



MSc Cybercrime (Campus based FT/PT)

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Course Details

1. Named Awards

Master of Science in Cybercrime

2. Course Code (and UCAS Code if applicable)

C2664F/P

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

Relevant aspects of the Subject Benchmark Statement for Criminology (March 2014)

7. Document Control Information

V0.2 26/10/2016

8. Effective Session

2018-19

9. Author

Dr. Lisa Sugiura

10. Faculty

Faculty of Humanities and Social Sciences

11. Department

Institute of Criminal Justice Studies

Curriculum

12. Educational Aims

- To develop students' understanding of theories and models of cybercrime.
- To provide opportunities for students to develop a practical understanding of cybercrime.
- To develop students' awareness of advances in technologies that aid cyber-enabled crimes and the means to investigate them.
- To enable students to critically examine responses to the cybercrime threat.
- To develop students awareness of investigative and intelligence processes in relation to cybercrime.

- To examine the regulation and application of legislation to online offending.
- To develop a critical discussion and analysis of power online.
- To provide opportunities for students to study a range of subject areas directly related to cybercrime
- To enhance students research skills and understanding of ethics to be able to identify appropriate methodologies for research.
- To write a substantial piece of work (project report or academic thesis).

13. Reference Points

The programme and outcomes have been developed taking account of:

- The University of Portsmouth's Curriculum Framework Document.
- QAA Code of Practice for the Assurance of Academic Quality and Standards in HE.
- QAA Subject Benchmark Statement – Criminology.
- Framework for the Higher Education Qualifications.
- Partnership for Conflict, Crime & Security Research: Social and Behavioural Sciences – Requirements of the National Crime Agency (National Cyber Crime Unit).
- The scholarship and research expertise of academic members of staff.
- Institute of Criminal Justice Studies' 'Core Values'.

14. General Learning Outcomes

To equip students with a systematic understanding and critical awareness of topics related to cybercrime and investigating cybercrime, which are informed by the forefront of the subject of criminology

15. Learning Outcomes

The Learning Outcomes have been developed in conjunction with the Educational Aims stated above

A. Knowledge and Understanding of:

- A.1 Theories and models of cybercrime.
- A.2 The online cultural, social and political contexts.
- A.3 The development of technology and the Internet.
- A.4 Responses to cybercrime.
- A.5 The tools and techniques employed in cybercrime investigations.
- A.6 Internet laws and regulations.
- A.7 The role of power online.
- A.8 The application of criminological theories to cybercrimes.
- A.9 A specialist area researched for the dissertation.

Learning and Teaching Strategies and Methods

A1 to A8 are delivered through taught core units. A9 is achieved through an agreed programme of independent study. The basis of curriculum delivery will be via seminar-based teaching delivery. These will be augmented by student-led presentations of readings and case studies at seminars, along with practical workshops. Access to essential knowledge is structured via preparatory readings within structured weekly reading lists and the use of open learning materials. Students are encouraged to continue developing employability skills through paid employment or volunteer placements with relevant agencies.

A Moodle-based course site, coupled with Unit Moodle sites will provide opportunities to use online resources and to interact with course subject matter. Further specialist resources to support research will also be available via a network of Subject Hubs (e.g. Terrorism, Security, Fraud, Research Methods).

Study for the dissertation will be supported through regular individual tutorials with a dissertation Supervisor and email-based exchanges to guide and direct students to relevant literature to provide the essential knowledge for the research project and to enable A9 to be achieved.

Assessment

A1 to A8 will be assessed through a range of essays, reports, assessed presentations and proposal. A9 will be by a research-based dissertation or project report.

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 Critically evaluate conceptual explanations of cybercrime.
- B.2 Critically evaluate the strategic responses towards cybercrime, at both public and private levels.
- B.3 Critically evaluate current cybercrime investigatory approaches.
- B.4 Design research; undertake data analysis using a range of quantitative and qualitative research methodologies.
- B.5 Review and evaluate evidence using an ethical approach to develop logical arguments.
- B.6 Engage critically with competing academic literatures and apply them to form a comprehensive understanding of cybercrime.
- B.7 Apply relevant frameworks or approaches to understand cybercrime policy making.

Learning and Teaching Strategies and Methods

B1 to B7 will be achieved through a range of structured classroom-based and online activities throughout the programme of studies. The programme will encourage and prompt critical engagement with the literature, competing interpretations and experiences. Example activities include tutor and student-led seminars, student presentations, discussion, practical activities, questioning and interaction. These activities may be face-to-face or online (asynchronous). Blogs, wikis and podcasts will also be used to complement the student learning experience.

Assessment

B1 to B7 will be assessed through essays, reports, presentations, which will require bibliographic research and the deployment of a range of critical analytical and evaluative skills. Dissertation criteria will enable demonstration of B1 to B7.

C. Practical (Professional or Subject) Skills, able to:

- C.1 Apply a range of criminological concepts to cybercrime and cybercrime related issues.
- C.2 Locate, evaluate, synthesise and summarise evidence from a wide range of relevant national and international studies.
- C.3 Present an informed opinion on the appropriateness of the tools and techniques employed to combat cybercrime.
- C.4 Undertake independent research on complex matters relevant to cybercrime.
- C.5 Demonstrate an ability to research independently, to evaluate different kinds of evidence, and to synthesise and evaluate material from a wide range of different sources to produce a research-based dissertation or project report.

Learning and Teaching Strategies and Methods

C1 to C5 will be delivered through interactive seminars and workshops. The programme of studies will make frequent use of group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience.

Assessment

C1 to C5 will be assessed through coursework assignments and assessed presentations, which will expect a demonstration of an understanding of current cultural criminological issues and the application of theory to contemporary contexts. C4 and C5 also will be assessed by a dissertation thesis or project report.

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 Select and effectively use a range of strategies and resources to explore problems, research different options and formulate valid proposals.
- D.2 Develop a broad range of appropriate skills particularly in communication, information technology, and problem solving.
- D.3 Communicate through a range of forms of written work and oral communication.
- D.4 Demonstrate a basic knowledge of ICTs, including word-processing, presentation preparation, use of email, online discussion tools, web searching and evaluation of sources, online bibliographic database searching, etc.
- D.5 Manage, plan, implement and write up a dissertation thesis or project report.
- D.6 Take charge of one's own learning (planning and managing own time), reflecting and evaluating personal strengths and weaknesses for future learning (and developing as appropriate).

Learning and Teaching Strategies and Methods

The majority of coursework assignments will expect students to locate appropriate materials from a range of sources (directed and undirected), to evaluate their utility, accuracy and currency and to use them to communicate effectively in a wide range of written and discursive formats (D1-D6). All coursework assignments must be word-processed and students are expected to seek academic and technical sources of help and advice from a number of sources at different stages of the programme (D2-D4). All students are required to take personal responsibility for their learning throughout and to plan and deliver assignments within a framework of paced-study and appropriate deadlines.

Assessment

D1 to D6 will be assessed through the coursework or other assessment requirements for each unit. D5 is assessed through the dissertation thesis or project report. The system of deadlines and associated penalties for late submission ensures student planning of time and academic tasks and encourages personal responsibility for own learning (D6).

16. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

60 UK HE credits are required to achieve a Pg.Cert, 120 credits for a Pg.Dip. and 180 credits are required to achieve a Master's degree. Standard University rules apply and the regulations must be consulted for a full description of exit awards.

The programme operates on a 12months Full-Time basis, or over two full academic years for Part-time Campus-based delivery.

Units are 30 credits (with the exception of the 60-credit Dissertation).

One credit is equivalent to 10 notional learning hours.

17. Employability Statement

Employability skills are delivered (and assessed where applicable) throughout the curriculum. We provide structured support to enable students to develop their employability skills throughout the course. Career management skills specifically (as a subset of employability skills) will be embedded throughout the curriculum. UK national students will have the opportunity to put themselves forward for a competitive application for placements with Hampshire Constabulary or the National Crime Agency, whilst all students will benefit from having access to law enforcement agencies via external speakers at workshops and other taught sessions.

¹ www.port.ac.uk/unitwebsearch

Students are introduced to career management skills (self-awareness, professional development planning, CV development, etc.) in order to encourage them to think about their existing skills and career plans at our annual study school. There are plenary sessions on the further development of career management skills and the sessions are supported by interactive online exercises and website resources related to the subject area. Students also have access to an interactive, online Employability Hub and the ICJS LinkedIn network.

As part of Induction personal tutorials and Professional Development Planning (PDP), we provide further guidance and activities for students (as part of what are currently termed 'Pathfinder Exercises'). This is linked to individual research/project skills related to the core 60 credit dissertation/project and group research/project skills in core units.

For all students, we also run a series of Faculty-wide careers events with employers from a range of relevant employment sectors during the year and a Faculty Alumni Day. ICJS also runs a Careers Panel, which invites former ICJS students, who have since gained employment in the relevant sectors, to return to the university and share their experiences with current students.

All these activities will be supported by the Personal Tutor system and a refocused PDP – developing students as professionals.

We also provide opportunities for students to engage in work-related learning through active learning and the application of skills in work-related environments. This supports an understanding of working environments and the impact of globalisation on career goals.

Course Management

18. Support for Student Learning

- The Course is managed by a Course Leader.
- A Course Induction programme introduces the student to the University and their course.
- Each student has a nominated Personal Tutor, responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing and counselling.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent University Library facilities.
- A Students Handbook, and other course and unit information provide an understanding of the course structure and University regulations.
- Feedback is provided for all assessments.
- Professional/Personal Development Planning (PDP) is provided for all awards.

19. Admissions Criteria

A. Academic Admissions Criteria

Normally a first degree (2:2 minimum) in criminology or related social science discipline.

or exceptionally a strong profile of relevant professional experience and/or training and demonstration of academic ability to achieve postgraduate level (e.g. professionals working in public/private cybercrime/security sectors)

or

a social science/humanities degree with successful completion of International College Portsmouth pre-Masters in Social Science.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

20. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in the Postgraduate Taught Experience Survey (PTES)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF).
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

21. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

Units include a wider range of innovative coursework assignments, formative and summative, including the writing of reports and reviews of different types of research literature. At this level, assessments are designed to encourage students to draw on a wider range of information sources and to develop a more evaluative and critical approach to materials. Formative assessments undertaken during face-to-face seminars, involving small group work and in-class tests, will assist students to develop critical thinking skills and the feedback provided will help students' understand how to apply this analysis to their later summative assessments during the assessment period.

All students undertake a dissertation that requires independent research study and management, supported by a Supervisor. A Research Methods and Research Ethics unit includes a more challenging range of formative and summative assessments designed to assess students' critical and analytical skills, and develop their familiarity with a range of primary sources. Some of the formative assessments will include work-related skills, such as report writing and writing presentations.

22. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present a report to Unit Assessment Board

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None

B. Periodic Programme Review (or equivalent)

Periodic Programme Review, February 2015.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015³](#)*).

D. Others

None.

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

24. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [School/Department](#)⁵ websites

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/aboutus/