

MODULE DESCRIPTOR

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|-------------------------------------|--|----------------|---------------|-------------|
| TITLE | ENTERPRISE SYSTEMS RISK MANAGEMENT | | | |
| SI MODULE CODE | 44-7823-00S/N | | | |
| CREDITS | 15 | | | |
| LEVEL | 7 | | | |
| JACS CODE | G500 - Information Systems | | | |
| SUBJECT GROUP | BUSINESS OPERATIONS AND SYSTEMS - SBS | | | |
| DEPARTMENT | Finance, Accounting and Business Systems | | | |
| MODULE LEADER | Andrew Armstrong | | | |
| NOTIONAL STUDY HOURS BY TYPE | Tutor-led | Tutor-directed | Self-directed | Total Hours |
| | 30 | 60 | 90 | 180 |

MODULE AIM(S)

This module will enable students to:

Develop an understanding of the impact that information systems have on the management of enterprise risk planning.

Facilitate the identification and understanding of information systems enterprise risk architecture.

Develop an appreciation of information systems risk assessment processes.

Enable participants to identify suitable information systems risk frameworks appropriate to given situations.

Enable participants to gain an appreciation of how information systems risk frameworks are developed and deployed within an enterprise.

Develop an understanding of the collection of enterprise wide risk data to facilitate the development and implementation of improved risk measures.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

On successful completion of the module, students will be able to:

- To demonstrate a critical awareness of information systems risks and their management.
- To identify and analyse the major types of information systems risk architecture models.
- To demonstrate an appreciation of the need to manage information systems risks and its importance to corporate governance.
- To identify and apply appropriate information systems risk frameworks and models to real world business problems.
- To demonstrate a critical awareness of organisational issues in the implementation of effective risk management programs.
- To develop an understanding of how information systems risk impacts on the holistic enterprise.

INDICATIVE CONTENT

These are examples of the content of the module

The module will cover a wide range of topics in the growing area of information systems risk management. An indicative list of topics can be found in the following:

- The risks faced by enterprises in managing information systems.
- The history of information systems risk management.
- The management of information systems risk innovation in finance.
- The role of information systems in managing enterprise wide risk.
- How information systems provide added value to risk control.
- The role of risk management in projects.
- How information systems risk control enhance quality, reliability and availability.
- An analysis of the cost of information systems risk.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The module will be delivered by a series of sessions which will have a lecture element followed by a seminar or computer laboratory element.

Also the sessions will contain a significant element of student led discussions. The lecture element will deliver the core theoretical material of the module and this will be then augmented with case studies, examples and activities in the seminar element.

Some of the module sessions will be student led and will be based on discussions around topical areas of information systems risk the sessions will explore topical issues related to the core material of the module as well as the assessment package of the module.

A significant part of the module will be delivered through the practical development and testing of risk models through both individual and group activity. A student led presentation of developed, laboratory work will be a feature of the module. Oral formative feedback will be provided at the end of the presentations, to prepare students for their coursework.

The module Blackboard site is central to the delivery of the module as it will contain a broad range of electronic materials, including the lecture slides and the seminar exercises. There is an intention to bring in guest speakers as appropriate. A number of drop in style sessions will be run in order to provide support with the coursework.

ASSESSMENT STRATEGY AND METHODS

Task 1 – the Individual Written Assessment will be based upon the individual students developed laboratory work, which will entail the development of a computer based risk model to measure organisational maturity. A choice of several maturity areas will be given to students and then based on the in sessions discussions a topic will be chosen. All students will then need to work individually on their chosen area. Support with the assessment tasks will be provided throughout the module and therefore it is important that students engage with the module throughout.

| Task No. | Task Description | Task Type | Task Weighting % | Word Count / Duration | In-module retrieval available |
|-----------------|--|------------------|-------------------------|------------------------------|--------------------------------------|
| 1 | Individual computer generated model and Report | Coursework | 100 | 4500 words | No |

ASSESSMENT CRITERIA

The assessment tasks and assessment criteria will be presented in this section.

| Assessment Task | | Contribution to the module mark |
|------------------------|---|--|
| Task 1 | An Individual Written Assessment (4500 words equivalent) | 100% |

The general module assessment grid is based upon the individual piece of assessed work: :

| Learning Outcome | | 40-49% | 50-59% | 60-69% | >70% |
|---|------------------------------------|----------------------------------|--|--------------------------------------|--|
| Computer Generated Maturity Model (60%) | No application developed | Limited application developed | Competent attempt to develop application | Reasoned application to situation | Insightful application to situation |
| Report (40%) | Report imported from other sources | Tendency to be descriptive | Sound analysis | Critical and reasoned analysis | Perceptive and insightful analysis |
| | No issues identified | Some issues identified | Identification of some key issues | Identification of key issues | Identification of key and potential issues |
| | Unable to discuss the application | Limited knowledge of application | Clear knowledge of application | Good knowledge of application | Excellent understanding of application |
| | No literature review | Weak literature review | Sound literature review | Critical consideration of literature | Perceptive critique of literature |
| | No attempt to conclude | Some attempt to conclude | Competent attempt to conclude | Critical and reasoned conclusion | Perceptive and insightful conclusions |

FEEDBACK

Students will receive feedback on their performance in the following ways

Both formative and summative feedback will be provided to students as follows:

Formative feedback:

- Formative feedback will be provided by the teaching team on an on-going basis throughout the duration of the module; the module Blackboard site will be used as a vehicle for this also;
- At least one session per semester during the delivery of the module will be dedicated to providing formative feedback to students in its entirety. These will take the form of drop in style sessions.
- Students will be encouraged throughout the delivery of the module to seek clarifications on the topics being presented and to bring their own discussion points to the table – the ensuing discussions with the tutor and the rest of the class will also form an important part of the formative feedback given to students.

Summative feedback:

- Written feedback following the submission of Assessment Task 1 will be made available by the module team as per the Assessment and Feedback regulations.

LEARNING RESOURCES (INCLUDING READING LISTS)

The module leader liaises closely with the university learning centre to ensure a wide variety of the latest books and articles are available to aid your studies. Students will also be able to utilise the online journals database via

the learning centre website. The module guide will outline key readings along with utilising the Talis reading list system.

The module will be heavily reliant on the module Blackboard site as the means for disseminating all of the materials necessary in an electronic format. The materials posted on the module Blackboard site will include the lecture slides, the seminar activities, various case studies utilized throughout the module and also links to a variety of web resources, as needed.

The module Blackboard site will also be used extensively for communicating with students.

Printed materials will be provided to students in the form of module guide, hand-outs for the seminar component of the sessions and case studies when appropriate.

An extensive reading list will be provided to students, as listed below. Due to the very fast moving nature of the issues approached in the module, this reading list will be frequently updated, from one delivery of the module to the other. Although an extensive reading list is provided, students are not expected to read all of the materials provided in this list, but rather to select a range of titles that are appropriate.

Students will need to make extensive use of web resources, particularly when it comes to finding relevant case studies needed to support their discussion.

Reading list (short version):

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes* 50, 179-211.

Compeau, D.R. & C.A. Higgins. (1995). Application of social cognitive theory to training for computer skills. *Information System Research* 6, 118-143.

Compeau, D.R., C.A. Higgins & S. Huff. (1999). Social Cognitive Theory and Individual Reactions to Computing Technology: A Longitudinal Study. *MIS Quarterly* 23, 145-158.

Davis, F.D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly* 13, 319-339.

Davis, F.D., R.P. Bagozzi & P.R. Warshaw. (1992). Extrinsic and intrinsic motivation to use computers in the workplace. *Journal of Applied Social Psychology* 22, 1111-1132.

Goodhue, D.L. (1995). Understanding user evaluations of information systems. *Management Science* 41, 1827-1844.

Hu, P.J., P.Y.K. Chau, O.R.L. Sheng & K.Y. Tam. (1999). Examining the technology acceptance model using physician acceptance of telemedicine technology. *Journal of Management Information Systems* 16, 91-112.

Karahanna, E., D.W. Straub & N.L. Chervany. (1999). Information technology adoption across time: A cross-sectional comparison of pre-adoption and post-adoption beliefs. *MIS Quarterly* 23, 183-213.

Kim, S.S. & N.K. Malhotra. (2005). A Longitudinal Model of Continued IS Use: An Integrative View of Four Mechanisms Underlying Postadoption Phenomena. *Management Science* 51, 741-755.

Mathieson, K. (1991). Predicting user intentions: comparing the technology acceptance model with the theory of planned behavior. *Information Systems Research* 2, 173-191.

Moore, G.C. & I. Benbasat. (1991). Development of an instrument to measure the perceptions of adopting an information technology innovation. *Information Systems Research* 2, 192-222.

Plouffe, D.R., J.S. Hulland & M. Vandenbosch. (2001). Research Report: Richness Versus Parsimony in Modeling Technology Adoption Decisions: Understanding Merchant Adoption of a Smart Card-Based Payment System. *Information Systems Research* 12, 208-222.

Szajna, B. (1996). Empirical evaluation of the revised technology acceptance model. *Management Science* 42, 85-92.

Taylor, S. & P. Todd. (1995). Assessing IT usage: The role of prior experience. *MIS Quarterly* 19, 561.

Taylor, S. & P.A. Todd. (1995). Understanding information technology usage: A test of competing models. *Information Systems Research* 6, 144-176.

Venkatesh, V. & M.G. Morris. (2000). Why don't men ever stop asking for directions? Gender, social influence, and their role in technology acceptance and usage behavior. *MIS Quarterly* 24, 115-139.

Venkatesh, V., M.G. Morris, G.B. Davis & F.D. Davis. (2003). User Acceptance of Information Technology: Toward a Unified View. *MIS Quarterly* 27, 425-478.

Wixom, B.H. & P.A. Todd. (2005). A Theoretical Integration of User Satisfaction and Technology Acceptance. *Information Systems Research* 16, 85-102.