H9RCM: Risk and Change Management

Module Code:	H9RCM
Long Title	Risk and Change Management APPROVED
Title	Risk and Change Management
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	5
Module Coordinator:	Rejwanul Haque
Module Author:	Shauni Hegarty
Departments:	School of Computing
Specifications of the qualifications and experience required of staff	PhD/Master's degree in a computing or cognate discipline. May have industry experience also.

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Demonstrate expert knowledge of the principles and models of change management, and how these can support the adoption of AI within organisations.
LO2	Comprehend, compare, and contrast governance, risk, and compliance (GRC) for AI and its impacts on traditional information governance.
LO3	Select, assess, and apply best practices to structure AI teams, manage roles and responsibilities, and govern AI projects to drive responsible and ethical outcomes.
LO4	Evaluate and communicate changes related to the organisation and AI.

Dependencies
Module Recommendations
No recommendations listed
Co-requisite Modules
No Co-requisite modules listed

Entry requirements	Applicants are required to hold a minimum of a Level 8 honours qualification (2.2 or higher) or equivalent on the National Qualifications Framework in either STEM (e.g., Information Management Systems, Information Technologies, Computer Science, Computer Engineer) or Business (e.g., Business Information Systems, Business Administration, Economics) discipline and a minimum of three years of relevant work experience in industry, ideally but not necessarily, in management. Previous numerical and computer proficiencies should be part of their work experience or formal training. Graduates from disciplines which do not have technical or mathematical problem-solving skills embedded in their programme will need to be able to demonstrate technical or mathematical problem-solving skills in addition to their level 8 programme qualifications (Certifications, Additional Qualifications, Certified Experience and Assessment Tests). All applicants for the programme must provide evidence that they have prior Mathematics and Computing module experience (e.g., via academic transcripts or recognised certification) as demonstrated in one mathematics/statistics module and one computing module or statement of purpose must specify numerical and computing work experience. NCI also operates a prior experiential learning policy where graduates with lower, or no formal qualifications, currently working in a relevant field, may be considered for the programme. Applicants must also be able to have their own laptop with the minimum required specification that will be communicated to each applicant through both the admissions and marketing departments.

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Module Content & Assessment

Indicative Content
No indicative content

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Formative Assessment	**% of total:**	Non-Marked
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4
Non-Marked:	Yes		

Assessment Description:
Formative assessment will be provided on the in-class individual or group activities. Feedback will be provided in written or oral format, or online through Moodle. In addition, in class discussions will be undertaken as part of the practical approach to learning.

Assessment Type:	Continuous Assessment	**% of total:**	100
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4
Non-Marked:	No		

Assessment Description:
LO1 – LO4 are achieved in two stages. First, course content is reviewed, discussed, and worked out in the form of a framework to solve a real-life business situation with AI technology. Secondly, that formulation work is applied to the problem and a solution is presented, consolidating learning. Learners will present technical components of the solution in a simulated Technical advisory board and change advisory board following the change management process.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Coursework Only
This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.

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Module Workload
Module Target Workload Hours 0 Hours

Module Resources

Recommended Book Resources

Marlon Dumas,Marcello La Rosa,Jan Mendling,Hajo A. Reijers. (2019), Fundamentals of Business Process Management, Springer, p.527, [ISBN: 978-3662585856].

Tom Taulli. (2020), The Robotic Process Automation Handbook, Apress, p.344, [ISBN: 978-1484257289].

Stuart Russell,Peter Norvig. (2019), Artificial Intelligence, Pearson Higher Education, p.1136, [ISBN: 978-0134610993].

Nandan Mullakara,Arun Kumar Asokan. Robotic Process Automation Projects, [ISBN: 978-1839217357].

Supplementary Book Resources

Elijah Falode. The Future of Intelligent Automation, [ISBN: 979-8642979969].

Elijah Falode. The Future of Intelligent Automation, [ISBN: 979-8642979969].

Walter Surdak. The Care and Feeding of Bots, [ISBN: 979-8610003634].

Olivier Boissier,Rafael H. Bordini,Jomi Hubner,Alessandro Ricci. (2020), Multi-Agent Oriented Programming, MIT Press, p.264, [ISBN: 978-0262044578].

This module does not have any article/paper resources

Other Resources

Alsheibani, S., Cheung, Y., & Messom, C.. (2018), Alsheibani, S., Cheung, Y., & Messom, C., PACIS 2018 Proceedings, https://aisel.aisnet.org/pacis2018/37.

https://aisel.aisnet.org/pacis2018/37.. (2019), https://aisel.aisnet.org/pacis2018/37., California Management Review.

California Management Review. (2013), California Management Review, Journal of Product Innovation Management.

Chui, M., Harryson, M., Manyika, J., Roberts, R., Chung, R., van Heteren, A., & Nel, P. (2018), Notes from the AI frontier: Applying AI for social good., McKinsey Global Institute., https://www.mckinsey.com/~/media/mckinse y/featured%20insights/artificial%20intel ligence/applying%20artificial%20intellig ence%20for%20social%20good/mgi-applying- ai-for-social-good-discussion-paper-dec- 2018.ashx.

Davenport, T. H.. (2018), From analytics to artificial intelligence, From analytics to artificial intelligence.

Dwivedi, Y. K., Hughes, L., Ismagilova, E., Aarts, G., Coombs, C., Crick, T., Duan, Y., Dwivedi, R., Edwards, J., Eirug, A., & Galanos, V. (. (2011), Dwivedi, Y. K., Hughes, L., Ismagilova, E., Aarts, G., Coombs, C., Crick, T., Duan, Y., Dwivedi, R., Edwards, J., Eirug, A., & Galanos, V. (, Dwivedi, Y. K., Hughes, L., Ismagilova, E., Aarts, G., Coombs, C., Crick, T., Duan, Y., Dwivedi, R., Edwards, J., Eirug, A., & Galanos, V. (.

Hassani, H., Silva, E. S., Unger, S., TajMazinani, M. and Mac Feely, S.. (2020), Hassani, H., Silva, E. S., Unger, S., TajMazinani, M. and Mac Feely, S., AI.

Khan, A. M. A., Amin, N., & Lambrou, N. (2010), Drivers and barriers to business intelligence adoption: A case of Pakistan., Drivers and barriers to business intelligence adoption: A case of Pakistan..

Ransbotham, S., Gerbert, P., Reeves, M., Kiron, D., & Spira, M.. (2018), Artificial intelligence in business gets real., MIT Sloan Management Review., https://sloanreview.mit.edu/projects/art ificial-intelligence-in-business-gets-re al/

Ransbotham, S., Kiron, D., Gerbert, P., & Reeves, M.. (2017), Reshaping business with artificial intelligence: Closing the gap between ambition and action, MIT Sloan Management Review., https://sloanreview.mit.edu/projects/res haping-business-with-artificial-intellig ence/.

Shafie, S. B., Siti-Nabiha, A. K., & Tan, C. L.. (2014), Shafie, S. B., Siti-Nabiha, A. K., & Tan, C. L., http://nternational Journal of Organisational Innovation

Discussion Note:	