Co-funded by the Erasmus+ Programme of the European Union

secureu DIGITAL EDUCATION TOOLS FOR SECURITY RISK MANAGEMENT

ERASMUS+ Strategic partnership "Digital education tools for security risk management"
Project number: 2021-1-LV01-KA220-HED-000023056

EXERCISE FOR SECURITY STUDENTS

Identification and Prioritization of the Risks

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BACKGROUND:

Managing risks requires thorough risk identification as one of the first steps of the process, as described in ISO 31000:2018. Subsequent steps include the analysis and evaluation of risks, which necessitate the ability to prioritize them.

REFERENCE TO ISO 31000 STANDRD According to the ISO 31000 standard, risk identification is the first step of a risk assessment. Next steps are risk analysis and evaluation.	

GOAL OF THIS EXERCISE:

One of the most important aspects of security risk management is the ability to identify and prioritize risks. To develop and enhance these skills, training is essential. The purpose of this task is to have students identify potential security risks associated with various stationary objects and learn how to prioritize them. By doing so, students can put themselves in the shoes of security service managers and understand how to effectively mitigate these risks.

TASK DESCRIPTION FOR STUDENTS:

1. Students choose one object for themselves.
2. Students identify 20 security risks that could be related to the specific object.
3. Students evaluate these risks according to two criteria: probability and consequences. Use a scale from 1 to 5, where 1 represents "impossible/small consequences" and 5 represents "will definitely happen/big consequences, potentially causing the organization to shut down."

Example:

Risk	Probability	Consequences	Coefficient
Fire at the facility	2	4	8

The risk coefficient is calculated by multiplying the probability and consequences.

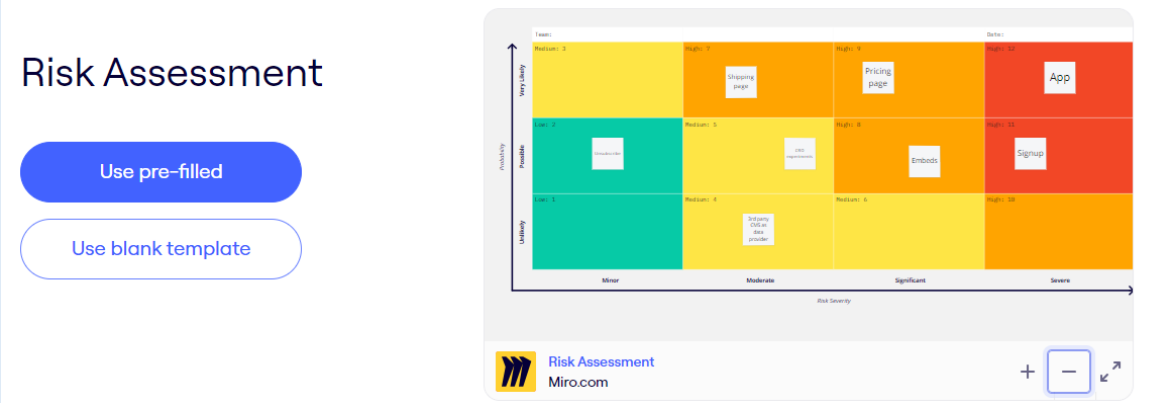
4. Based on the coefficients, identify the five most important risks and determine how they could be reduced. Present the completed work.

TASK DESCRIPTION FOR TEACHER / TRAINER:

The teacher's tasks are as follows:

1. If there are six or more students, they must be divided into pairs. If there are fewer, then each student works individually.
2. Assign or randomly allocate one of the following stationary objects to each student or pair: Bank, Shopping Center, School, Gas Station, Grocery Store, Car Service, Casino, Restaurant, Hotel, Night Club, Sawmill, Embassy, Airport, Railway Station, Office Building, Sports Hall, Customer Service Center, Cinema, Yacht Club, Dairy Factory, Zoo, Car Showroom, Hospital.
3. After the students have completed their assignments, the teacher can analyze the Risk Evaluation matrix and coefficients calculated by the students. The teacher can determine whether the coefficients are realistic or if, in some specific cases, the assessment of probability and consequences is not realistic. Additionally, the teacher can provide feedback on the risk reduction proposals made by the students.

4. You might suggest that students use a digital risk assessment matrix. For example, Miro.com offers a template for risk assessment.



You can read more about the Probability-Severity Risk Matrix here: https://www.vectorsolutions.com/resources/blogs/risk-matrix-calculations-severity-probability-risk-assessment/

ADDITIONAL SKILLS THAT THE STUDENT ACQUIRES THROUGH THIS ASSIGNMENT:

Working in a group, comparison skills and critical thinking.