PICT213

Crisis Management and Disaster Relief

S2 Day 2019

Department of Security Studies and Criminology

Contents

General Information

Unit convenor and teaching staff
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Credit points
3

Prerequisites
PICT111 or PICT110

Corequisites

Co-badged status

Unit description

This unit explores the concept of national resilience. It identifies the role of government in preparing for, managing and recovering from a broad range of crises. The unit begins with an overview of risk reduction strategies and introduces the concept of contingency planning. It then examines the various kinds of crisis response capabilities that government develop, including interagency and state-federal coordination procedures, interoperability of equipment and ADF domestic counterterrorism capabilities. The unit then discusses emergency coordination and management in a variety of contexts, including natural disasters, a large-scale mass transit accident, a nuclear, chemical or biological incident, a viral epidemic, a terrorist attack and critical infrastructure failure. Finally, the unit examines planning for national resilience capacity, the ability to recover from unexpected and debilitating crises. These potent threats to national security are outside the threat-centric concept of homeland security and require a more risk-based approach to planning and preparation. This unit complements PICT210, which covers the operational aspects of homeland security, and PICT211, which focuses on government and private sector national security strategy and policy

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Explain the concept of resilience as it applies to national security, preparedness planning, crisis response and emergency management

Identify key threats to and vulnerabilities of critical national infrastructure

Apply risk analysis models to a range of crisis response options available to government or business organisations

Prioritise resilience planning tasks in accordance with business continuity principles appropriate to private and public sector organisations

Critically evaluate coordination mechanisms between levels of government, across public and private organisations and among private sector organisations

Employ emergency management principles to assess the applicability of coordination methods for different crisis scenarios.

Assessment Tasks

Name	Weighting	Hurdle	Due
The Hampden Bridge	20%	No	11.55pm Sunday 8th September

Name	Weighting	Hurdle	Due
Project Report	30%	No	11.55pm Sunday 5th October
Essay	50%	No	11.55pm Sunday 3rd November

The Hampden Bridge

Due: **11.55pm Sunday 8th September**
Weighting: **20%**

This assessment task has 2 parts and is a hypothetical exercise.

Part 1

Use the Risk Management Matrix (pdf attached) to help you assess a risk posed to The Hampden Bridge (pdf 3 photos attached, Kangaroo Valley, NSW) from **1** type of emergency/ disaster. You can focus on any type of human induced emergency /disaster or any type of environmentally induced emergency/disaster. However, you are **NOT** to use a terrorist attack as an example of a human induced emergency/disaster.

Advice

To answer this part, Part 1, you can following example below. Under a heading at the beginning of your response/answer simply have a subtitle or heading called

"Risk Management Matrix Determination".

Under this you give the rating. You can give it in the form of, for example

Overall the risk is **MODERATE 9** (6-10 Rating)

This risk rating is based on the **'Likelihood of the Hazard Happening is 3** (Possibly Occurring) and **Severity rating of 3** (Reportable Injury moderate loss of process or limited damage to property). So, in other words, your answer to this part of the question will look like this or something similar;

Risk Management Matrix Determination

The risk is **MODERATE 9** (6-10 Rating)

'Likelihood of the Hazard Happening is 3 (Possibly Occurring) and

Severity rating of 3 (Reportable Injury moderate loss of process or limited damage to property).

You do **not** have to include the image of the Risk Management Matrix with the relevant rating highlighted. You can if you wish but you are not obliged to. Further this part, Part 1 does **NOT** form part of your 750 words. The 750 words are only relevant to Part 2.

 Part 2

Draw upon the academic literature to evaluate the following:

1.*How was completing the Risk Management Matrix helpful in evaluating the risk faced by the Hampden Bridge?*

2.*What are the limitations of using a Risk Management Matrix?*

This part of the assignment is to be written in essay style. Remember, it is only 750 so be concise. References in support of what you are saying in your paper do **NOT** make up part of the 750 words.

On successful completion you will be able to:
- Explain the concept of resilience as it applies to national security, preparedness planning, crisis response and emergency management
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Project Report

Due: **11.55pm Sunday 5th October**
Weighting: **30%**

 Dear All.

You are to produce an individual project report which directly addresses the following 2 part task:

Part A

Apply selected concepts, models and frameworks introduced during the Unit to assess the **2** key risks faced by a 'real-world' business, organisation or government of your choice.

Advice: You can choose any 'real-world' business, organisation or government and you can focus on any type of risk covered in the Unit. For example, you might focus on how a technology company such as Google for example, might face risks related to infrastructure failure or cyber-attack, or how an airline such as Qantas for example, might face risks from volcanic eruptions or severe weather events. If you are unsure what risks to look at, take a look at some of the Unit readings to get an idea, and talk to your tutor.

Part B

Suggest how your selected entity could better deal with your 2 identified risks. Your report **MUST** include the following 3 sub-sections:

1. Introduction (200 words) Briefly justify why you have chosen your 'real-world' business, organisation or government. Please draw on relevant practice literature (e.g. company websites, reports or Press coverage). You are not required to include references to academic readings in your introduction.

2. Risk Identification (500 words) Drawing upon academic literature and practice literature explain how you have identified the 2 key risks that face your selected 'real-world' business/ company, organisation or government?

3. Recommendations (500 words) Drawing upon academic literature make 2 key recommendations as to how you would better deal with the keys risks identified.

Guidance: - Assignment to be written in report style (as specified above). 1200 word limit (not including reference list or appendices). If you go more than 10% over or under the word limit you will receive mark deductions.

Appendices are only to include supplementary material; anything vital to your answer should appear in the main body of the essay.

Your assignments must be fully and consistently referenced with the exception of the introduction where you need not reference why you have chosen your example. Note that your essay will be submitted to 'Turnitin' (i.e. anti-plagiarism software).

On successful completion you will be able to:
- Explain the concept of resilience as it applies to national security, preparedness planning, crisis response and emergency management
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methods for different crisis scenarios.

Essay

Due: **11.55pm Sunday 3rd November**
Weighting: **50%**

Dear Emergency Managers!

This assessment tasks ask you to pick **1 (one) topic** of **your choice from;**

Q1: What roles do federal and state government play in critical national infrastructure protection? Critically evaluate using appropriate concepts, models and frameworks from the unit and real-world examples to support your argument.

Q2: Can high-reliability organisations ever be error free? Critically evaluate using appropriate concepts, models and frameworks from the unit and real-world examples to support your argument.

Q3: How do partnerships between the public and private sector contribute to national resilience? Critically evaluate using appropriate concepts, models and frameworks from the unit and real-world examples to support your argument.

Q4: Why do emergency management plans fail? Critically evaluate using appropriate concepts, models and frameworks from the unit and real-world examples to support your argument.

Guidance:

- Assignment to be written in essay style.

- 1500 word limit (not including reference list or appendices).

- If you go more than 10% over or under the word limit you will receive mark deductions.

- Appendices are only to include supplementary material; anything vital to your answer should appear in the main body of the essay.

- Your assignments must be fully and consistently referenced. Note that your essay will be submitted to ?Turnitin? (i.e. anti-plagiarism software).

On successful completion you will be able to:
- Explain the concept of resilience as it applies to national security, preparedness planning, crisis response and emergency management
- Identify key threats to and vulnerabilities of critical national infrastructure
- Apply risk analysis models to a range of crisis response options available to government or business organisations
- Prioritise resilience planning tasks in accordance with business continuity principles

appropriate to private and public sector organisations

- Critically evaluate coordination mechanisms between levels of government, across public and private organisations and among private sector organisations
- Employ emergency management principles to assess the applicability of coordination methods for different crisis scenarios.

Delivery and Resources

UNIT REQUIREMENTS AND EXPECTATIONS

- You should spend an average of 12 hours per week on this unit. This includes listening to lectures prior to seminar or tutorial, reading weekly required materials as detailed in iLearn, and preparing assessments.
- Internal students are expected to attend all seminar or tutorial sessions, and external students are expected to make significant contributions to on-line activities.
- In most cases students are required to attempt and submit all major assessment tasks in order to pass the unit.

REQUIRED READINGS

There is no prescribed text for this unit. The citations for all the required readings for this unit are available to students through this unit iLearn site and at Macquarie University's library site. Electronic copies of required readings are attached as pdf files and may be accessed through the library also All required reading are attached as pdf files in the relevant week. However, you are expected to read beyond the attached readings using your own initiative. Additionally, useful websites have been included in ilearn to assist you with this. You are expected to read beyond the attached readings using your own initiative.

SUBMITTING ASSESSMENT TASKS

- All text-based assessment tasks are to be submitted, marked and returned electronically. This will only happen through the unit iLearn site.
- Assessment tasks must be submitted as a MS word document by the due date.
- Most assessment tasks will be subject to a 'TurnitIn' review as an automatic part of the submission process.
- The granting of extensions of up to one week are at the discretion of the unit convener or nominated delegate such as a tutor. Any requests for extensions must be before the due date for the submission of the assessment task. Extensions beyond one week are subject to the university's Disruptions Policy

LATE SUBMISSION OF ASSESSMENT TASKS

- If an assignment is submitted late, 5% of the available mark will be deducted for each day (including weekends) the paper is late.
- For example, if a paper is worth 20 marks, 1 mark will be deducted from the grade given for each day that it is late (i.e. a student given 15/20 who submitted 4 days late will lose 4 marks = 11/20).
- The same principle applies if an extension is granted and the assignment is submitted later than the amended date.

WORD LIMITS FOR ASSESSMENT TASKS

- Stated word limits include footnotes and footnoted references, but not bibliography, or title page.
- Word limits can generally deviate by 10% either over or under the stated figure.
- If the number of words exceeds the limit by more than 10%, then penalties will apply. These penalties are 5% of the awarded mark for every 100 words over the word limit. If a paper is 300 words over, for instance, it will lose 3 x 5% = 15% of the total mark awarded for the assignment. This percentage is taken off the total mark, i.e. if a paper was graded at a credit (65%) and was 300 words over, it would be reduced by 15 marks to a pass (50%).
- The application of this penalty is at the discretion of the course convener.

TECHNOLOGY REQUIRED

Computer and internet access are essential for this unit. Basic computer skills and skills in word processing are also a requirement. This unit has an online presence. Login is via: https://ilearn.mq.edu.au/. Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

REASSESSMENT OF ASSIGNMENTS DURING THE SEMESTER

Macquarie University operates a Grade Appeal Policy in cases where students feel their work was graded inappropriately

Unit Schedule

Week	Lecture	Lecturer	Case	Tutorial

1	Introduction to the Unit	VH		Nil
2	State & National Coordination for Emergency Management Response	VH	Who does what?	State & Federal Government EM Arrangements
3	Legislative Responsibilities of Combat Agencies in Crisis Response	VH	Who's in charge at a bushfire?	Case discussion
4	What is Critical National Infrastructure? What is Risk Assessment?	VH	Various	Case discussion
5	Disaster Preparation	VH	Africa's response to the Ebola outbreak 2013 & 2018	Case discussion
6	What do Emergency Managers do?	LB	UK Tourism & Leisure	Case discussion
7	What is Resilience? What is a High Reliability Organization?	LB	Cheap-Fly	Case discussion
8	Research Week Lindt Café Siege	NO CLASS	Lindt Café Siege	NO tutorial
9	Lindt Café Siege	VH	Lindt Café Siege	
10	Public-Private Partnerships & Emergency Management	LB	Wal-Mart & Hurricane Katrina	Case discussion
11	Why does Emergency Management & Response Fail?	LB	The Deep Horizon Oil Platform Disaster	Case discussion
12	Social Media & Technology	LB	Twitter & Australian 2010-11 Floods	Case Discussion
13	Integrated Case	LB	City Evacuation	Case Discussion

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy

- Assessment Policy

- Fitness to Practice Procedure

- Grade Appeal Policy

- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops

- StudyWise

- Academic Integrity Module for Students

- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Explain the concept of resilience as it applies to national security, preparedness planning, crisis response and emergency management
- Critically evaluate coordination mechanisms between levels of government, across public and private organisations and among private sector organisations
- Employ emergency management principles to assess the applicability of coordination methods for different crisis scenarios.

Assessment tasks

- Project Report
- Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Identify key threats to and vulnerabilities of critical national infrastructure
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- Prioritise resilience planning tasks in accordance with business continuity principles appropriate to private and public sector organisations
- Critically evaluate coordination mechanisms between levels of government, across public and private organisations and among private sector organisations
- Employ emergency management principles to assess the applicability of coordination methods for different crisis scenarios.

Assessment tasks

- The Hampden Bridge
- Project Report

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Identify key threats to and vulnerabilities of critical national infrastructure
- Apply risk analysis models to a range of crisis response options available to government or business organisations

Assessment tasks

- Project Report
- Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary

solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Explain the concept of resilience as it applies to national security, preparedness planning, crisis response and emergency management
- Identify key threats to and vulnerabilities of critical national infrastructure
- Apply risk analysis models to a range of crisis response options available to government or business organisations
- Critically evaluate coordination mechanisms between levels of government, across public and private organisations and among private sector organisations
- Employ emergency management principles to assess the applicability of coordination methods for different crisis scenarios.

Assessment tasks

- The Hampden Bridge
- Project Report
- Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Explain the concept of resilience as it applies to national security, preparedness planning, crisis response and emergency management
- Identify key threats to and vulnerabilities of critical national infrastructure
- Apply risk analysis models to a range of crisis response options available to government or business organisations
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methods for different crisis scenarios.

Assessment tasks

- The Hampden Bridge
- Project Report
- Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Explain the concept of resilience as it applies to national security, preparedness planning, crisis response and emergency management
- Identify key threats to and vulnerabilities of critical national infrastructure
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Assessment tasks

- The Hampden Bridge
- Project Report
- Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Explain the concept of resilience as it applies to national security, preparedness planning, crisis response and emergency management
- Identify key threats to and vulnerabilities of critical national infrastructure
- Apply risk analysis models to a range of crisis response options available to government or business organisations
- Prioritise resilience planning tasks in accordance with business continuity principles appropriate to private and public sector organisations
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Assessment tasks

- Project Report
- Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Prioritise resilience planning tasks in accordance with business continuity principles appropriate to private and public sector organisations
- Employ emergency management principles to assess the applicability of coordination methods for different crisis scenarios.

Assessment task

- Project Report

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and

country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Explain the concept of resilience as it applies to national security, preparedness planning, crisis response and emergency management
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- Critically evaluate coordination mechanisms between levels of government, across public and private organisations and among private sector organisations
- Employ emergency management principles to assess the applicability of coordination methods for different crisis scenarios.

Assessment tasks

- The Hampden Bridge
- Project Report

Changes since First Published

Date	Description
02/07/2019	The changes I made on the 28/6 did not appear to have 'taken', upon checking it today.
28/06/2019	The Unit Schedule. An additional week was added, week 13 juxtaposed to reordering week subjects due to clashing with teaching staff having to teach in other subjects outside of PICT 213 The Hampden Bridge Assessment. Better explanation on assessment expectation