Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) in Cyber Security and Digital Forensics
Teaching Institution	South Eastern Regional College
Awarding Institution	The Open University (OU)
Date of first OU validation	11/05/22
Date of latest OU (re)validation	N/A
Next revalidation	
Credit points for the award	120 credits Level 6
UCAS Code	N/A
HECoS Code	N/A
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	01/09/2022
Underpinning QAA subject benchmark(s)	Subject Benchmark Statement – QAA Computing (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021) SEEC Credit Level Descriptors (2021)
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT, FT, Face to Face
Duration of the programme for each mode of study	1 Year Full Time 2 Years Part Time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The BSc (Hons) in Cyber Security and Digital Forensics is designed to fulfil the following aims:

- To educate student in the theory and principles underlying cyber security and digital forensics.
- To develop and challenge students critical thinking, emotional intelligence, leadership, and entrepreneurial skills relevant to the cyber security and digital forensics industry.
- To enhance the student's ability to analyse and critical reflect on industry relevant theories and methodologies which are applicable to the cyber security and digital forensics industry.
- To provide opportunities for understanding of the social, environmental, and ethical issues relevant to the cyber security and digital forensics industry.
- To equip students with computing professional practice and appropriate experience in project management and successfully delivering a computing solution.
- To enable students to carry out work with minimal supervision and manage time and workload effectively.
- To produce cyber security and digital forensic professional who can make a significant contribution to their field.
- To develop a range of professional knowledge and skills to analyse problems, to synthesise solutions, to work effectively with others and to maintain their own expertise in a rapidly changing area.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

SERC currently offers courses from Level 2 to Level 5 in Computing. It is expected that the student cohorts which are currently enrolled on the Level 5 programme will be attracted by the opportunity to study locally for a university accredited BSc (Hons) in Cyber Security and Digital Forensics.

Students who have not studied the FD in Cyber Security and Digital Forensics at SERC must review the Cisco Cyber Ops Associate course materials provided by the college as background knowledge for entry prior to the course start date. There is no requirement for students to complete assessment of the learning.

This programme has the opportunity for progression upon completion of the course to enter master's programmes at local universities. Students will also have the opportunity to seek employment within the computing industry.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all exit awards
BSc Ordinary Degree (without honours) in Cyber Security and Digital Forensics – Requires any 60 credit points (with a minimum of 60 credits at level 6 from a combination of at least three 20 credit modules) BSc (Hons) in Cyber Security and Digital Forensics – Requires all 120 credits at level 6.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6 (Full time)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Host Based Forensics	20			Yes	1
Project Management	20			Yes	1
Secure Systems Design	20			Yes	2
Ethical Hacking	20			Yes	2
Computing Project	40			No	1 and 2

Programme Structure - LEVEL 6 (Part Time)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Host Based Forensics	20			Yes	Year 1 Semester 1
Project Management	20			Yes	Year 1 Semester 1
Secure Systems Design	20			Yes	Year 1 Semester 2
Ethical Hacking	20			Yes	Year 1 Semester 2

Programme Structure - LEVEL 6 (Part Time)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Computing Project	40			No	Year 2 Semester 1 and 2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 - Appreciate the uncertainty, ambiguity, and limits of knowledge within the core disciplines of cyber security A2 - Critically evaluate current and emerging trends, technologies and methodologies regarding cyber security A3 - Systematically appraise relevant principles, theories, and methodologies of cyber security.	**Learning and Teaching Methods:** Lectures will provide an overview of core module material, using examples and case studies where appropriate. Students will be encouraged to further investigate aspects of lectures in preparation for Tutorials. Lectures will be designed to engage the learner's interest in a topic and to provide a framework on which students can build their knowledge and understanding. Lectures will provide high level

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A4 - Critically evaluate relevant computer technologies to meet requirements in a range of novel or complex contexts. A5 - Critically review current computer systems considering the latest developments in the field	information from a range of sources, updating students with new developments and current issues. Independent Study Supported by VLE Resources: Students will be expected to undertake independent learning by investigating written material or using the internet in the college Learning Resource Centre. In addition, collaborative learning and consultation with peers is encouraged as this leads to the exchange of ideas and effective problem solving. Teaching materials will be developed and provided in electronic form. SERC facilitates all students with remote login access to the college VLE to access all electronic materials and to take part in online discussions/forums/classes and email. Textbooks/eBooks: Core textbooks will supplement and support the curriculum to allow extension to learning outside and inside the classroom to assist, direct and facilitate research and independence and to develop confidence in self-directed learning. Flipped Learning: To encourage academic discussion with peers and practical problem-solving activities, students may be introduced to learning material before any scheduled class. This will allow students to gain a more in-depth understanding of the topic. Digital Literature: a wide range of digital literature will be provided and more should be researched individually to include online reading

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	materials, multimedia presentations, custom made learning materials such as videos/quizzes etc. and bespoke software tutorials. Use of digital literature will include the use of online resources and the internet for research, use of communication tools, use of electronic plagiarism software and various types of content creation. Practical's: Practical work will underpin the material taught in training/lab /tutorials. This will take place in the IT rooms and hardware labs and aim to allow students to experience the use of specialised resources and equipment, commensurate with industry standard practice. Directed learning activities in a safe environment will provide students with ownership of the intended outcomes making practical activities more motivating and enjoyable. Project Based Learning: Students will learn through the experience of solving an industry defined problem. This approach will engage students in a complex, real world problem, working on a project over a period of time to find a suitable solution. This will enable students to develop their critical thinking, creativity and communication skills. At Level 6, the students will be encouraged to critically evaluate their work, research to expand and strive for improvement in their knowledge, understanding and application of the practical and theoretical contexts and concepts encountered.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	Assessment Methods Assessment strategies offer students clear guidance regarding future development. Through the Computing Project students will create individual outcomes through self-initiated work and experimentation of ideas and apply solutions that will prepare them for professional practice with confidence. Written coursework is essential to assess students' skills of report writing and incorporates the understanding and development of academic skills in helping students to appreciate a range of presentation media and recognise where and how best to apply these media. Coursework is also a vehicle with which to allow students to illustrate academic rigour in research and referencing. Students are made aware of the concepts of copyright, trademarks and plagiarism. Coursework can be presented in a variety of assessment methods such as group work, practical exercises, project reports, multiple choice tests. Innovative approaches are used in the assessment process, including class tests, practical exercises, case studies, exams, project based learning etc. In some units the assessment involves group activity.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	Formative assessment is given continually through class work, practical labs, and tutorial sessions. Self-reflection and peer evaluation constitute an important part of formative assessment. Summative assessment is regularly provided through practical assessments, reports, group work, logs, and presentations. Assessment strategies offer students clear guidance regarding future development.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 – Critically analyse issues and formulate appropriate methods of investigation and evaluation. B2 - Synthesise information from a variety of sources and utilise judgement to draw appropriate conclusions and make recommendations. B3 – Analytically employ problem solving skills in order to create solutions to novel or complex problems in a variety of theoretical and practical situations.	**Learning and Teaching Methods:** These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical-based activities, independent project work and project based learning activities. Lectures will provide an overview of core module material, using examples and case studies where appropriate. Students will be encouraged to further investigate aspects of lectures in preparation for Tutorials. Lectures will be designed to engage the learner's interest in a topic and to provide a framework on which students can build their knowledge and understanding. Lectures will provide high level

3B. Cognitive skills	
B4 - Systematically apply appropriate theoretical concepts and practical techniques in social, environmental, and ethical issues to the solution of complex problems. B5 - Synthesise and apply methodologies, techniques, tools, and technologies from a range of fields within computing to provide complete solutions to novel or complex problems	information from a range of sources, updating students with new developments and current issues. Independent Study Supported by VLE Resources: Students will be expected to undertake independent learning by investigating written material or using the internet in the college Learning Resource Centre. In addition, collaborative learning and consultation with peers is encouraged as this leads to the exchange of ideas and effective problem solving. Teaching materials will be developed and provided in electronic form. SERC facilitates all students with remote login access to the college VLE to access all electronic materials and to take part in online discussions/forums/classes and email. Textbooks/eBooks: Core textbooks will supplement and support the curriculum to allow extension to learning outside and inside the classroom to assist, direct and facilitate research and independence and to develop confidence in self-directed learning. Flipped Learning: To encourage academic discussion with peers and practical problem-solving activities, students may be introduced to learning material before any scheduled class. This will allow students to gain a more in-depth understanding of the topic. Digital Literature: a wide range of digital literature will be provided and more should be researched individually to include online reading materials, multimedia presentations, custom made learning materials such as videos/quizzes etc. and bespoke software tutorials. Use of

3B. Cognitive skills	
	digital literature will include the use of online resources and the internet for research, use of communication tools, use of electronic plagiarism software and various types of content creation. Practical's: Practical work will underpin the material taught in training/lab /tutorials. This will take place in the IT rooms and hardware labs and aim to allow students to experience the use of specialised resources and equipment, commensurate with industry standard practice. Directed learning activities in a safe environment will provide students with ownership of the intended outcomes making practical activities more motivating and enjoyable. Project Based Learning: Students will learn through the experience of solving an industry defined problem. This approach will engage students in a complex, real world problem, working on a project over a period of time to find a suitable solution. This will enable students to develop their critical thinking, creativity and communication skills. At Level 6, students will be presented with briefs however, project-based learning will become more complex forcing the students to develop their critical thinking, creativity, and communication skills. **Assessment Methods:** Assessment strategies offer students clear guidance regarding future development.

3B. Cognitive skills	
	Through the Computing Project students will create individual outcomes through self-initiated work and experimentation of ideas and apply solutions that will prepare them for professional practice with confidence. Written coursework is essential to assess students' skills of report writing and incorporates the understanding and development of academic skills in helping students to appreciate a range of presentation media and recognise where and how best to apply these media. Coursework is also a vehicle with which to allow students to illustrate academic rigour in research and referencing. Students are made aware of the concepts of copyright, trademarks and plagiarism. Coursework can be presented in a variety of assessment methods such as group work, practical exercises, project reports, multiple choice tests. Innovative approaches are used in the assessment process, including class tests, practical exercises, case studies, exams, project based learning etc. In some units the assessment involves group activity. Formative assessment is given continually through class work, practical labs, and tutorial sessions. Self-reflection and peer evaluation constitute an important part of formative assessment.

3B. Cognitive skills	
	Summative assessment is regularly provided through practical assessments, reports, group work, logs, and presentations. Assessment strategies offer students clear guidance regarding future development. Where students solve real world problems, cognitive skills are assessed via pitching and presenting ideas and client feedback on the outcomes produced.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 - Develop innovative solutions to a variety of theoretical and practical problems. C2 - Adopt appropriate methodologies to a range of problems. C3 - Plan, design, develop and evaluate innovative computer-based solutions to a range of novel or complex problems using up to date tools and technologies. C4 - Articulate reasoned technical and ethical evidence to justify solutions. C5 - Demonstrate flexibility in adapting best practice solutions to different contexts.	**Learning and Teaching Methods:** Practical and professional skills are developed through structured practical activities. These include practical activities, team projects and ideas generation and solution development workshops and project based learning experiences. The course team will use guest speakers to enhance delivery and give context to practical and professional skills delivered on the programme. At Level 6, theory, practical and professional skills are inherent in all modules, as learners are expected to deliver practical outcomes to a professional standard at this level. Learn to study and develop independent thinking, problem-solving, analysing, and evaluation and self-reflection skills. Collaborative group-based work will be assessed by work submitted individually and may include an element of assessment by tutor observation of each candidate's contribution

3C. Practical and professional skills	
C6 - Formulate project questions, deploy appropriate research methodologies and data collection methods and evaluate project findings examining practical, ethical or theoretical constraints.	to the team and effectiveness as a team member while the team is working on the project. Moving with confidence from fundamental technical skills to become flexible, adaptive, and experimental. Responding to real world briefs to successfully adapt to this fast-paced industry by identifying and solving complex, challenging issues. Practical's: Practical work will underpin the material taught in training/lab /tutorials. This will take place in the IT rooms and hardware labs and aim to allow students to experience the use of specialised resources and equipment, commensurate with industry standard practice. Directed learning activities in a safe environment will provide students with ownership of the intended outcomes making practical activities more motivating and enjoyable. Project Based Learning: Students will learn through the experience of solving an industry defined problem. This approach will engage students in a complex, real world problem, working on a project over a period of time to find a suitable solution. This will enable students to develop their critical thinking, creativity and communication skills. **Assessment Methods:** Assessment strategies offer students clear guidance regarding future development.

3C. Practical and professional skills	
	Through the Computing Project students will create individual outcomes through self-initiated work and experimentation of ideas and apply solutions that will prepare them for professional practice with confidence. Written coursework is essential to assess students' skills of report writing and incorporates the understanding and development of academic skills in helping students to appreciate a range of presentation media and recognise where and how best to apply these media. Coursework is also a vehicle with which to allow students to illustrate academic rigour in research and referencing. Students are made aware of the concepts of copyright, trademarks and plagiarism. Coursework can be presented in a variety of assessment methods such as group work, practical exercises, project reports, multiple choice tests. Innovative approaches are used in the assessment process, including class tests, practical exercises, case studies, exams, project based learning etc. In some units the assessment involves group activity. Formative assessment is given continually through class work, practical labs, and tutorial sessions. Self-reflection and peer evaluation constitute an important part of formative assessment.

3C. Practical and professional skills	
	Summative assessment is regularly provided through practical assessments, reports, group work, logs, and presentations. Assessment strategies offer students clear guidance regarding future development.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 - Communicate effectively through appropriate media. D2 - Critically evaluate information sources including academic sources, manufacturer information and internet sources. D3 - Work effectively on their own and demonstrate understanding of being part of a team, taking personal responsibility for their own efforts and outputs. D4 - Manage time effectively by learning to plan and prioritise work to meet specified deadlines. D5 - Learn independently in the spirit of critical and self-reflective enquiry. D6 - Develop meta skills to include critical thinking, emotional intelligence, leadership, and entrepreneurship.	**Learning and Teaching Methods:** Key/transferable skills will be developed through lectures, seminars and tutorials. This also includes ICT skills, information management, and research skills. All transferable skills apply to theoretical disciplines, practical and project based activities. Other learning and teaching methodologies include demonstration and peer learning. Learners will be provided with key information which they will research, analyse, and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and creative design principles. Creative thinking and critical analysis are applied to all aspects of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. At Level 6, students are encouraged to further develop their critical thinking and self-reflection.

3D. Key/transferable skills	
	The students are expected to demonstrate an increased responsibility for developing their own transferable skills and employ resources to support their development. Throughout, the learner is encouraged to develop key transferable skills further by undertaking independent study and research. Project Based Learning: Students will learn through the experience of solving an industry defined problem. This approach will engage students in a complex, real world problem, working on a project over a period of time to find a suitable solution. This will enable students to develop their critical thinking, creativity and communication skills. **Assessment Methods:** Assessment strategies offer students clear guidance regarding future development. Through the Computing Project students will create individual outcomes through self-initiated work and experimentation of ideas and apply solutions that will prepare them for professional practice with confidence. Written coursework is essential to assess students' skills of report writing and incorporates the understanding and development of academic skills in helping students to appreciate a range of presentation media and recognise where and how best to apply these media.

3D. Key/transferable skills	
	Coursework is also a vehicle with which to allow students to illustrate academic rigour in research and referencing. Students are made aware of the concepts of copyright, trademarks and plagiarism. Coursework can be presented in a variety of assessment methods such as group work, practical exercises, project reports, multiple choice tests. Innovative approaches are used in the assessment process, including class tests, practical exercises, case studies, exams, project based learning etc. In some units the assessment involves group activity. Formative assessment is given continually through class work, practical labs, and tutorial sessions. Self-reflection and peer evaluation constitute an important part of formative assessment. Summative assessment is regularly provided through practical assessments, reports, group work, logs, and presentations. Assessment strategies offer students clear guidance regarding future development.

BSc (Hons) in Cyber Security and Digital Forensics

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

The modes of delivery for the course are full-time (1 academic years, 2 semesters) and part-time (2 academic years, 4 semesters). The course is based on 120 credits of study per year full-time (2 semesters), and 40 credits per semester part-time in year 1 and 20 credits per semester in year two where the students will complete the computing project module.

The division of time, between lectures, practical activity, and independent study, within a module can vary. For each module, apart from the Computing Project module, students are expected to spend typically 200 hours of study in total.

No elective modules or pathway/routes are available from this programme.

Programme Resources

SERC continues to invest heavily in resources for computing programmes. This is both in terms of physical resources and staff skillsets. The college has dedicated teaching facilities and resources on each campus and in the recent academic years the School of Computing has invested over £300,000 in a range of state-of-the-art technologies that include:

- Dedicated specialist rooms (3 Bangor, 2 Downpatrick, 3 Lisburn)
- Dedicated on-premises School of Computing server infrastructure (circa £75'000)
- Dedicated remote access and application server
- Range of virtual, augmented, and virtual reality equipment (Oculus, Acer, HoloLens)
- Industry standard Cisco networking laboratory configuration
- iMac Pro facilities to support cross platform application development (1 per campus)
- Internet of Things – extensive range of components combined with an Industry 4.0 technology suite
- Extensive range of components to facilitate system builds and computer systems architecture projects
- Portable motion capture suite
- Access to a range of cloud platforms (AWS, Azure)

- Interactive whiteboards within teaching environments
- Dedicated tablet devices (mobile application deployment and testing)

Please note specialist computing rooms are in addition to general computing/teaching rooms.

Curriculum technology needs are under constant review to ensure that they are in line with industry practices and can accommodate any emerging trends. There is provision within the school budget allocation for the procurement of resources and in addition business cases can be submitted to secure the capital funds for the acquisition of resources from a resource or estates perspective.

Exemplar Room/Lab Specification

The College has excellent estates facilities with all campuses either being built or extensively renovated recently. This is mirrored by the facilities provided at a classroom level with a typical room specification containing:

- 25 Student PCs per room
    - Dell Precision 3440 (Intel® Core i7, 32 GB RAM, AMD Radeon Pro 3200 Series)
- Interactive whiteboard
- Projectors
- Remote access facilities to all requisite software, on premise server resources and cloud-based resources

Device Loan Scheme

The college implements a device loan scheme. This scheme is to support learners who do not have access to the requisite technology to learn from home. All devices are configured to facilitate secure connection to all college platforms including the dedicated computing server infrastructure and cloud-based systems. In addition, the School of Computing implements a system where learners can loan specialist hardware such as IoT kits and AR/VR systems.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

Students and their learning are supported in a number of ways:

· A comprehensive programme induction for new students.

· Student programme and module handbooks are placed on the VLE (MOODLE) for students to reference at any time from any location.

· An HE Student Handbook for the academic year is available on the college website and VLE highlighting internal processes, codes of conduct, academic practices, support services and general college information for the learner.

· Assignment of students to a studies advisor and a year tutor.

· Access for students to the Course Director and academic staff through an 'office hours' system.

· Student representation on course committees and HE Review Boards.

· Opportunity to address general concerns through the student/staff consultative committee.

· Facilities and assistance offered by the library and computer services.

· Student e-mail accounts and full access to the College VLE (MOODLE).

· The Student Support Hub provide help in the field of customer service, young career support, health, counselling and guidance, careers, finance, learning support, pastoral care, library and resource centre and Students Union.

· The College has procedures for assessment of, and for making arrangements to meet the additional support needs of students with disabilities. These procedures follow DSA guidance.

· Timetabled tutorial sessions on a weekly basis will be provided for all students.

· College email system accessible for student to contact tutors for support and advice in and out of office hours.

· College Microsoft Teams system accessible for students to contact tutors for support and advice whilst working remotely.

· The colleges operations a robust complaints and appeals process that the students can avail of as required.

· A school technician is available to support student in their learning and projects.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Admission Criteria
Applicants must satisfy the College general entry requirements as set out in the prospectus. The initial offer standard may vary from year to year.

Proposed 2022/23 Entry Criteria – BSc (Honours) Degree (full-time)

Entry to the BSc Honours Cyber Security and Digital Forensics Top-Up programme requires applicants to have successfully completed either a:

- Foundation Degree in a Computing related discipline with a pass mark of 55% or above in Level 5 modules or
- Pearson Higher National Diploma in a Computing related discipline grade merit or above or
- Candidates presenting with Foundation Degrees or Higher Nationals or other Level 5 qualification from other awarding bodies will be considered under APEL procedures.

Students who have not studied the FD in Cyber Security and Digital Forensics at SERC must undertake the Cisco Cyber Ops Associate course materials provided by the college as background knowledge for entry prior to the course start date. There is no requirement for students to complete assessment of the learning.

Maths

- Applicants must hold a Level 4 Maths module or higher from a STEM discipline. Other disciplines will be considered on a case-by-case basis.

Admissions

- Successful completion of the Admissions Process

English Language Requirements for International students:

- Common European Framework of Reference (CEFR) level
- B2 IELTS 6.0 (minimum of 5.5 in all skills)
- PTE 51 Or an approved equivalent test in English

Tier 4 Students:

- SERC will only accept a Secure English Language Test (SELT) for issuing a Certificate of Acceptance for Studies (CAS)

Proposed 2022/23 Entry Criteria – BSc (Honours) Degree (part-time)

Entry to the BSc Honours Cyber Security and Digital Forensics Top-Up programme requires applicants to have successfully completed either a:

- Foundation Degree in a Computing related discipline with a pass mark of 55% or above in Level 5 modules or
- Pearson Higher National Diploma in a Computing related discipline grade merit or above or
- Candidates presenting with Foundation Degrees or Higher Nationals or other Level 5 qualification from other awarding bodies will be considered under APEL procedures.

Students who have not studied the FD in Cyber Security and Digital Forensics at SERC must undertake the Cisco Cyber Ops Associate course materials provided by the college as background knowledge for entry prior to the course start date. There is no requirement for students to complete assessment of the learning.

Maths

- Applicants must hold a Level 4 Maths module or higher from a STEM discipline. Other disciplines will be considered on a case-by-case basis.

Admissions

- Successful completion of the Admissions Process

English Language Requirements for International students:

- Common European Framework of Reference (CEFR) level
- B2 IELTS 6.0 (minimum of 5.5 in all skills)
- PTE 51 Or an approved equivalent test in English

Tier 4 Students:

- SERC will only accept a Secure English Language Test (SELT) for issuing a Certificate of Acceptance for Studies (CAS)

7. Language of study

The programme will be offered in English.

English Language Requirements for International students:

- Common European Framework of Reference (CEFR) level
- B2 IELTS 6.0 (minimum of 5.5 in all skills)
- PTE 51 Or an approved equivalent test in English

Tier 4 Students:

- SERC will only accept a Secure English Language Test (SELT) for issuing a Certificate of Acceptance for Studies (CAS)

8. Information about non-OU standard assessment regulations (including PSRB requirements)

None

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

In line with QAA Degree Characteristics Statement (2020) the following processes are in place:

• Cross marking, internal moderation and external examining processes used to ensure validity and reliability of assessment process.

• The Course Committee considers student feedback from each module.

• Student/staff consultative meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort.

• Annual Course Review procedures consider quantitative and qualitative feedback from each course within a subject area.

• Students are given the opportunity to be represented at staff / student consultation meetings.

• Staff teaching performance is monitored annually

• Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member.

• The college annually complete a Self-Evaluation and Quality Improvement Plan for each programme following the Awarding Organisations requirements.

• The College has a Staff Development Programme, which facilitates specific training/development for staff.

• All staff are encouraged to complete Information & Learning Technology qualifications.

• Views of External Examiners are considered as part of the quality processes and Awarding Organisations reporting mechanisms are followed.

• Informal views and formal written feedback is considered from Employers.

• Student performance data and career progression is annually monitored.

• The Course Director attends annual meetings and workshops as provided by either the Awarding Organisation or Validated Institute. This also helps to regulate codes of practice and course management procedures.

10. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																																	
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6												
6	Host Based Forensics	✓		✓		✓	✓			✓	✓		✓	✓	✓			✓					✓													
	Project Management			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													
	Secure Systems Design	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓		✓	✓		✓													
	Ethical Hacking	✓	✓			✓	✓	✓	✓	✓	✓		✓		✓			✓					✓													
	Computing Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.