

School of Computing, Engineering and Built Environment

Department of Cyber Security and Networks

Module Handbook

Security Landscape

MMI124172

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B

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# Introduction to the Module

Security Landscape module provides an introduction to cyber trends, threats and staying safe in cyberspace, as well as protecting personal and company data. This module also covers foundation knowledge and essential skills in all security domains in the cyber world such as information security, systems security, network security, mobile security, physical security, ethics and laws, related technologies, defence and mitigation techniques. On completion of this module, students should be able to:

* Learn the basics of being safe online, an essential skill in today’s world
* Understand the variety of threats and attacks and how organisations can protect themselves
* Learn of the growing need for cybersecurity professionals and explore potential career options
* Understand the players in the cyber security world and motivation of cyber criminals and cybersecurity professionals
* Learn to identify security attacks, symptoms, processes and countermeasures
* Build skills in security management, controls, protection and mitigation techniques
* Explore the roles of different cybersecurity professionals and career options

# Module Team

The University is committed to ensuring that you are supported to achieve a successful outcome on your chosen programme and associated modules.

If you have a particular problem with the academic content of the module, please contact the module leader in the first instance. Further module contacts are detailed below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Room No. | Phone No. | Email | Working Pattern |
| Module Leader | | | |  |
| M. Filippopoulou | M715c | 0141 331 3000 | [M.Filippopoulou@gcu.ac.uk](mailto:M.Filippopoulou@gcu.ac.uk) |  |
| Module Tutors | | | |  |
| Ruslan Masinjila |  |  | [rmasinjila@alueducation.com](mailto:rmasinjila@alueducation.com) |  |
| Programme Co-ordinator | | | |  |
| King, Sandie | M209 | 0141 331 3000 | [Sandie.King@gcu.ac.uk](mailto:Sandie.King@gcu.ac.uk) |  |

## External Examiner

The University attaches great importance to the role of External Examiners as a key means of assuring that academic standards are at an appropriate level, comparable to those of other higher education institutions and that assessment processes are rigorous and fair. External examiners also make a valuable contribution to the enhancement of programmes and their associated modules.

Please note that External Examiners have a specified term of office which means they may be subject to change within the duration of your studies.

The details of the external examiner are for information only. It is inappropriate for students to make direct contact with external examiners, in particular regarding their individual performance in assessments. If you have a concern about your performance, please note the policies relating to [Mitigating Circumstances](http://www.gcu.ac.uk/student/exams/mitigatingcircumstances/) and [Appeals and Complaints](http://www.gcu.ac.uk/gaq/appealscomplaintsstudentconduct/).

# Additional Module Support

## Learning Development Centres

In addition to receiving support from the module team your School has a Learning Development Centre (LDC) which provides academic writing support for home and international students, ICT support, advice on study skills and other academic support and guidance.

The LDC is inclusive and is committed to providing support for all students including those with disabilities or specific learning and teaching needs. The Centres provide face-to-face and online academic support; through a combination of workshops, small group sessions, one-to-one appointments and tailored teaching within modules. The support available to students is provided in a professional and supportive environment enabling them to develop the skills required to succeed at university.

SCEBE

If you would like to make an appointment with any of the Academic Development Tutors, please go to https://askldc.simplybook.it. For other LDC enquiries please phone +44 (0)141 273 1230 or email askLDC@gcu.ac.uk.

## Personal Tutor

Further support can be obtained from your Personal Tutor (previously known as Academic Adviser). All students are assigned a Personal Tutor at the start of their course. All Undergraduate and Taught Postgraduate students will have a named Personal Tutor who is a member of academic staff from their department, and who has knowledge of their programme. For postgraduate research students the role is undertaken by their research supervisor, coordinated by the Graduate School and a network of departmental postgraduate research tutors.

Personal Tutoring is not just about giving students the opportunity to talk if they have a problem; it is intended to help students reflect on their progress and develop personal, academic and professional skills. Students should meet with their Personal Tutor two to three times a year to discuss their academic studies, co-curricular activities that enhance their profile, and to reflect on any issues that may impact on their overall performance at university. Personal Tutoring meetings will help students to develop skills that can improve their academic performance and help them identify areas for professional and personal growth and development. Personal Tutors can help students navigate through assessment feedback and can work with them to produce academic development plans which can help improve their record of academic attainment. In addition, these meetings can provide an opportunity to discuss career planning and employability.

Personal Tutoring meetings may take different formats (face to face, telephone, skype) and may sometimes be organised as group sessions (for example during induction week and at the beginning of subsequent years).

# Module Timetable

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Curriculum** | **Cisco NA Class Name** | **Chapter(s)** | **Labs** | **Packet Tracer** | **Activities** | **Additional Resources** | **Assessments or Quizzes** |
| 1 | Introduction to Cybersecurity | Introduction to Cybersecurity - PART 1 (M) | 1 & 2 | 1.1.2.3  1.2.1.3  1.2.2.4 | No PT | No Activities | See Reading & Links GCU Learn section | Chapter 1 Ethics Quiz (5 Questions), Chapter 1 Quiz (10 questions) Chapter 2 Quiz (8 questions) |
| 2 | Introduction to Cybersecurity | Introduction to Cybersecurity - PART 1 (M) | 3 & 4 | 3.1.1.5  3.1.2.3  3.1.2.5  3.2.2.3 | No PT | Using playbook model, hacking on a dime, other reconnaissance tools | See Reading & Links GCU Learn section | Chapter 3 Quiz (12 questions), Chapter 4 Quiz (8 questions) |
| 3 | Introduction to Cybersecurity | Introduction to Cybersecurity - PART 1 (M) | 5 | No Labs | No PT | No Activities | See Reading & Links GCU Learn section | A1 (25%) – end of course assessment (21 questions) |
| 4 | Cybersecurity Essentials | Cybersecurity Mauritius | 1 | 1.2.2.4  1.3.1.6  1.5.3.4 | 1.5.3.5  1.5.3.6 | 1.2.1.2  1.2.2.3  1.5.1.3 | See Reading & Links GCU Learn section | Chapter 1 Quiz (11 questions) |
| 5 | Cybersecurity Essentials | Cybersecurity Mauritius | 2 | 2.4.3.6  2.5.2.4  2.5.2.5 | 2.5.2.6  2.5.2.7 | 2.2.3.4  2.3.3.3  2.4.3.5  2.5.1.5 | See Reading & Links GCU Learn section | Chapter 2 quiz (20 questions) |
| 6 | Cybersecurity Essentials | Cybersecurity Mauritius | 3 | 3.3.1.9 | 3.3.2.7 | 3.1.1.7  3.1.2.7  3.2.1.3  3.2.2.6  3.3.1.7  3.3.3.7 | See Reading & Links GCU Learn section | Chapter 3 (18 questions) |
| 7 | Cybersecurity Essentials | Cybersecurity Mauritius | 4 | 4.3.2.3 | 4.3.3.3  4.3.3.4 | 4.1.1.4  4.1.2.4  4.1.3.3  4.1.4.4  4.2.2.5  4.2.4.5  4.2.7.7 | See Reading & Links GCU Learn section | A2 (25%) – chapter 4 quiz (20 questions) |
| 8 | Cybersecurity Essentials | Cybersecurity Glasgow | 5 | 5.1.2.4  5.2.2.4  5.4.3.4 | No PT | 5.1.1.0  5.3.2.4  5.4.2.5 | See Reading & Links GCU Learn section | Chapter 5 quiz (20 questions) |
| 9 | Cybersecurity Essentials | Cybersecurity Glasgow | 6 | No Labs | 6.2.3.8  6.2.4.4 | 6.2.1.7  6.2.2.6  6.3.1.5 | See Reading & Links GCU Learn section | Chapter 6 quiz (17 questions) |
| 10 | Cybersecurity Essentials | Cybersecurity Glasgow | 7 | 7.1.1.6 | 7.4.2.4 | 7.1.2.4  7.1.5.5  7.2.3.4  7.3.2.5 | See Reading & Links GCU Learn section | Chapter 7 quiz (21 questions) |
| 11 | Cybersecurity Essentials | Cybersecurity Glasgow | 8 | No Labs | No PT | No Activities | See Reading & Links GCU Learn section | Chapter 8 quiz (19 questions) |
| 12 | Cybersecurity Essentials | Cybersecurity Glasgow | Only revision | No Labs – only revision | No PT – only revision | No Activities – only revision | No additional resources – only revision | A3 (50%) – practical skills test |

## Preparation

A single lecture or seminar on a topic cannot cover everything you ought to know, you are expected to undertake reading both before and after lectures and seminars etc to deepen your understanding of the topic. In particular, in seminar groups prior reading and preparation will allow you to contribute fully to discussions and take full advantage of the learning process.

# GCU Learn

GCU Learn provides access to a range of additional module materials such as slides/visuals from lectures, web links relevant to the topic, further reading and details of seminar and assessment tasks. It is not, however, a replacement for timetabled class contact.

It also provides access to other features to help you manage your studies, including setting and tracking tasks and keeping a calendar. You will find a lot of useful study information there.

The module site will be regularly updated and you should therefore get into the habit of logging on to GCU Learn every day.

As GCU Learn is a web-based system, you can access it through any computer that is connected to the Internet. Access directly using the following web address: [http://blackboard.gcal.ac.uk](http://blackboard.gcal.ac.uk/) or click on the GCU Learn link from the [Student home page](http://www.gcu.ac.uk/student/index.html).

# Assessment

In accordance with the University’s Digital Assessment Policy and Online Similarity Checking Policy all standard academic summative submissions of coursework, i.e. those that are primarily text-based and contribute towards a final named GCU award at SCQF Level 9 (Bachelors / Ordinary degree) or above, will be submitted online through Turnitin.

Support and guidance in understanding and interpreting a Turnitin originality report from induction onwards, can be accessed through PLATO, the online plagiarism tutorial <http://plato.gcal.ac.uk/>.

Where plagiarism is detected this will be dealt with under the [Code of Student Conduct](https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/dogfiles/senate/Code%20of%20Student%20Conduct%202017-18%20GBV%20Policy%20update%20120218%20FINAL.pdf).

## Assessment Schedule

For this module the schedule of submission of formative and summative assessment is detailed below

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Submission Date | Type of assessment (formative or summative) | Form of assessment (e.g.coursework, lab report, class test etc) | Duration | Weighting |
| Week 12 | Summative | Coursework 1 | 1 hour | 50% |
| Week 7 | Summative | Exam (School) | 1 hour | 50% |

## Marking Criteria

Students are directed to the marking criteria published for each assessment on GCU Learn.

## Late Submission of assessment/ Failure to submit assessments.

Whilst it is expected that you will submit your assessment(s) on time, there may be occassions when you face difficulties which are beyond your control. In these circumstances you may wish to seek an extension to the date of submission. You should contact your module leader in the first instance. Full details on the process can be found in section 10 of the [University Assessment Regulations](https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/universityassessmentregulationsandpolicies/).

However, it is acknowledged that it may not be possible to grant an extension to a submission deadline on all occasions. For example where this would be beyond the date you should be receiving feedback or if the request is made too close to the date of the assessment board. In these circumstances you should follow the [Mitigating Circumstances Policy](https://www.gcu.ac.uk/student/study/exams/mitigatingcircumstances/) If you need additional help or support in completing the form you should contact your Personal Tutor or the Advice Centre in the Students’ Association.

# Student Feedback

All modules adhere to the [GCU Policy on Student Performance Feedback](https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/dogfiles/assessmentregulations/Student%20Performance%20Feedback%20Policy%20Oct2014.pdf). The key principles of the policy are that:

* Feedback should be based on discussion, face to face or online, between you, your fellow students and staff. This dialogue is an important part of your learning and also helps academic staff to shape their teaching.
* To support your future learning, feedback should review your performance, your strengths and areas for improvement; should clarify what is expected of you academically and help to identify areas for further learning and development.
* Feedback on coursework should normally be provided to you within three working weeks of coursework submission deadlines. Exam and module results will normally be released according to the [University schedule](https://www.gcu.ac.uk/student/study/exams/results/)
* Feedback should be based on clear assessment criteria, which are made available to you in advance of undertaking your assignment or examination.
* Feedback can be provided in a variety of different forms: written, for example by comments made on your assignment itself or on a feedback sheet; electronic, for example by email or through GCULearn, verbal, for example in lectures, seminars or one-to-one and small group meetings with your tutor. Feedback can also be provided by your fellow students and through self-reflection. Written feedback should use plain English and be clear and legible. It should also be responsive to any particular needs you have in terms of its accessibility.
* Feedback, in its variety of different forms, should be provided throughout your module and, where possible, build on feedback provided on earlier performance.
* Feedback should be provided on all your assignments, whether formative or summative, examinations, and group as well as individual contributions to a module.
* The variety of different forms of feedback should ensure that you have easy access to your feedback whether you are full-time, part-time, distance or work-based.

# Module Evaluation

This section covers feedback from students on their experience of modules and associated University processes.

## Student Staff Consultative Groups (SSCG)

Student Staff Consultative Groups are one of the principal mechanisms used within the University to evaluate the student experience on programmes and associated modules, and to communicate to students details of actions resulting from the evaluation.

The purpose of the Student Staff Consultative Group is:

* to act as an effective and representative consultative forum in which students and staff meet to discuss matters of mutual interest and concern at both programme and module level
* to provide an opportunity to obtain views representative of students on all levels and modes of the programme, and to take these into account in contributing to the programme monitoring and development processes
* to provide feedback to students on how the programme, or the University more widely, has responded to concerns raised by students.

## Module Feedback

In addition to the Student Staff Consultative Group, GCU formally collects student feedback on two occasions. Once during the delivery of the module during a midway pause for feedback. Student engagement in midway feedback is particularly important in that it allows module teams to be alerted to student views and to respond in an agile manner. This feedback can be obtained via a variety of tools and your module leader will let you know how this will be managed for this module.

End of module feedback is gathered via GCU Learn and this is only an important part of enhancing the delivery of the module and student experience. Module leaders are asked to allow some time during a lecture or seminar to encourage students to complete module evaluation surveys. It is the responsibility of the module leader to ensure that such feedback is incorporated into the module evaluation process.