



PICX213

National Resilience: Crisis Response and Emergency Management

S1 OUA 2019

Department of Security Studies and Criminology

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General Information

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Prerequisites

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 inter-agency and state-federal coordination procedures, interoperability of equipment and ADF domestic counter-terrorism 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 PICX210 and PICX211. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-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 24th March

Name	Weighting	Hurdle	Due
Project Report	30%	No	11.55pm Sunday 28th April
Essay	50%	No	11.55pm Sunday 26th May

The Hampden Bridge

Due: **11.55pm Sunday 24th March**

Weighting: **20%**

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

Part 1

Use the Risk Management Matrix to help you to assess the risk posed to The Hampden Bridge (at 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. There are a number of different examples you can chose but you only need 1. Different examples are outlined in your first lecture, "Introduction"

The Risk Management Matrix and images of the Hampden Bridge can be found in ilearn.

To answer this part, Part 1, do so under the heading somewhere in your essay, "*Risk Management Matrix Determination*".

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 and *you will find additional information about this assessment item in ilearn for you*

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.

Project Report

Due: **11.55pm Sunday 28th April**

Weighting: **30%**

Dear All.

You are to produce a project report which directly addresses the following 2 tasks, Part A & Part B.

Part A

Apply selected concepts, models or 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- might face risks related to infrastructure failure or cyber-attack, or how an airline - such as Qantas - 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.

Part B

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

1. Introduction (suggested about 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 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 Drawing upon academic literature make 2 key recommendations as to how you would better deal with the keys risks identified.

Guidance: - You will **not** find any example of a 'Project Report "on the web" or in any word template as it is a hypothetical exercise, this is why we have set out for you the structure to be followed above.

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).

You will find additional guidance in ilearn for you.

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
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Essay

Due: **11.55pm Sunday 26th May**

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
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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 $3 \times 5\% = 15\%$ 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
1	Introduction to the Unit	VH	
2	State & National Coordination for Emergency Management Response	VH	Who does what? Functions of the Commonwealth and the States Governments in times of an emergency
3	Legislative Responsibilities of Combat Agencies in Crisis Response	VH	Who's in charge at a bush fire? Roles and responsibilities in a bush fire emergency
4	What is Critical National Infrastructure? What is Risk Assessment?	VH	Explanation and examples of
5	Disaster Preparation	VH	Africa's response to the Ebola outbreak 2013 & 2018
6	What do Emergency Managers do?	LB	UK Tourism & Leisure
7	What is Resilience? What is a High Reliability Organization?	LB	Cheap-Fly
8	Public-Private Partnerships & Emergency Management	LB	Wal-Mart & Hurricane Katrina
9	Why does Emergency Management & Response Fail?	LB	The Deep Horizon Oil Platform Disaster

10	Technology & Emergency Management	LB	Twitter & Australian 2010-11 Floods
11	Emergency Management in Practice	VH	What agencies are involved in an emergency and what do emergency managers need to consider. A real life example.

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and

navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents

4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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) (<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) (<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](#) ([http](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central)

[s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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
- 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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- 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
- 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
- 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
- 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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- Employ emergency management principles to assess the applicability of coordination methods for different crisis scenarios.

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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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

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
- 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

- The Hampden Bridge
- Project Report