

University of the West of Scotland
Module Descriptor
Published 2024/25 Module Descriptor

Session: 2024/25

Title of Module: Governance, Risk & Compliance			
Code: COMP10075	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Tony Gurney		
Summary of Module			
<p>The purpose of this module is to enable the IT professional to manage information assurance within an organisation to ensure information is processed legally and securely through risk-based decision making.</p> <p>The teaching and assessment contained in this module are specifically designed to encourage independent, critical thinking. In addition, students are encouraged to work through problems both independently and as part of a group. Tutorials, as well as group interactions, are expressly structured to encourage the creation and dispersal of solutions using a critical approach to problem solving whilst bearing in mind best industry practice both legally and ethically.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓	✓	✓			
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			

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Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2	✓	Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
 L1. Critically apply governance frameworks and practices to direct and control the use of secure information technology in line with organisation goals.
 L2. Develop and critically apply risk management, controls and auditing processes to enable organisational-level information assurance.
 L3. Discuss significant legislation, standards, and codes of practice/ethics as they apply to IT and how to be compliant to these;
 L4. Research the academic and professional literature, and use it to evaluate a given scenario to communicate findings to management via a professional level report and presentation.

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 10. Governance models and frameworks, Information Assurance Methods; Related International Standards; Scottish, UK, EU and other International laws that relate to data privacy and protection, obligations of organisations for the management of data and communications; computer misuse and surveillance, elements of contractual and employment law.	
Practice: Applied Knowledge and Understanding	SCQF Level 10. Understanding and application of elements of the frameworks. Risk management, contingency and continuity planning.	
Generic Cognitive skills	SCQF Level 10. Logical assessment of open ended problems; distill and synthesise a variety of knowledge from external sources; development of an argument to articulate a case for the findings.	
Communication, ICT and Numeracy Skills	SCQF Level 10. Professional report writing and presentation skills.	
Autonomy, Accountability and Working with others	SCQF Level 10. Build effective client relationships.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Laboratory/Practical Demonstration/Workshop	12
Independent Study	152
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Trim, P.R.J., and Lee, Y-I. (2014). Cyber Security Management: A Governance, Risk and Compliance Framework. Gower Publishing</p> <p>Schaub, G. (2018) Understanding Cybersecurity: Emerging Governance and Strategy. Rowman & Littlefield International</p> <p>Kolah, A. (2018) The GDPR Handbook: A Guide to Implementing the EU General Data Protection Regulation. Kogan Page</p>	
<p>(**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)</p>	
Engagement Requirements	
<p>In line with the Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p>	

Supplemental Information

Programme Board	Computing
Assessment Results (Pass/Fail)	No
Subject Panel	Business & Applied Computing

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Moderator	Malcolm Bronte-Stewart
External Examiner	M Davis
Accreditation Details	
Version Number	1.06

Assessment: (also refer to Assessment Outcomes Grids below)

Coursework (100%) - In this coursework the student will act as an information security consultant for a specific organisation. The student will undertake a review of the information security governance and management processes within the organisation.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Case study	✓	✓	✓	✓	100	120	
Combined Total For All Components					100%	120 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is suitable for any student. The assessment regime will be applied flexibly so that a student who can attain the practical outcomes of the module will not be disadvantaged. When a student discloses a disability, or if a tutor is concerned about a student, the tutor in consultation with the School Enabling Support co-ordinator will agree the appropriate adjustments to be made.

[UWS Equality and Diversity Policy](#)

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