Facilitator Guide

BSBRSK501 Manage risk

1st Edition 2017

Part of a suite of support materials for the
BSB Business Services Training Package

IBSA
Innovation & Business Skills Australia

Table of Contents

Advice for Facilitators

The facilitator must ensure that a number of basic requirements for delivery and assessment are met prior to commencement. Details of this (if applicable) are provided in the 'Getting yourself ready to facilitate' section on the next page.

Recommended reading

Some recommended reading for this unit includes:

- Anderson, E., 2014, *Business risk management: models and analysis*, John Wiley & Sons, Chichester, UK.

- Queensland Government, 2014, 'Preparing a risk management plan and business impact analysis', *Business and industry portal*, *<http://www.business.qld.gov.au/business/running/risk-management/risk-management-plan-business-impact-analysis>.*

- Standards Australia, 2009, *AS/NZS ISO 31000:2009 risk management – principles and guidelines*, SAI global, Sydney.

- Worksafe ACT, 2012, *Risk management of public events*, available online, *Worksafe ACT, <http://www.worksafe.act.gov.au/publication/view/1138>.*

Facilitator checklist

Item	Details	Done?
Data projector	Has the facilitator organised a data projector for group presentations?	
Computer or laptop	Is a computer with PowerPoint available for the facilitator?	
Learner computers	Will the learners have scheduled access to computers with MS Office?	
Internet access	Will the learners have scheduled access to the internet?	
Bandwidth/uptime	Has the facilitator ascertained the bandwidth and upload capabilities of the internet connection?	
Printer	Will the learners have access to a printer if required?	
Adobe Flash	Has the latest version of Adobe Flash player been downloaded and available for the facilitator?	

Getting yourself ready to facilitate

Read all training materials

Before you commence delivery and assessment in this unit, it is recommended that you read all of the materials for this course and develop a thorough understanding of the delivery and assessment requirements. This includes the:

- Learning and Assessment Strategy.

- Assessment Plan.

- Facilitator Guide

- Student Workbook.

Review the unit of competency

You will need to read and understand the unit of competency. It is recommended that you obtain a copy of this from your workplace records or from your workplace copy of the relevant training package.

Key documents

- The key documents that you must review are:

- Assessment Plan.

- Facilitator Guide:

  - Advice for Facilitators

  - Learning Environment

  - References

  - Training Plan

  - Session Plans, including group activities, games, case studies, etc.

  - Assessment Mapping

  - Assessment Instructions/Marking Guides

  - Presentation Material (in separate PowerPoint files)

  - Assessment Tasks (in separate Word docs).

- Student Workbook:

  - self-paced activities

  - underpinning knowledge

  - workplace documents (forms).

Learning Environment

In order to conduct the specific learning and assessment activities for this unit, the facilitator may need to undertake additional preparation. Details of this (if applicable) are provided in the 'group-based learning preparation' section below.

Learning environment checklist

Before the facilitator conducts the first session, they should ensure that the following requirements have been met.

Before you conduct the first session, you should ensure that the following requirements have been met.

Item	Details	Done?
Data projector and computer	Have you organised a data projector and computer with PowerPoint for group presentations?	
Learner computers	Will the learners have scheduled access to computers with MS Office as required?	
Internet access	Will the learners have scheduled access to the internet as required?	
Printer	Will the learners have access to a printer?	
Whiteboard/ flip charts	Have you organised a whiteboard or flip chart, butchers' paper and pens for group activities?	
Student Workbook pre-reading	Have you advised learners to read the Introduction and Section 1 of the Student Workbook before the first session?	

Group-based learning preparation

The following instructions explain how to set up the group learning environment.

There are a number of games and learning activities in the facilitation material for this unit. Review the section entitled 'prepare for this session' at the beginning of each Session Plan.

References

The following print and online resources are referred to in the Student Workbook.

Printed resources

- Anderson, E., 2014, *Business risk management: models and analysis*, John Wiley & Sons, Chichester, UK.

- Damodaran, A., 2008, 'Chapter 1 – what is risk?', *Strategic risk taking: a framework for risk management,* Prentice Hall, New Jersey.

- Standards Australia, 2009, *AS/NZS ISO 31000:2009 risk management – principles and guidelines*, SAI global, Sydney.

Online resources

- ANZ, 2015, 'Online security tips', *ANZ, <http://www.anz.com/auxiliary/security-centre/fraud-security-centre/protect-yourself/online-security-tips/>.*

- Australian Government, 2014, 'APP quick reference tool', *Office of the Australian Information Commissioner, <http://www.oaic.gov.au/privacy/privacy-resources/privacy-guides/app-quick-reference-tool>.*

- Australian Government, 2014, 'Privacy fact sheet 17: Australian Privacy Principles', *Office of the Australian Information Commissioner, <http://www.oaic.gov.au/privacy/privacy-resources/privacy-fact-sheets/other/privacy-fact-sheet-17-australian-privacy-principles>.*

- Australian Government, 2010, 'Risk management – A tool for small-to-medium sized businesses, *Australian Transaction Reports and Analysis Centre, <http://www.austrac.gov.au/risk_management.html>.*

- Clarence Valley Council, 2012, *Risk management plan*, available online, *Clarence Valley Council, <http://www.clarence.nsw.gov.au/page.asp?f=RES-TRV-45-30-11>.*

- PricewaterhouseCoopers, 2008, *Being smart about the risks you take*, available online, *PWC, <http://www.pwc.com/gx/en/consulting-services/pdfs/ get_up_to_speed2.pdf>.*

- PricewaterhouseCoopers, 2006, *Bridging the risk and control information gap*, available online, *PWC, <http://www.pwc.com.au/assurance/assets/ bridgingrisk06.pdf>.*

Training Plan

Trainer/assessor name		Delivery year		Delivery semester	
Trainer/assessor contact		Delivery context	Group-based/Distance learning		

Session	Date/ time	Title	Details	Learning resources	Learning activities	Student Workbook	Assessment
1		Introduction to risk	Risk and establish the context for risk management.	Student Workbooks, activities, templates, PowerPoints, readings and URL links.	Identify stakeholders Risk management approach Privacy law and internal control.	Section 1	–
2		Identifying risk	Identify risk and involve stakeholders.	Student Workbooks, activities, templates, PowerPoints, readings and URL links.	Categorise risk Identify risk Staff and stakeholder participation Methods of risk identification.	Section 2	Task 1
3		Analysing and evaluating risk	Risk likelihood and consequence and develop risk action plan.	Student Workbooks, activities, templates, PowerPoints, readings and URL links.	Risk likelihood Risk consequence Prioritising risks Control risk.	Section 3	Task 2

Session Plans

This section provides detailed instructions for conducting the sessions outlined in the Training Plan.

Icons

Icons used in this Section of the Facilitator Guide are outlined below:

Preparation	**Key point**	**Presentation**	**Online activity**
things you must do to prepare for the sessions	this icon shows key points of the sessions	presentations are identified with this icon	these activities require use of the internet/computers

Student Workbook	**Discussions**	**Video**	**Group activities**
readings and self-paced activities are identified by this icon	group discussions are identified with this icon	video/audio material may be included in the session	group activities can be identified with this icon

> **Note:** You should follow your RTO's policy and procedures for introducing the program to the learners. This may involve:
> - overview of the unit
> - providing learners with a copy of the unit of competency
> - providing learners with copies of Assessment Tasks.

Session 1 – Introduction to risk

Prepare for this session

To prepare for this session:

● review and update session presentations as needed.

Resources required for this session include:

● access to computer and internet

● data projector

● prepared organisational risk management scenarios, risk management policies, risk management strategies, etc., use MacVille examples from Student Workbook if none are available

● Standards Australia, 2009, *AS/NZS ISO 31000:2009 Risk management – Principles and guidelines*.

Key point: Introduction to risk

At the end of this session, the learners should know how to:

☑ explain risk and risk management

☑ establish the context for risk management

☑ explain relevant legislation.

Presentation: BSBRSK501A – Presentation 1.ppt

This presentation introduces Section 1 of the Student Workbook and looks at risk, and establishing the context of risk management.

Debrief: Student Workbook Section 1

The candidate should have read and familiarised themselves with Section 1 of the Student Workbook prior to this session.

Group activity/discussion: Identify stakeholders

In this activity, the learners discuss and share knowledge about identifying stakeholders and determining which have the most vested interest in the risks caused by the organisation's activities.

Requirements

❑   writing materials.

Procedure

1. Split the learners into groups of three to four people or direct individuals to work alone.

2. Allocate 10–20 minutes for the groups to complete this activity.

3. The candidates are to:

    a. identify a significant organisation within their community and brainstorm to create a list of all stakeholders that would be involved with that organisation (alternatively, you may choose to provide learners with a prepared organisational scenario).

    b. rank the stakeholders by risk exposure to the organisation and consider ways in which the top three you have identified could be exposed to risk caused by the organisation.

4. Once groups have determined their outcomes bring them back and open up a discussion with the following questions.

Follow-up questions

Ask learners the following questions.

●   Which stakeholder is exposed to the most risk from the organisation's activities?

●   What major initiative could be done to reduce their risk?

Group activity/discussion: Risk management approach

In this activity, the learners discuss and share knowledge about the benefits of an intentional risk management process.

Requirements

❑   writing materials.

Procedure

1. Split the learners into groups of three to four people or direct individuals to work alone.

2. Allocate 10–20 minutes for the candidates to complete this activity.

3. The candidates are to:

   a. consider the difference between an organisation-wide risk management process and an individual approach to risk management

   b. list the differences between these two approaches.

4. Once groups have determined their outcomes bring them back and open up a discussion with the following questions.

Follow-up questions

Ask learners the following questions.

● Is it worth the resources such as time and money to implement an organisational approach to risk management?

● What are some of the major increased risks threatening organisations without this approach?

Group/Individual activity: Privacy law and internal control

In this activity, the learners investigate privacy law in Australia with particular emphasis on the 13 Australian Privacy Principles.

Requirements

❑ computer with internet access

❑ writing materials.

Procedure

1. Split the learners into groups of three to four people or direct individuals to work alone.

2. Allocate 10–20 minutes for the candidates to complete this activity.

3. The candidates are to:

   a. locate the 13 Australian Privacy Principles; the Office of the Australian Information Commissioner website is a good place to start:

      i. Australian Government, 2014, 'APP quick reference tool', *Office of the Australian Information Commissioner*, *<http://www.oaic.gov.au/privacy/privacy-resources/privacy-guides/app-quick-reference-tool>*.

   b. select one of the 13 principles and read the principle details (alternatively, allocate specific ones to each group or individual)

   c. identify the core purpose of the principle and what areas of a business organisation in the financial services industry could this principle affect

   d. consider and list of some ways that an organisation might need to change to accommodate this principle.

Follow-up questions

Ask learners the following questions.

- What risk management initiative would need to be in place to comply with the principle that you researched?

- In what way do privacy laws impact on the risks posed to an organisation?

Group activity/discussion: Risk management standard

In this activity, the learners discuss and share knowledge about risk management standards.

Requirements

- ❑ computer with internet access

- ❑ writing materials

- ❑ example risk management policies, strategies, etc.

Procedure

1. Split the learners into groups of three to four people or direct individuals to work alone.

2. Allocate 20–30 minutes for the groups to complete this activity.

3. The groups are to: research *AS/NZS ISO 31000:2009 Risk management – Principles and guidelines*. Alternatively, provide learners with written copies of standard.

4. Ask groups to discuss examples of organisational policies, etc. Are the documents consistent with the standard?

5. Once groups have determined their outcomes bring them back and open up a discussion with the following questions.
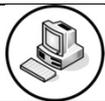
Follow-up questions

Ask learners the following questions.

- What is the purpose of the standard?

- What was the previous standard?

- What are the most useful features of the current standard?

Homework/Student Workbook activities: Section 1

The learners should complete the self-paced activities in Section 1 of the Student Workbook before the next session.

Distance learning adjustments

If you are conducting this unit by distance learning, you should make some adjustments to the session.

Delivery

- Email the session presentation to all learners at commencement of course (or upload to Facebook).

- Email any video/web links prior to session and ask the learners to review before the session.

- Hold the session on Skype by using Skype conferencing.

Activities

Advice for varying the activities includes:

- Discussions – Hold discussions using Skype conference to discuss and debrief during session.

- Group activities – Many of the group activities in this unit can be conducted individually. Where this is not possible, it is recommended that the learner organise colleagues, friends or family to assist and debrief the activities at the following session.