



Instructor: Dr. Wayne Boone

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or by appointment

Asset Protection & Security (AP&S) Risk Management

Winter 2013 (ver 0.7at 07 Jan 2013)

This course examines and applies the elements of Asset Protection and Security (AP&S) Risk Analysis, Assessment and Management in support of Critical Infrastructure Protection (CIP).

1. OVERVIEW

1.1. Learning Outcomes

At the end of this course, students will be able:

- To describe and apply the concepts, components, terminology and metrics of AP&S risk.
- To communicate the theoretical framework behind AP&S risk, including the decomposition and analysis of the contextual business environment being protected.
- To analyze AP&S readings critically and extract salient concepts and applications.
- To argue AP&S risk issues persuasively.
- To apply the theory of AP&S Risk Management to a real world situation to gain practical experience in observation, analysis and assessment.
- To produce effective operational and academic writing.
- To produce executable AP&S documentation including business continuity and supporting plans for a government organization.
- To demonstrate leadership traits and skills.

This is both a seminar-based course and an applied course. Students are expected to have read the required readings and discussed face to face with their breakout groups prior to each class. Introductory lectures or guest presentations identify issues for discussion and key questions. Following the class lecture the class operates in seminar mode, including periodic briefings by practicum team members.

This course will also feature guest speakers who are experts in AP&S Risk Management. At all times, students are encouraged to engage the speakers through questions and comments, as long as the [Chatham House Rule](#) is respected.

There will be a significant amount of group work required outside of class hours as the teams conduct their individual information gathering, analysis and AP&S assessment. Student project team leads (and their teams as appropriate) will meet and correspond with the instructor and advisors often as they progress at a dynamic pace of collation, analysis, assessment and coordination of findings, followed by drafting the final report. This part of the course is the most rewarding.

Students registering for this course must be prepared to work collaboratively, think critically, work diligently and engage in challenging debates about the protection of assets that contribute to mission success, mandated service delivery, or production of goods. Effective protection strategies are based on an in-depth understanding of the value of assets supporting the mission, as well as the threats and vulnerabilities that can cause risks to the availability, integrity and confidentiality of these valued assets. Countering threats and vulnerabilities through the implementation of effective controls and safeguards will result in an appropriate AP&S posture for critical infrastructures.

1.2. Expectations

As an instructor I have the following expectations of you in a seminar-based course. You will be assessed in part for the manner in which you:

- Come prepared. This includes having completed the readings, addressed the related questions, and thought about implications for CIP. You should also be prepared to discuss CIP concerns in current events, and may be called upon at any time to summarize salient items, as well as to tie them to theoretical discussions;
- Participate fully in preparatory breakout sessions prior to class;
- Show respect for the opinions and arguments of all class participants;
- Challenge the arguments of the instructor and classmates;
- Challenge all assumptions (yours and others’);
- Frame your own arguments based on the readings, doctrine, discussions, your experience, current events and then apply them in discussion and debate;
- Engage actively in discussion and debate;
- Speak clearly, loudly and convincingly;
- Encourage the less active students to participate; and
- Assist your classmates in any way required.

For the practicum portion of the course, the only additional expectation is to work collaboratively and to the best of your ability in support of production of high quality deliverables of which you can be proud.

2. COURSE CONDUCT

This course covers both AP&S risk management concepts (theory) and the tools to complete the deliverables required in the practicum (application). Readings and questions for consideration in preparation for class are provided separately on CULearn.

2.1. Tentative Course Schedule

This schedule will change depending on the tempo of the practicum, the availability of guest speakers, and the level of discussion surrounding the readings.

Cl	Date	AP&S Risk Management Topics	Practicum Topics	Assignment Due
1.	08 Jan 13	Course intro. Review of AP&S risk equation.	Intro to CRTS (guest speaker). Introduction to the project. Review of BCP Process.	Introducer and thanker required
2.	15 Jan 13	AP&S policy suite.	Principles of project management.	

CI	Date	AP&S Risk Management Topics	Practicum Topics	Assignment Due
		Critical thinking.	BCP process contd.	
3.	22 Jan 13	Critical Thinking contd. Mission analysis.		Critique of current BCP (for class discussion only)
4.	29 Jan 13	Asset Valuation.	Interviewing techniques	Draft mission analysis (for class discussion only)
5.	05 Feb 13	Threat Assessment Natural Threats (guest speaker)		Introducer and thanker required. Draft Asset Valuation (for class discussion).
6.	12 Feb 13	Vulnerability Assessment	Report writing	Paper outline. Draft threat assessment of CRTC (for class discussion).
	19 Feb 13	Reading Week – No Class		
7.	26 Feb 13	Risk Assessment and Determination of Residual Risk		Briefing note. Vulnerability Assessment of CRTC (for class discussion).
8.	05 Mar 13	Safeguard Selection and Residual Risk Management		Risk Assessment and Determination of Residual Risks to CRTC (for class discussion).
9.	12 Mar 13	Outstanding Risk Management Topics.	Practicum work, Presentation skills.	Major paper
	TBC			Table-top Exercise
10.	19 Mar 13	Security Program Metrics.	Presentation skills review.	Class peer assessment
11.	26 Mar 13	Outstanding Risk Management Topics	Review of Draft Reports, Rehearsals	Draft plans
12.	02 Apr 13	Course Conclusion	Final presentation to client	Final plans
	05 Apr 13			Practicum peer assessment

2.2. Class Schedule:

Students are expected to have completed the required readings for each week and to have met face to face with their breakout group to address the questions posed. Following an introductory lecture the class operates in seminar mode. Group work on assigned readings will be presented in class, followed by a Q & A session and

discussion as time permits. The class will be divided generally into three sections: lecture, discussion, and practicum briefings. A typical class schedule is as follows:

Time	Duration	Activity
1805-1810	5 mins	Admin and questions
1810-1840	30 mins	Lecture
1840-1910	30 mins	Breakout Group-led Discussion part 1
1910-1920	10 mins	Coffee Break and stretch
1920-1950	30 mins	Breakout Group-led Discussion part 2
1950-2050	Max 60 mins	Practicum Update Briefings – <ul style="list-style-type: none"> • Project Team Leads • Documentation Template Team • BCP Team • Response Plan Team • DRP Team • Exercise Control Team
2050-2055	5 mins	Final comments

2.3. Leadership Opportunities

Developing leadership is one of the core components of the MIPIS Program, and part of your overall education. There will be ample opportunity for students to practice leadership throughout the course. :

- **Class Leaders:** Two class leaders will be appointed. Their role is to act as a trusted conduit to the instructor. They will take the “pulse” of the class to identify and address systemic concerns before they become problems (e.g., scheduling, assignment due dates, workloads, etc.). The class leaders will meet with the instructor before each class (at 1730 hrs), with additional meetings or telephone conversations as required. Class leaders will coordinate refreshments for the guest speakers and for the final reception. They will also act as backup to introducers and thankers for guest speakers.
- **Hosts:** All students are encouraged to act as Hosts to our guests. The introducer and thanker will make contact with the guests beforehand and receive the guest just prior to class, provide a hot or cold beverage (will be available in the classroom and coordinated by the class leaders). All students are then encouraged to assist the introducer to settle the guests, chat with the guests before class and during coffee break and use the opportunity to network.
- **Introducers and Thankers** will meet the guests and ensure that they are comfortable prior to the class. The introducer will prepare to highlight the accomplishments of the guest from the provided biography and perhaps some additional research. The thanker will note two or three key points from each of the speakers, including items that the thanker found noteworthy, and, using a format that will be in CULearn, thank the speakers. The introducer and thanker will prepare draft letters of thanks for signature within one week of the presentation, according to examples found in CULearn.
- **Breakout Session Leads:** will consider the assigned questions with their groups, and then lead the discussion in class, including fielding questions from classmates and the instructor. This role will rotate among the group members. All group members are expected to contribute to formulation of responses and to the discussion in class.
- **Breakout Session Scribes:** will assist the Breakout Session Leads by capturing responses and summarizing discussions.

- **Practicum Team Leads:** will guide their teams in the production of the AP&S deliverables for the client, maintain communications with the project advisor and volunteers, and ensure that the deliverables are of high quality and utility.

3. ADMINISTRATIVE ISSUES

3.1. Correspondence with the Instructor

All electronic submissions or correspondence are to be sent to wayne_boone@carleton.ca or through CULearn. Emails and telephone calls will be returned within 24 hrs. In exceptional cases students may contact the instructor on his cell phone at 613 863-2993. This number is also preferable to the work local, since the instructor may be out of the office when a response is required. Office hours are posted; however, the instructor maintains an open door policy and encourages students to address concerns as quickly and efficiently as possible.

3.2. Formatting of Work:

Papers and outlines should be double-spaced, with the primary font no smaller than 11pt. All work should utilize APA style for quotations, footnotes, citations and bibliographies. Select guides to APA format are linked from the course page; further guidance on APA formatting is available at the Library, and on the web.

Submissions should have a title page which includes name, course, assignment, title, date, word count (title page, figures, footnotes, bibliography, annexes are excluded from word count).

3.3. Submission of Work:

Unless otherwise stated, all work is to be submitted by email to wayne_boone@carleton.ca by 1630 hrs on stated deadline. Email subject line should include the course number and assignment being submitted. Submissions must utilize the following standard file naming convention:

Surname-5320W2013_assignment.docx¹ & Surname-5320W2013_assignment_legend.docx

All assignments and supplementary material must follow this format (file extension will vary appropriately).

3.4. Late submission penalties:

Deadlines for submission of written work and presentations are strictly enforced. Failure to submit a piece of work by the stated deadline without permission results in the following penalties being applied to that piece of work:

- Failure to make the presentation on the designated day in class will result in a mark of zero.
- Late submission of written work within 24 hours = drop by one grade (e.g., B+ to a B).
- Late submission of written work within 96 hours = drop by two grades (e.g., B+ to a B-).
- Late submission of written work after 96 hours = drop by three grades (e.g., B+ to a C+).

3.5. Absences and missed assignments:

Only documented, family, and medical emergencies will be accepted as legitimate reasons for an absence. Students with appointments relating to employment or other reasons should discuss with the instructor before

¹ Or appropriate file extension depending on the application used.

departure. Unless agreed or otherwise documented, absences from class will result in zero participation for a particular day. Seminar presentation dates cannot be altered without approval of the instructor.

3.6. Academic integrity and academic offences

All academic offences are reported. Students are obliged to familiarize themselves with the regulations for Graduate Study, as contained in the 2012-2013 Graduate Calendar. Particular attention should be paid to section 18.3 on Academic Integrity

(<http://calendar.carleton.ca/grad/gradregulations/administrationoftheregulations/#18>) and students should make themselves aware of the penalties for plagiarism, including the submission of the same piece of written work to more than one course. Cheating, plagiarism and/or other breaches of academic integrity as identified in the Calendar will be penalized. The penalties for an offence may include a failing grade, removal from the course, removal from the program, suspension or expulsion from studies at the University. Furthermore, in an applied degree program focusing on protection and security, breaches of integrity are antithetical to doctrine and practice of AP&S.

4. COURSE ASSESSMENT

4.1. Assessment Summary:

Assessment	Value
Participation & <u>Class</u> Peer Assessment (Class, Readings, Break-out sessions)	10%
Briefing Note	10%
Paper Outline	15%
Paper	25%
Project Briefing & <u>Project</u> Team Assessment	10%
Project Deliverables	30%

4.2. General comments on Assessment

In this Master-level program it is expected that approximately half of the students will earn a “B” on the course, while the other half will earn an “A.” However, in this applied course, greater numbers of A grades are typical, depending on the student level of effort. A grade lower than a B- is a fail (based on a student’s overall performance in the course, he or she may be offered the opportunity to resubmit a failed assignment). Grades in the “B” range meet all requirements of the assignment. Differences among the “B” ratings are based on the completeness of coverage, grammar and style, extent of inclusion of concepts learned in class, and structure of the assignment. Grades in the “A” range are earned through inclusion of insights from additional research, from especially compelling arguments, from novel insights or perspectives, and from especially effective style and structure. A grade of “A+” would be earned on a paper that is essentially publishable in an AP&S journal.

It is useful to remember that all written submissions should be produced as if they were going to be published and read by the international AP&S community. This is the reason for attention to editing and style, full explanation of concepts and terms, and addressing topics “narrowly and deeply” in order to contribute to the body of knowledge in AP&S. A key point in academic writing: define or describe all concepts and terms for the purposes of your paper; this will provide the necessary scoping. It is always useful to provide examples for context and clarity.

4.3. Class Participation and Peer Assessments: 10%

- a. Participation:** Students can earn participation marks for attendance, for active, relevant input to discussions, and for other high quality contributions to the class (introducing and thanking speakers, other volunteer activities, etc.). Active participation in the course and collaborative work with classmates is a cornerstone of the MIPIS program and also best prepares an aspiring AP&S professional. Students will be graded on the following, which is assessed throughout the course:
- Attendance and punctuality;
 - Preparation;
 - Analysis;
 - Argument;
 - Collaboration and teamwork;
 - Leadership;
 - Communication;
 - Quality of submission of peer assessments; and
 - Volunteering and assistance in support of the course.
- b. Peer Assessment:** Students will be evaluated by their peers on their performance during breakout sessions, group projects and class discussions. Criteria for assessment include:
- How well-prepared they are for class and seminar breakout sessions (having read the material and considered the questions under discussion);
 - How well they contribute to breakout session discussions and how well they support the session lead;
 - The quality of their analysis; and
 - Most importantly, their willingness to display teamwork and contribute to the completion of all deliverables to the best of their ability. Students are not to be evaluated on their previous knowledge in AP&S and/or CIP, but only on their application of research, knowledge, skills and experience gained before and during the course.

Peer assessments will be submitted using an external survey tool (details provided separately). Like the other submissions, the peer assessments are to be completed by 1630 hrs on the due date.

4.4. Briefing Note: 10%.

Each student will produce a two-page briefing note (BN) to senior management on a CIP-related concern or issue currently in the news. The recipient and titles of participants of the BN could be based on your current or former employment, your co-op experience, or material covered in the course. The aim of the BN will be to inform and seek a decision. The format for the BN is provided separately in CULearn. The BN will be assessed on:

- the appropriateness of the issue as CIP-related;
- the credibility of the issue;
- the explanation of how it maps to CIP;
- the conciseness and focus of why the BN was written, the supporting information provided, and the argument for the decision being sought;
- the reasonableness of the decision being sought; and
- grammar, style, adherence to format.

4.5. AP&S Risk Management Paper: 40% (outline 15%, paper 25%)

Each student will select an aspect or aspects of AP&S as applied to one or more CIs, and write a critical analysis paper (i.e., take a stand) on the topic. The paper could focus on specific threats and/or vulnerabilities and resultant risks to one or more CIs, facilities, policies or programs. Essentially, students should explore an element or elements of AP&S in a CI context that does or does not work well, providing a rationale for your assertion, incorporating academic research and argument, and addressing recommendations or next steps. The topic should be approved by the instructor no later than week 4.

There are two assessment components to this paper: the **outline**, which is designed to develop organizational and research skills, and the **final paper** which is designed to demonstrate analytical skill, development of cogent arguments, and effective writing style. It is appreciated that the outline represents the “best guess” of key arguments of the final paper, and that further research and analysis may very well change the initial theses provided in the outline. Students will not be penalized if their final paper is different in content and findings from the outline. However, it is expected that final papers will retain the formal structure presented in the outline.

NOTE: Students are to provide a separate legend page for both the outline and paper of all abbreviations and acronyms used, in alphabetical order (not part of the word count). These attachments are to be identified as follows: Last Name5101f2012_outlinelegend.doc or Last Name5101f2012_paperlegend.doc for consistency.

4.6. Paper Outline: 15%

The outline should be presented in a formal structure that will be the basis for the paper. The outline should include a brief synopsis of the topic under analysis, why this topic was chosen, the NCI(s) to which it applies, the main thesis statement (what stand you are taking), key elements of the topic that support (and refute) your argument, preliminary analysis of key policies that apply to the topic and/or NCI(s), implications of your research for CIP, and recommendations to improve CIP within your topic and/or NCI. These sections will be developed in the paper.

Outlines should be minimum 1000 words (no maximum). **Include word count on title** page (footnotes, bibliography, graphics and annexes are not included in the word count), and are to be double-spaced. The outline is to be submitted in soft copy (no hard copy required) to wayne_boone@carleton.ca by 1630 hrs class 6. The attachment is to be identified as follows: Last Name5101f2012_outline.doc

The **outline** will be assessed on the following:

- Appropriateness of the chosen topic;
- Format and structure (including cover page, main and sub-headings, etc.);
- Main theses or themes (i.e., what are the aims and objectives of the paper);
- Main areas to be addressed (should be considered in the format);
- Main arguments proposed within the areas proposed and how they tie to the main theses;
- Abbreviated literature review (i.e., which sources are used and what essentially is going to be used in the paper;
- bibliography and citation in the outline;
- Proposed conclusions and recommendations; and
- Grammar and style.

4.7. Final Paper: 25%

Papers should be between 2,250 and 2,750 words in length (one grade will be deducted if over or under), and papers are to be double-spaced (**include word count on title page; footnotes, bibliography, graphics and annexes are not included in the word count**). The paper is to be submitted in soft copy (no hard copy required) to wayne_boone@carleton.ca by 1630 hrs class 9. The attachment is to be identified as follows: LastName5101f2012_paper.doc.

The **paper** will be assessed on:

- The assessment criteria for the outline plus;
- The appropriateness of the key components that are argued in the paper (including why components were excluded);
- Effectiveness of incorporation of AP&S concepts that were taught in class;
- Strength of conclusions and recommendations offered in the paper;
- Effectiveness of incorporation of relevant references;
- Inclusion of new information from references additional to the assigned or recommended readings;
- Effectiveness of coverage of the topic;
- Clarity of argument and writing; and
- Effectiveness of incorporation of salient citations and quotations.

4.8. In-class Project Briefings and Project Team Assessments: 10%

The practicum is the major effort of this course. Students will be assigned to teams in Class 2 according to the business functions for which BCP, DRP or response plans are to be developed. This practicum will provide the students with an exposure and awareness of tools, level of effort, scope and products of an applied AP&S risk assessment. Certified Professionals in AP&S and in project management will provide subject matter expertise and guide the team from time to time.

a. In-class Project Briefings

Time is allocated in each class for discussion of the practicum project as part of peer instruction. Project team members will take turns giving status updates on the progress of their practicum team to the class as a whole. These briefings will be assessed on the following basis:

- Summarized progress succinctly and clearly;
- Identified potential issues;
- Provided insight and additional assessment;
- communicated quickly, authoritatively and clearly;
- Kept to the timings; and
- Responded effectively to questions;

b. Project Team Assessment

Students will be evaluated by their fellow project team members on their performance during the practicum. Like the class peer assessments, students will also provide a self-assessment of their own contributions to their project teams. Criteria for assessment include:

- contribution to their practicum teams in terms of preparing for, attending and participating in team working sessions;

- quality of their analysis in support of their practicum teams; and
- teamwork and contribution to the completion of all deliverables to the best of their ability.

Students are not to be evaluated on their previous knowledge in AP&S and/or CIP, but only on their application of research, knowledge, skills and experience gained before and during the course.

Project Team assessments will be submitted using an external survey tool (details provided separately). Like the other submissions, the peer assessments are to be completed by 1630 hrs of the due date.

4.9. Project Deliverables Assessment : 30%

Teams are required to contribute to a series of reports and plans that follow a common template and meet all operational requirements for BCP/DRP.

The report will be presented to departmental stakeholders according to a fixed format (provided separately).

Assessment of participation in the production of these reports will be based on:

- a. comprehensiveness of information-gathering, collation and analysis;
- b. effective grouping and prioritization of key findings;
- c. quality of observations, analysis and recommendations;
- d. compliance with AP&S principles and concepts; and
- e. grammar, style, adherence to format.

The final briefing to the client on the report will be of maximum 60 minutes duration, followed by maximum of 30 minutes for questions and discussion. Additional criteria for assessment of the briefing will include:

- a. selection of highlighted observations, analysis and recommendations;
- b. compliance with AP&S principles and concepts;
- c. grammar, style, adherence to format; and
- d. how well the individual teams keep to the timings, communicate quickly, authoritatively and clearly, and respond to questions.

The draft integrated PowerPoint presentations and briefing notes on findings are to be submitted in soft copy to the instructor (wayne_boone@carleton.ca) by 1730 hrs of class 11. The class will complete the draft TRA report by end of class 11, for submission to the client.

5. ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure that accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

6. READINGS & BIBLIOGRAPHY

The following books are **assigned texts** for the course:

- Norman, Thomas: *Risk Analysis and Security Countermeasure Selection*. CRC Press, Taylor & Francis Group (2010)
- Harmonized Threat Risk Assessment (HTRA) Methodology, available at <http://www.cse-cst.gc.ca/documents/publications/tra-emr/tra-emr-1-e.pdf> and the templates are available at <http://www.cse-cst.gc.ca/its-sti/publications/tra-emr/index-eng.html>

All the readings listed in this course outline will be available via Ares Course Reserves from the Library of Carleton University, either online or on physical course reserves.

Required Readings

Students are expected to read these and consider the arguments put forward. These readings form an important part of the breakout group and class discussions. Periodically, students may be provided with questions for consideration to guide their reading and analysis, as well as to focus breakout group discussions. Students will be asked – without prior notice – to summarize the main readings to begin the class discussion. All students are expected to read articles and chapters and make links to arguments and debates in previous weeks in the discussions.

Recommended Readings

Additional readings are included in the readings and questions list, and will be augmented periodically.

7. Class Detail

Class 1. AP&S Risk Management: Introduction and Course Overview

The Instructor will introduce the course and its objectives, discuss the course outline and assessment with students, and provide an introduction to the subjects of Asset Protection and Security (AP&S) risk management, including all security policy functions to be considered by an

enterprise. The risk management equation will be discussed. Class leaders will also be chosen. The CRTC client will meet with the class and discuss the project. The BCP process will be reviewed.

Class 2. AP&S Policy Suite, Project Management, Critical Thinking

This class will compare different AP&S risk management methodologies in order to enhance understanding to be applied to the practicum. Teams will be assigned, and the practicum will be launched formally as a project, and the components of project management will be covered. The skills of critical thinking will be explored as preparation for analysis of information gathered through document review, interviews, and some site visits.

Class 3. Mission Analysis, Critical Thinking (contd)

This class will explain how and why mission analysis is conducted and demonstrate how it contributes to AP&S risk assessment. A quick review of the Government of Canada (GC) security policy suite will focus and provide rationale for the practicum activities. There will be continued discussion on critical thinking applied to AP&S. Tips on effective interviewing techniques will be provided for discussion and there will be opportunity for practice.

Class 4. Asset Valuation, Interviewing Techniques

This class will explore how assets supporting the mission are valued from confidentiality, integrity, availability (CIA) and monetary perspectives, and the initial conclusions that can be drawn with respect to AP&S risk assessment.

Class 5. Threat Assessment

This class will explore the identification and categorization of threats to valued assets supporting the mission, and how they are analyzed and assessed.

Class 6. Vulnerability Assessment, Report Writing

This class will discuss the weaknesses of assets that could be exploited by a threat to cause a risk to assets supporting mission success. Vulnerabilities will be identified and categorized for completeness of analysis and assessment. Tips for report writing will be discussed.

Class 7. Risk Assessment and Determination of Residual Risk (R_R)

This class explains AP&S risks and residual risks and discusses how they are analyzed and assessed. Responsibilities for treating risk will be covered.

Class 8. Safeguard Selection and Residual Risk Management, This class will explore options for treating assessed AP&S risk. Responsibilities for assuming R_R will be covered.

Class 9. Outstanding Risk Management Topics, Practicum Work, Presentation Skills

This class will take the opportunity to discuss any outstanding items, and thereafter focus on collating material from the student teams. Tips for effective presentation of findings will be discussed.

Class 10. Security Program Metrics, Practicum Work, Status Reports

This class will cover measurement of security program success, after which work will continue on the practicum deliverables.

Class 11. Practicum Work, Review of Draft Report, Rehearsals

This class will focus on final preparation of the AP&S Risk Assessment deliverables and presentation package, including rehearsing the presentation and preparing to address likely questions.

Class 12. Practicum: Presentations

In class 12 students will present their practicum findings to the client. There may be a requirement for some minor amendments to individual AP&S reports thereafter. Student Team Leads will be invited to assist.

Dr. Wayne Boone
Coordinator and Principal Instructor, IPIS Program
07 January 2013