<tr>
<td>5</td>
<td>5077EXQ</td>
<td>Further Research Skills</td>
<td>2</td>
<td>0</td>
<td>M</td>
<td>7,8,9</td>
</tr>
<tr>
<td>5</td>
<td>Add+Vantage</td>
<td>Student choice</td>
<td>2</td>
<td>10</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5012CEM</td>
<td>Professional Training</td>
<td>1 &amp; 2</td>
<td>0¹</td>
<td>O</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>5013CEM</td>
<td>Study Abroad</td>
<td>1 &amp; 2</td>
<td>0¹</td>
<td>O</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>6074EXQ</td>
<td>Building Resilient Communities</td>
<td>1</td>
<td>20</td>
<td>M</td>
<td>3,4,5,6</td>
</tr>
<tr>
<td>6</td>
<td>6075EXQ</td>
<td>Global &amp; Comparative Field Studies</td>
<td>1</td>
<td>20</td>
<td>M</td>
<td>1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td>6</td>
<td>6076EXQ</td>
<td>Global Futures, Safety and Security</td>
<td>1</td>
<td>20</td>
<td>M</td>
<td>3,4,5,6,7,9</td>
</tr>
<tr>
<td>6</td>
<td>6077EXQ</td>
<td>Final Year Project</td>
<td>2</td>
<td>30</td>
<td>M</td>
<td>1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td>6</td>
<td>6078EXQ</td>
<td>Ethics, Governance &amp; Resilience</td>
<td>2</td>
<td>20</td>
<td>M</td>
<td>3,4,5,6</td>
</tr>
<tr>
<td>6</td>
<td>6079EXQ</td>
<td>Advanced Professional Skills</td>
<td>1</td>
<td>0</td>
<td>M</td>
<td>7,8,9</td>
</tr>
<tr>
<td>6</td>
<td>Add+Vantage</td>
<td>Student choice</td>
<td>2</td>
<td>10</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

Notes
* All modules (excluding add+vantage) are assessed by applied core assessment and teaching credits are equal to assessment credits.
1. The sandwich year modules (study abroad and placement schemes) and the zero credit skills modules, are listed on the student's final degree transcript, but do not count towards the degree classification.
15 Criteria for Admission and Selection Procedure

15.1 Normal Entry Requirements for Degree Courses

Entry requirements to the first year of the course are that applicants should normally meet the entry requirements of the course as detailed on our University website: [http://www.coventry.ac.uk/study-at-coventry/course-search/](http://www.coventry.ac.uk/study-at-coventry/course-search/). UCAS entry profiles may be found by searching for the relevant course on the UCAS website, then clicking on 'Entry requirements'.

Non-native English speakers require an IELTS score of 6.0 or higher.

15.2 Mature Student Entry

Non-standard students will be considered for entry to the course irrespective of the normal entry requirements. Such a candidate will be assessed by interview; other appropriate means may be used to determine his/her suitability and ability to cope with the demands of the course. The acceptance of such a candidate will be at the discretion of the Course Director and the Admission Tutor.

15.3 Credit for Prior Learning

Accreditation for prior learning (APL) or prior experiential learning (APEL) may be granted for modules at the discretion of the Course Director providing that adequate evidence of learning is submitted by the student in accordance with University guidelines. APL/APEL will be limited to the maximum specified in University Regulations.

15.4 Compliance with the Special Educational Needs and Disability Act 2001 and the Equality Act of 2010

We have significant experience with students with a range of disabilities and special needs, including the participation of students with special needs on field courses. In most cases we can accommodate the specific requirements of disabled students and make reasonable adjustments to the course. Based on advice from the University these courses will comply with SENDA 2001 and Equality Act of 2010.

Students with any disability, illness or other circumstance which may affect their participation in field courses are actively encouraged to discuss any concerns with academic staff well in advance of the departure date. Provision can usually be made for students to be accompanied by carers or note-takers when appropriate. If students are unable to participate in fieldwork, specifically tailored learning experiences can usually be designed, or the course adapted for that student.

16 Academic Regulations and Regulations of Assessment

This Course conforms to the standard [University Academic Regulations](http://www.coventry.ac.uk/study-at-coventry/course-search/) Undergraduate Mode E.
17 Indicators of Quality Enhancement

The Course is managed by the Energy Construction and the Environment (EXQ) Board of Study of the Faculty of Engineering, Environment and Computing.

The Programme Assessment Board (PAB) for Engineering, Environment and Computing is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the course.

External Examiners have the opportunity to moderate all assessment tasks and a sample of assessed work for each module. They will report annually on the course and/or constituent modules and their views are considered as part of the Course Quality Enhancement Monitoring (CQEM). Details of the CQEM process can be found on the Registry's website.

Students are represented on the Student Forum, Board of Study and Faculty Board, all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

Evidence of Quality

- Our provision has been consistently praised for its high standard and quality by external examiners.
- The National Student Survey (NSS) average for the last five years shows consistently excellent performance.
- We have strong links with our alumni and sector employers.
- The teaching team has excellent links Alumni and employers provide input to mentoring, course management and development
- The teaching team has a strong portfolio of industry-related research, consultancy, CPD training and sit on various industry bodies and professional working groups which informs our undergraduate teaching.

QAA

The report of QAA’s Institutional Audit undertaken in 2015 confirmed that
- The maintenance of the threshold academic standards of awards offered on behalf of degree-awarding bodies and/or other awarding organisations meets UK expectations.
- The quality of student learning opportunities at the provider meets UK expectations
- The quality of the information produced by the provider about its provision meets UK expectations.
- The enhancement of student learning opportunities at the provider meets UK expectations.
18 Additional Information
Enrolled students have access to additional, key sources of information about the course and student support including,

- Faculty Student handbook
- Course Handbook
- Module Guides
- Module Information Directory
- Student Portal
- EEC Student Portal

Induction
Students engage in a series of induction events, ‘Student Essentials’ over the first six weeks of their programme. The Student Essentials encompass a number of academic, administrative and social events including a welcome and introduction to the university, the facilities and the faculty. As part of the Student Essentials induction events, all students are directed to an online student handbook and a course handbook which provides key information.

Buildings and Equipment
The faculty is mainly based within two buildings, the Engineering and Computing building and the Sir John Laing building all of which are equipped with specialist equipment to support students. This includes a high performance engineering centre which houses a full size harrier, three further simulators, a wind and smoke tunnel, civil engineering specialist testing equipment, a range of CNC machinery, a laser workshop and a 3D Geoscience Information Laboratory.

Student Support
Students will be allocated an Academic Personal Tutor who will provide on-going academic support throughout the year. Students are expected to attend regular meetings with their tutor within a timetabled group meeting. Support is also available via Course Directors, who are available to advise students on academic and pastoral issues. Times that Course Directors are available to meet with students will be shown on course Moodle webs and also their location. Module Leaders and the associated module team are available to offer support at module level. Again Module Leaders advertise their contact times on module Moodle webs and also their location. Outside of office hours, you can also email any member of academic staff.

The Faculty Registry team support you through your studies, providing information and guidance on the rules and procedures that affect your academic progress. Faculty Registry can help you deal with problems you may be having with academic life and help you understand the University’s academic processes and regulations. They have a detailed understanding of the curriculum structures and other specialist support that is available to you within the University.

The Faculty Registry have offices located close to the main Student Information Points/Receptions. Students can drop by the Registry support desk which is next to reception in the ECB; Monday – Friday from 1000 – 1600. Or Students can contact Registry staff via the Reception desks in the EC building or the John Laing building; Monday – Friday from 0830 – 1700. This team can also be emailed FacultyRegistry.eec@coventry.ac.uk at any time and this will be passed to each student’s dedicated course support team to respond to.

The Faculty Learning Support Co-ordinators and Learning Support Tutors work closely with the Disabilities Office in the Hub and Course Teams within the Faculty. Reasonable adjustments will be made for students with disabilities who have registered with the University as requiring additional support with their studies.

The University has an excellent record on widening access and welcomes students from all backgrounds and neighbourhoods with low participation in higher education.

Students have access to a Maths Support Centre called SIGMA based in the Library. The Centre for Academic Writing (CAW) can also provide support on topics ranging from how to organise an academic argument to improving grammar and sentence structure. The university provides support for students’ health and wellbeing.
which includes a Medical Centre, Spirituality and Faith Centre, Counselling and Mental Health Service, Sports and
Recreational Centre and a Nursery.

The Student’s Union also provide recreational facilities, support, and advice for students. International Students
may obtain further help from the student welfare team in the International Student Centre.

There is a careers service where qualified consultants are available to help students think about the issues they
face as they move through University studies and prepare for employment.

Students may seek to undertake a relevant professional/international placement year between levels 5 and 6 of an
undergraduate degree, this opportunity is encouraged to provide students with the depth of experience that such
an opportunity affords. Assistance with acquiring a relevant placement is offered by the Faculty’s Placement Team
– EEC Futures. Within each School there is also an Industrial Placement Tutor who will be identified to you during
your course.

Library – There is also additional support for all students learning within the Lanchester Library. The library hosts
both physical books, administers central access to electronic resources (e-books and electronic journals) as well as
document supply (obtaining books or journal articles from other universities).