COURSE SPECIFICATION

MSc Cybercrime, Terrorism and Security (Campus-based, January and September starts)

COURSE SPECIFICATION

Course Title	**MSc Cybercrime, Terrorism and Security**
Final Award	*MSc*
Exit Awards	MSc Cybercrime, Terrorism and Security Early exits are also available with PG Certificate and PG Diploma
Course Code / UCAS code (if applicable)	*P3495FTC/PTC*
Mode of study	*Full time/ Part time*
Mode of delivery	*Campus*
Normal length of course	*1 year full time/2 years part time with Sept intake / 16 months full time with Jan intake*
Cohort(s) to which this course specification applies	*from September 2023 and January 2024 intakes onwards*
Awarding Body	*University of Portsmouth*
Teaching Institution	*University of Portsmouth*
Faculty	*Faculty of Humanities and Social Sciences*
School/Department/Subject Group	School of Criminology and Criminal Justice (SCCJ)
School/Department/Subject Group webpage	*https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-criminology-and-criminal-justice*
Course webpage including entry criteria	*https://www.port.ac.uk/study/courses/postgraduate-taught/msc-cybercrime-terrorism-and-security*
Professional and/or Statutory Regulatory Body accreditations	*None*
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	*7*

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

Educational aims of the course

- To provide opportunities for students to study in depth the core subject areas of cybercrime, terrorism and security.
- To provide opportunities for students to study specialist subject areas options from a range related to core subject studies.
- To enhance students' research skills and understanding of ethics to be able to identify appropriate methodologies for research.
- To provide the opportunity for students to write a substantial piece of work (project report or academic thesis).

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	Gain subject specific knowledge appropriate to the final research project.	Lectures, seminars, tutorials, group work, workshops, use of reading lists, Moodle sites	Essays, reports, portfolios, presentations, case studies
A2	Explain theoretical and methodological underpinnings of cybercrime, terrorism and security.	Lectures, seminars, tutorials, group work, workshops, use of reading lists, Moodle sites	Essays, reports, portfolios, presentations, case studies, opportunities for formative assessment
A3	Gain a grounding in the broader context of justice.	Lectures, seminars, tutorials, group work, workshops, use of reading lists, Moodle sites	Essays, reports, portfolios, presentations, case studies
A4	Research planning, design and research ethics.	Lectures, seminars, tutorials, group work, workshops, supervision meetings (face-to-face and via email), Moodle sites	Essays, reports, portfolios, presentations, proposals, online quiz, research-based dissertation or major project, opportunities for formative assessment
A5	Appropriate research methods applicable to the completion of the research project.	Lectures, seminars, tutorials, group, work, workshops, supervision meetings (face-to-face and via email), Moodle sites	Essays, reports, portfolios, presentations, proposals, research-based dissertation or major project, opportunities for formative assessment and feedback throughout the supervision process

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Engage critically with competing theories and approaches and apply them to the justice and security contexts.	Lectures, seminars (some student led), tutorials, group work, workshops, prompt critical engagement with the literature	Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills. Use of case studies in formative (class-based) and summative assessments
B2	Apply relevant frameworks or approaches to understand relevant policy-making.	Lectures, seminars (some student led), tutorials, group work, workshops	Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills. Use of case studies in formative (class-based) and summative assessments and workshops
B3	Critically appraise the value of theoretical perspectives and research evidence collected in their subject specialisms.	Lectures, seminars (some student led), tutorials, group work, workshops, prompt critical engagement with the literature	Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills
B4	Examine the nature of diversity and apply to practical justice action in diverse communities.	Lectures, seminars (some student led), tutorials, group work, workshops, prompt critical engagement with the literature	Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills
B5	Synthesise and contribute to the creation of new knowledge.	Lectures, seminars (some student led), tutorials, group work, workshops	Essays, reports and presentations which all require bibliographic research and critical analytical and evaluative skills. The culmination of this knowledge will be presented in the research-based dissertation or major project

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Apply a range of generic and cybercrime, terrorism and security specific concepts to crime and/or security contexts and behaviours.	Group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience	Essays, reports, portfolios, presentations, which will expect a demonstration of an understanding of subject specialism issues and the application of theory to contemporary contexts
C2	Locate, evaluate, synthesise and summarise evidence from a wide range of relevant national and international sources.	Group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the	Essays, reports, portfolios, presentations, which will expect a demonstration of an understanding of subject specialism issues and the application of theory to contemporary contexts

		students' own experience	
C3	Undertake independent research on complex matters relevant to subject specialism.	Group discussions to encourage application of general theories to relevant specific strategic and operational issues grounded in the students' own experience. Supervision meetings	Essays, reports, portfolios, presentations, which will expect a demonstration of an understanding of subject specialism issues and the application of theory to contemporary contexts
C4	Demonstrate an ability to research independently, to evaluate different kinds of evidence and to synthesis and evaluate material from a wide range of sources in producing a research-based dissertation or major project.	Workshop support on research methods and ethics, with additional support for Learning Development Tutors. Supervision meetings	Essays, reports, portfolios, presentations, which will expect a demonstration of an understanding of subject specialism issues and the application of theory to contemporary contexts. Culminates in research-based dissertation or major project

D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Select and effectively use a range of strategies and resources to explore problems, research different options and formulate valid proposals.	Seminars, group work, class discussions, dissertation tutorials	Coursework and oral presentation assessments where students must locate appropriate materials from a range of sources (directed and undirected) and use them to communicate effectively after evaluating their utility, accuracy and currency
D2	Communicate through a range of written work and online communication.	Seminars, group work, class discussions, workshops, engagement with Moodle activities	Assessments involve essays, reports, self-reflection, presentation slides, portfolios. As part of the engagement with staff, students are also expected to make appropriate and professional use of email
D3	Demonstrate a good knowledge of ICT, including word-processing presentation preparation, use of email, online discussion tools, web searching and evaluation of sources, online bibliographic database searching and data analysis tools.	Workshops, engagement with Moodle	All coursework assessments must be word-processed and students are expected to seek academic and technical sources of help and advice from a range of sources at different stages of the programme
D4	Take charge of one's own learning (planning and managing own time), reflecting and evaluating	Seminars, group work, class discussions, workshops, dissertation tutorials	The system of deadlines and associated penalties for late submission ensures student planning of time and academic

	personal strengths and weaknesses for future learning (and developing as appropriate).		tasks, encouraging personal responsibility for own learning
D5	Demonstrate an evidenced based mindset and approach to problem solving	Seminars, workshops, class discussions dissertation tutorials	Assessments require students to take an evidenced based approach and cite relevant sources. Assessment tasks and dissertation require the application of knowledge to address challenges.

Academic Regulations

The current University of Portsmouth Academic Regulations will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

In addition to these University support services this course also provides the following:

- The course is managed by a Course Leader.

- A Course Induction programme introduces the student to the University and their course (either in January or September)

- Each student has a nominated Personal Tutor, responsible for pastoral support and guidance. This role will then be taken over by the dissertation supervisor once allocated.

- Within SCCJ there are also Learning Development Tutors for both academic skills and research support.

- Within SCCJ there are dedicated Student Engagement Officers providing student support

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- University of Portsmouth Curriculum Framework Specification
- University of Portsmouth vision 2030 and strategy 2025
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement for Criminology
- Quality Assurance Agency Framework for Higher Education Qualifications
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- The School of Criminology and Criminal Justices' Core Values

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

Copyright

Document details

Author	Dr Aram Ghaemmaghami
Date of production and version number	*21.02.23 [Version 1]*
Date of update and version number	08.06.2023 [v2]
Minimum student registration numbers	