

## Course Information Form

This Course Information Form provides the definitive record of the designated course

### General Course Information

Course Title	Cybersecurity Cybersecurity (with Professional Practice Year)
Qualification	BSc (Hons)
FHEQ Level	6
Intermediate Qualification(s)	None
Awarding Institution	University of Bedfordshire
Location of Delivery	AA – University Square Campus
Mode(s) of Study and Duration	Full-time over 3 years Full-time with Professional Practice Year over 4 years Part-time pathway typically over 6 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	None
UCAS Course Code	I190
External Benchmarking	QAA Subject Benchmark Statement Computing (2016) QAA FHEQ level descriptors (2014)
Entry Month(s)	October and February

### Why study this course

This BSc (Hons) degree will provide deep knowledge and practical understanding of the latest cybersecurity theories, frameworks, technologies, applications, issues, laws and regulations as the vast proliferation of malware and targeted cyber-attacks necessitate for proper Information security and management in place to become more prominent these days than ever. This course is uniquely designed to blend a wide spectrum of state-of-the-art domains around Information and network security, and will properly equip students with the necessary academic and research skills to for their future career or present work. The expansion of mobile technologies, IoT, cloud deployments, and the migration of operational and strategic security make the domains in this course a ready and complete pool of knowledge-based and skillset development for potential students. During the course, students will seek to develop and expand their knowledge in both management and technical aspects of cybersecurity. The course

encompasses content provided by professional bodies such as Cisco, SANS Institute, CompTIA to name a few to expose students to taking additional certifications as part of their professional career skillset.

## Educational Aims

This BSc (Hons) degree will provide you with a programme of learning designed to meet your career ambitions focusing on the following educational aims:

- To develop your critical understanding of the cybersecurity theories, methodologies and techniques used by Information cybersecurity consultants
- Be able to understand and analyse multistage cyber-attacks and provide proper controls in place to mitigate their risks and impact in a holistic approach to improve cyber defence capabilities
- Understand information governance, risk, and compliance frameworks, standards and their implications to an Information security management system
- To be exposed to a wide range of pedagogical approaches to increase critical synthesis skills required to produce innovative solutions in both tactical and operational security.
- To gain in-depth understanding in technical aspects around network defence and offence with strong system administration elements embedded in the learning process
- Exhibit the ability to design, develop, test, and debug secure software using industry based software development life cycle methodologies
- Enhance logical thinking and be able to demonstrate a “security mind set” in both autonomous and collaborative tasks around network and systems’ defence

## Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
NEWCIS003-1	4	30	Mathematics and Concepts for Computational Thinking	Core
NEWCIS022-1	4	30	Principles of Information Security	Core
NEWCIS023-1	4	30	Databases and Computer Networks	Core
NEWCIS013-1	4	30	Principles of Programming and Data Structures	Core
NEWCIS024-2	5	15	Cyber Defence and Information Governance	Core
NEWCIS025-2	5	15	Ethical Hacking	Core

NEWCIS026-2	5	30	Information Security Management and Emerging Technologies	Core
NEWCIS027-2	5	30	Network Programming	Option
CIS022-2	5	30	Wireless communications and Networking	Option
NEWCIS029-2	5	30	Switching and Routing	Core
CIS097-2	5	0	Professional Practice Year (Computer Science and Technology)	Option
CIS009-3	6	30	Incident Response	Core
NEWCIS010-3	6	30	Agile Project Management	Core
NEWCIS030-3	6	60	Undergraduate Project in Cybersecurity	Core

### Course-Specific Regulations

None

### Entry requirements

University of Bedfordshire standard entry requirements apply.

### Additional Course Costs

None

### Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Apply complex concepts in Information security techniques, standards and methodologies in both technical and management contexts with clear evidence of strong specialised knowledge and skills around the domain.
- Practice and constantly update a wide range of technical and research skills as part of a team in order to fulfil collaborative efforts on optimal solutions and innovative approaches.
- Be flexible to adapt to challenging and changing conditions both nationally and internationally and always promote, develop and update cost effective and efficient solutions for both post and pre-incident procedures in the area of Information security.
- Contribute specialist expertise productively to a multi-specialist development team working from software design to implementation and deployment of security risk management approaches in a given organisational context.

### Course Learning Outcomes

1. Define and justify security access policies for an information security management system given knowledge of its core architecture, security requirements, secure software development, and threat/risk landscape.
2. Demonstrate a systematic understanding of technologies, methodologies and processes related to systems and network security, and develop decision making and problem solving capabilities.
3. Acquire strong technical expertise and a critical awareness of security implications, methodologies and frameworks applied to modern information security management systems to safeguard organisations and their assets.
4. Adapt knowledge of legal and regulatory requirements and guidelines in governance, risk, and compliance processes and evaluate their performance in multiple organisational contexts.
5. Perform a business impact analysis in response to a security incident and follow a disaster recovery plan to meet elements of a given business continuity policy.
6. Apply critical thinking and problem solving skills in order to undertake a series of team-based activities in security auditing and analysis; adhering to national and international laws, professional ethics, and codes of conduct in the context of cybersecurity.
7. Demonstrate your transferable skills (oral and written communication, and personal reflection) to analyse self and other actions in enabling a wide range of vocational outputs within an organisational context.
8. Undertake a substantial independent piece of work that tackles a complex problem in the area of cybersecurity, using incomplete information. The work undertaken should demonstrate the ability to analyse, evaluate and synthesise available information and apply an appropriate problem solving approach.

In order to qualify for the award of BSc (Hons) Cybersecurity (with Professional Practice year) students will need to meet all of the outcomes above and:

- Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

### **PSRB details**

None

### **Learning and Teaching**

A wide variety of teaching modes will be used throughout this course. The most important aspect will be a student-centred approach, and we will encourage you (through relevant guidance) to become an independent thinker who can take responsibility for your own learning. We will also help you to develop skills so that you can adapt to a wide variety of different situations. The course will make use of traditional lectures and practical sessions as well as encouraging you to engage in various scenarios (e.g. managing your own projects, team working etc.). In addition, some units will use podcasts/videos to provide you with an overview/summary of different topics.

All the teaching resources are available in a web site – a virtual learning environment that includes references and links, general unit and course information, discussion groups, tests and assessments. This VLE (Virtual Learning Environment) is available outside of the University to enrolled students.

The unit 'Agile Project Management' in particular requires you to work in a team so as to apply a current project management methodology that embraces all of these knowledge areas in an integrated way while going through the stages of planning, execution and project control; you will work as part of a team, take responsibility and make autonomous decisions that impact on the project team performance.

In addition, the honours project fosters independent and autonomous study, typically derived from your own ideas, in collaboration with a dedicated member of the teaching staff as project supervisor. That gives the ability to initiate discussion and project ideas that enrich the academic context in your studies and provide the foundations for a solid, relevant, and strong thesis.

The diverse skillset around management of security as delivered in the course will equip you with a meaningful Governance, Risk and Compliance (GRC) knowledge and relevant experience to excel in your career prospects. This is quite prominent due to the problem recruiters having to get hold off security managers with these skills. Interactive sessions in the form of demonstrations will also be delivered by the teaching staff and guest speakers to further leverage understanding and stimulate attention towards relevant and pragmatic issues linked to existing challenges, issues, and opportunities in your subject area.

The final year devotes 60 credits to the honours project. While the undergraduate project relates to the student working as an individual the 30 credit unit Agile Project Management addresses student interaction within a professional environment. The students have to work in a group and make decisions within professionally arranged project meetings.

Our teaching is centred upon students, aiming to build their confidence by providing timely and informative feedback under the guidance of their tutor.

## **Assessment**

You are assessed in a variety of ways. The majority of units are assessed through coursework, group and individual projects, portfolios, essays, presentations or exams. You will also produce software artefacts in the area of your specialism. Constant feedback and advice from a supervisory or unit team will be provided to support you in your studies.

You are required to comprehend the basic range of intellectual concepts which form the foundations of the subject and application area, and will be assessed on your ability to articulate such concepts in a coherent manner. There are opportunities for formative assessment particularly through guided learning. Written assessments are used to allow the students to reflect on their experiences in the workplace and to consider steps they could take to apply their learning. E-Portfolios allow students to collect evidence of work they have completed as well as examples and applications of their knowledge from course. Students may also be required to make technical presentations.

At level 4 you are assessed on your understanding of the fundamental concepts of Computer Science and its applications. Students will also be introduced to fundamental theory around data

analytics and its applications to network defence underpinned by the basics of information security principles.

At level 5 you are assessed on your ability to apply the basic concepts of the disciplines introduced in level 4 to existing controversies and issues on which there is already a body of research and critical opinion.

At level 6 you will be required to demonstrate independent thinking and initiative. This may be in the form of analysing and criticising current approaches and theory within cybersecurity, malware analysis, and GRC frameworks. In all cases, you will be expected to show an awareness of the major theories and practices of the discipline. You will progress from well-defined briefs to more open-ended and challenging assessments, which culminate in the honours project – where you will be given freedom to choose your area of work.







## Developing your employability

Employability is understood widely as encompassing knowledge, skills and a professional attitude which your tutors expect you to display in all your units. All University of Bedfordshire courses aim to help you to be prepared for the world of work. The Careers Service is there to support you throughout the three years of your study. Our curriculum gives you skills that are valuable for a career as a Cybersecurity specialist but it is also relevant for a much wider range of applications.

The final year unit 'Social and Professional Project Management' in particular requires you to work in a team so as to apply a current project management methodology that embraces all of these knowledge areas in an integrated way while going through the stages of planning, execution and project control; you will work as part of a team, take responsibility and make autonomous decisions that impact on the project team performance.

In addition and somewhat complementary the honours project fosters independent and autonomous study: you learn to take up the responsibility of conducting your project, typically derived from your own ideas, in collaboration with a dedicated member of the teaching staff as project supervisor.

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met.

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met,. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and/or vulnerable people you will be required to have a DBS check and undertake Safeguarding and Prevent training.

## After Graduation

### Career:

IT Security graduate trainees leading to long-term and more specialized positions ranging from:

- Security Analyst
- Cyber Risk Analyst
- Cyber Incident Managers
- Members of a CERT/SOC
- Cybersecurity Design Engineers
- Network Security Specialists
- Penetration Testers

and many other IT security related positions

### Further study:

MSc in a Cybersecurity, Digital Forensics or any other related topic; MPhil / PhD.

## Additional Information

Several units allow students to use work and feedback from the first assessment to perform best in the second.

All units benefit from weekly practical sessions or supervisor meetings that provide a constant learner-teacher interaction process which also serves to reflect on learning styles.

The honours project includes a 'contextual report' (Assignment 1 of the Research Methodologies and Emerging Technologies unit) which is formative in nature and provides an opportunity of structured feedback on the approach taken by the students for their honours project.

### **Student Support during the course**

At institutional level, the university has in place a range of easily accessible support structures for new and existing students.

The Student Information Desk (SiD, <http://beds.ac.uk/sid>) offers confidential advice on all aspects of academic study. It provides information about other areas of university-wide student support such as extenuating circumstances, housing, health, counselling, study support, special needs and disability advice, and careers service. The Study Hub provides workshops and one to one support for academic skills.

The university chaplaincy runs regular meetings, social events and trips. The Student Union provides additional support and activities.

Course specific support is also in place. First year students receive a comprehensive induction in the week prior to the commencement of the academic year. In addition to this, course co-ordinators will meet with their student groups to explain the course structure and other issues relating to the student experience. These introductions will give you outlines of your course and units, a description of the ways you will be encouraged to develop your knowledge and skills, and signpost resources and materials to assist the process of your learning and success. An important part of this induction is the training to use BREO (Bedfordshire Resources for Education Online). BREO is your personalized virtual learning environment that contains lecture notes, links for online assignment submissions, staff contact details, links to central student services and much more. We expect that you use BREO regularly, and that you use your university email where we send you updates about all aspects of your course which need your attention.

All students will be allocated a personal tutor when they join the course. This academic will be responsible of monitoring your academic progress throughout your first year and beyond, and will help you with any academic or personal issues that might come up. The personal tutor is your consistent point of contact for support and guidance, but will on occasion refer you to other university staff for specific issues.

Further support is provided by lecturers who have office hours and by the course administration team.

Students may be required, at the discretion of the course coordinator, to undergo diagnostic testing for academic English language abilities, and may further be required, at the course coordinator's discretion, to participate in academic English support workshops or classes laid on by the University.

Our PAL (Peer Assisted Learning) scheme will provide additional support to new students from students at levels 5 and 6.

### Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
Is the promotion of the course open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	This course makes intensive use of computing equipment (desktop or laptop computers) and so if you have difficulty accessing these you should discuss this with the Disability Advice Team in conjunction with the course team at the outset to ensure that appropriate support is in place.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics?	N	
If the admission process involves interviews, performances or portfolios how have you demonstrated fairness and avoid practices that could lead to unlawful discrimination?	N/A	
Have you framed the course learning outcomes and Graduate Impact Statements in a non-discriminatory way?	Y	
Does the course handbook make appropriate reference to the support of disabled students?	Y	

Administrative Information – Faculty completion	
Faculty	Creative Arts, Technologies and Science
Portfolio	Undergraduate Computing and Engineering
Department/School	Computer Science and Technology
Course Coordinator	Ali Mansour
Semester pattern of operation	Oct (Semester 1), Feb (Semester 2)

<b>PSRB renewal date (where recognised)</b>	n/a
<b>Version number</b>	1/19
<b>Approved by (c.f. Quality Handbook ch.2)</b>	University approval event
<b>Date of approval (dd/mm/yyyy)</b>	25/06/2019
<b>Implementation start-date of this version (plus any identified end-date)</b>	TBC
<b>Study model type if not on-campus</b>	On-campus

	<b>Name</b>	<b>Date</b>
<b>Form completed by</b>	Ali Mansour	
<b>Signature of Chair of Faculty TQSC to confirm the accuracy of information presented</b>		

<b>Course Updates</b> – ensure that the revised CIF is given a new version number each time a change is made		
<b>Date</b>	<b>Nature of Update</b>	<b>FTQSC Minute Ref:</b>

<b>Administrative Information – Academic Registry completion</b>	
<b>Route code (post approval)</b>	
<b>JACS / HECoS code (KIS)</b>	<b>100376</b>
<b>SLC code (post approval)</b>	
<b>Qualification aim (based on HESA coding framework)</b>	

## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	<i>As stated in the course information section of the associated CIF</i>
<b>Qualification</b>	<i>As stated in the course information section of the associated CIF</i>
<b>Route Code (SITS)</b>	
<b>Faculty</b>	<i>As stated in the administrative section of the associated CIF</i>
<b>Department/School</b>	<i>As stated in the administrative section of the associated CIF</i>
<b>Version Number</b>	<i>This should be the same as that stated in the administrative section of the associated CIF</i>

## Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	NEW CIS02 2-1	NEW CIS00 3-1	NEW CIS02 3-1	NEW CIS01 3-1	NEW CIS02 4-2	NEW CIS02 5-2	NEW CIS0 26-2	NEW CIS02 7-2	CIS0 22-2	NEW CIS02 9-2	CIS0 97-2	CIS0 09-3	NEW CIS01 0-3	NEW CIS03 0-3			
Level	4	4	4	4	5	5	5	5	5	5	5	6	6	6			
Credits	30	30	30	30	15	15	30	30	30	30	0	30	30	60			
Core or option	Core	Core	Core	Core	Core	Core	Core	Option	Option	Core	Option	Core	Core	Core			
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																
1	1,2		1,2	1,2	1,2		1,2		1,2					1,2			
2		1	1	1,2	1,2	1,2				1				1,2			
3				1,2	1,2			1,2						1,2			
4					1,2			1,2					2	1,2			
5					1,2			1,2				1,2		1,2			
6					1,2		1,2	1,2				1,2	1,2	1,2			
7		2			2	1,2				2				1,2			
8	2		2			1,2			2			1,2	1,2	1,2			
9											1,2						

## Annex B: Named exit or target intermediate qualifications

*This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.*

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### Section 1: General course information

<b>Intermediate Qualification(s) and titles</b>	<i>Not applicable</i>
<b>Mode(s) of Study and Duration</b>	
<b>Type of Intermediate Qualification(s)</b>	
<b>Route Code(s) (SITS) of Intermediate Qualification(s)</b>	

### Section 2: Qualification unit diet

*One table to be used for each intermediate qualification*

<b>Confirmation of unit diet for:</b>	<i>Not applicable</i>
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification	
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)	
A specific set of units must be taken to achieve the credits required (specify units below)	

List of units (if applicable):-



### Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

<b>Intermediate qualification and title</b>					<b>Not applicable</b>			
The Units which make up this course are:					<b>Contributing towards the</b> <i>Insert LO1 and/or LO2 for</i> <i>course learning outcomes</i>			
<b>Unit Code</b>	<b>Level</b>	<b>Credits</b>	<b>Unit Name</b>	<b>Core or option</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	BSC (Hons) Cybersecurity
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FHEQ Descriptor for a higher education qualification	QAA FHEQ level descriptors; October 2014	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.		x	x	x						
An ability to deploy accurately established techniques of analysis and enquiry within a discipline				x		x	x			
Conceptual understanding that enables the student: <ul style="list-style-type: none"> <li>to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline</li> <li>to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline</li> </ul>		x	x					x	x	
An appreciation of the uncertainty, ambiguity and limits of knowledge			x						x	
The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).								x	x	x
Typically, holders of the qualification will be able to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects		x	x	x		x	x		x	x
Typically, holders of the qualification will be able to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem					x		x		x	
Typically, holders of the qualification will be able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.							x	x		x

And holders will have the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.		x				x	x	x	x
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<b>Subject Benchmark Statement(s)</b>	<i>Subject Benchmark Statement Computing, February 2016</i>	<b>Evidence and/or Course Learning Outcome(s)</b> <i>How the course takes account of relevant subject benchmark statements</i>
i) demonstrate a requisite understanding of the main body of knowledge for their programme of study		LO1, LO2, LO3, LO4
ii) understand and apply essential concepts, principles and practices of the subject in the context of well-defined scenarios, showing judgement in the selection and application of tools and techniques		LO1, LO3, LO2, LO4, LO5, LO6, LO8
iii) produce work involving problem identification, the analysis, design and development of a system with accompanying documentation, recognising the important relationships between these stages and showing problem solving and evaluation skills drawing on supporting evidence		LO3, LO4, LO5, LO8
iv) produce small well-constructed programmes to solve well-specified problems		LO2, LO8
v) Demonstrate generic skills, an ability to work under guidance and as a team member.		LO6, LO7, LO9
vi) identify appropriate practices within a professional, legal and ethical framework and understand the need for continuing professional development.		LO4, LO6, LO8. LO9



## Annex D: Diet Template

### Full-Time October Start

#### Units for Year 1

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
NEWCIS003-1	Mathematics and Concepts for Computational Thinking	AA	Core	SEM1	30
NEWCIS022-1	Principles of Information Security	AA	Core	SEM1	30
NEWCIS023-1	Databases and Computer Networks	AA	Core	SEM2	30
NEWCIS013-1	Principles of Programming and Data Structures	AA	Core	SEM2	30

#### Units for Year 2

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
NEWCIS024-2	Cyber Defence and Information Governance	AA	Core	SEM1	15
NEWCIS025-2	Ethical Hacking	AA	Core	SEM1	15
NEWCIS026-2	Information Security Management and Emerging Technologies	AA	Core	SEM1	30
NEWCIS027-2	Network Programming	AA	Option	SEM2	30
CIS022-2	Wireless communications and networking	AA	Option	SEM2	30
NEWCIS029-2	Switching and Routing	AA	Core	SEM2	30

#### Units for Year 3 - Professional Practice Year (if applicable)

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
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CIS097-2	Professional Practice Year (Computer Science and Technology)	Off Campus	Option	TY	0
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**Units for Year 4 (with Professional Practice Year) or Year 3 (without Professional Practice Year)**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/Option*</b>	<b>Period of study</b>	<b>Credits</b>
CIS009-3	Incidence Response	AA	Core	SEM1	30
NEWCIS010-3	Agile Project Management	AA	Core	SEM2	30
NEWCIS030-3	Undergraduate Project in Cybersecurity	AA	Core	SEM1	60

Part-time students do 60 credits in every Academic Year

**Full-Time February Start****Units for Year 1**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/ Option*</b>	<b>Period of study</b>	<b>Credits</b>
NEWCIS023 -1	Databases and Computer Networks	AA	Core	SEM2	30
NEWCIS013 -1	Principles of Programming and Data Structures	AA	Core	SEM2	30
NEWCIS003 -1	Mathematics and Concepts for Computational Thinking	AA	Core	SEM1	30
NEWCIS022 -1	Principles of Information Security	AA	Core	SEM1	30

**Units for Year 2**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/ Option*</b>	<b>Period of study</b>	<b>Credits</b>
NEWCIS027 -2	Network Programming	AA	Option	SEM2	30
CIS022-2	Wireless communications and networking	AA	Option	SEM2	30
NEWCIS029 -2	Switching and Routing	AA	Core	SEM2	30
NEWCIS024 -2	Cyber Defence and Information Governance	AA	Core	SEM1	15
NEWCIS025 -2	Ethical Hacking	AA	Core	SEM1	15
NEWCIS026 -2	Information Security Management and Emerging Technologies	AA	Core	SEM1	30

**Units for Year 3 - Professional Practice Year (if applicable)**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/ Option*</b>	<b>Period of study</b>	<b>Credits</b>
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CIS097-2	Professional Practice Year (Computer Science and Technology)	Off Campus	Option	FY	0
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**Units for Year 4 (with Professional Practice Year) or Year 3 (without Professional Practice Year)**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/Option*</b>	<b>Period of study</b>	<b>Credits</b>
NEWCIS010-3	Agile Project Management	AA	Core	SEM2	30
CIS009-3	Incidence Response	AA	Core	SEM1	30
NEWCIS030-3	Undergraduate Project in Cybersecurity	AA	Core	FY	60

Part-time students do 60 credits in every Academic Year