

## University of the West of Scotland

## Module Descriptor

Session: 2024-25

<b>Title of Module: Cyber Security: Law and Ethics</b>			
<b>Code: COMP11086</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 10</b>	<b>ECTS: 5 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Junkang Feng		
<b>Summary of Module</b>			
<p>This module provides students with an understanding of the ethical issues and codes of practice together with the moral and professional responsibilities of the cyber security practitioner. An overview of ethical and legislative issues relevant to cyber security are discussed together with critical evaluation. It considers and reflects upon the implications and impacts of aspects of cybersecurity.</p> <p>This module will work to develop a number of the key <b>'I am UWS' Graduate Attributes</b> to make those who complete this module:</p> <p><u>Universal</u></p> <ul style="list-style-type: none"> <li>• Critical Thinker</li> <li>• Ethically-minded</li> <li>• Research-minded</li> </ul> <p><u>Work Ready</u></p> <ul style="list-style-type: none"> <li>• Problem-Solver</li> <li>• Effective Communicator</li> <li>• Ambitious</li> </ul> <p><u>Successful</u></p> <ul style="list-style-type: none"> <li>• Autonomous</li> <li>• Resilient</li> <li>• Driven</li> </ul>			
<b>Module Delivery Method</b>			

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate a critical understanding of the theories, concepts and principles of legislative and regulatory frameworks, and ethics related to cyber security;
L2	Apply knowledge, skills and understanding to undertake professional activities legally and ethically.
L3	Critically evaluate the laws and ethics relating to cyber crime.
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>11</b> Students will learn the theories, concepts and principles of legislative and regulatory frameworks, and ethics related to cyber security
Practice: Applied Knowledge and Understanding	SCQF Level <b>11</b> Students will gain in-depth, comprehensive understanding, knowledge and skills undertake professional activities legally and ethically.

Generic Cognitive skills	<p><b>SCQF Level 11</b></p> <p>To complete their written reports and laboratory tasks, students will first build skills to integrate information and apply knowledge from various sources including technology advances informed by research and industry.</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 11</b></p> <p>Working in groups, students will develop communication skills as well as the ability to write technical reports and documentation.</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 11</b></p> <p>Exercise a substantial ability to work autonomously, demonstrating critical inquiry in producing quality work underpinned by rigorous investigation.</p> <p>Learn effectively for the purpose of continuing personal development planning through interacting with others in academic and professional bodies and organisations relevant to m-business.</p> <p>Demonstrate an ability to manage and work autonomously with a range of self-directed m-business related learning resources.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</b>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	6
Independent Study	82
	Hours Total 100

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Manjikian, M. (2017) *Cybersecurity Ethics: An Introduction*. Routledge.

Etzioni, A and Rice, C.J. (2015) *Privacy in a Cyber Age: Policy and Practice*. Palgrave Macmillan

Alfreda Dudley, A., Braman, J. and Vincenti, G. (2012) *Investigating Cyber Law and Cyber Ethics: Issues, Impacts and Practices*. IGI Global.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

**Attendance and Engagement Requirements**

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the library and on Aula, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

**Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

<b>Divisional Programme Board</b>	
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	
<b>Moderator</b>	Tom Caira
<b>External Examiner</b>	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text</a> .
<b>Changes/Version Number</b>	

### Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text](#).

Assessment 1 Coursework (100%)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar

when assessment is likely to feature will be provided within the Student Module Handbook.)
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### Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	√	√	√				
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>