Faculty of Computing, Engineering and Science

Assessment Brief

Module Title: The Computing Professional in Practice

Module Code: IY3S664

Module Leader/Tutor: Mitchell Eboigbe

Assessment Type: Report 1

Assessment Title: Cybercrimes and Social Media

Weighting: 50%

Word count/duration/equivalent: 2000 words (+/- 10%)

Submission Date: 23.59 on Friday 21st March 2025

Return Date: 9th May 2025

## Assessment Description

Social media has expanded rapidly into our everyday lives. For many companies, social media can provide excellent ways of connecting with customers, employees, suppliers, and other stakeholders. Whilst these platforms have brought many advantages in terms of communicating to a wider audience and the sharing of information, every environment has its own law and ethics such as guidelines on how to behave especially in a computing professional’s working environment. Unethical use of social media in the workplace can lead to cybercrimes. Your task is to:

* Examine and critically analyse three types of cybercrimes relating to social media and the laws that govern them; you should also include a wide range of case examples (including the workplace) to illustrate your research findings.
* Research and discuss the impact that such crimes have upon the workplace; you should use the case studies/articles to strengthen your answer.
* Describe three ways that a computing professional body such as the BCS, The Chartered Institute for IT can assist in regulating social media use in relation to the types of cybercrimes you have examined.
* Critically evaluate social media providers' legal, ethical, and social responsibility in relation to the social media cybercrimes you have examined; your research should include any policies, procedures and legislative acts currently in place and identify any shortcomings.

A video can be found on the Assessment tab on Blackboard, providing additional guidance.

## Guidance on Format of Assessment

Note: Students are reminded **not** to include this assignment brief with the assignment submission.

Referencing must be completed in line with the USW Harvard style, as outlined here: <https://library.southwales.ac.uk/collections-subject-guides/referencing/>

## Learning Outcomes Assessed

* Develop knowledge and understanding of the legal, social, ethical and professional elements relating to industry and employment within the Information Technology sector.
* Demonstrate transferrable knowledge and skills relating to the professional, social and ethical issues within the professional environment.

## Marking Criteria/Rubric

Note: All grades are provisional until they are ratified by the exam board

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Fail (0-29)** | **Narrow Fail (30-39)** | **3rd Class / Pass (40-49)** | **Lower 2nd Class / Pass (50-59)** | **Upper 2nd Class / Merit (60-69)** | **1st Class / Distinction (70-100)** |
| **Clarity of report (5%)** | Report format is very poor.  Multiple punctuation and grammar errors throughout | Little or no clarity in report.  Report contains poor punctuation and grammar | Some evidence of clarity but insufficient for level.  Report contains satisfactory punctuation and grammar | Adequate level of report clarity is evident.  Grammar and punctuation mostly used appropriately | A very good level of report clarity is evident.  Grammar and punctuation appropriately used | An excellent level of report clarity is evident.  Sections are clearly defined and flow |
| **Introduction (5%)** | No introduction, aims or objectives | Very brief introduction but no aims or objectives set | Brief introduction but aims and/or objectives are unclear or missing | Good introduction with some aims and objectives set | A very good introduction with aims and objectives that are well thought out | An excellent introduction with clearly evidenced aims and objectives with clear insight into the report subject |
| **Examination and analysis of three types of applicable cybercrimes and the laws that govern them (30%)** | No evidence of critical analysis or examination of cybercrimes | Very little examination or critical analysis of cybercrimes | Some evidence of examination is evidenced, but text is descriptive rather than critically analysed | A good attempt at examination of cybercrimes is evidenced, but text needs a deeper level of critical evaluation and/or a wider range of cases to support findings | A very good examination of three types of cybercrime which have been critically analysed well with supporting legislation and cases | An excellent examination of three types of cybercrime which have been critically analysed to a very high standard with very good use of legislation and cases |
| **Evaluating the legal and ethical responsibility of social media providers in relation to the social media cybercrimes (10%)** | No evidence legal and ethical considerations | Very little evidence of legal and ethical considerations.  Significant improvement needed | Some evidence of legal and ethical responsibilities is evidenced | A good attempt at evaluating the legal and ethical responsibilities of social media providers is evidenced | A very good attempt at evaluating the legal and ethical responsibilities of social media providers is evidenced | An excellent evaluation of the legal and ethical responsibilities of social media providers is evidenced |
| **Discussing the impact that such crimes have on society (10%)** | No discussion on the impact that such crimes have on society | Very little discussion on the impact that such crimes have on society.  Significant improvement needed | Satisfactory discussion on the impact that such crimes have on society, but mostly opinion given | Good discussion on the impact that such crimes have on society, but more case examples, academic citations are needed | A very good discussion on the impact of such crimes on society which has been researched well | An excellent discussion on the impact of such crimes on society which has been researched well and support with relevant cases |
| **The role of a professional body in regulating social media use (10%)** | No discussion on the role of professional bodies | Very little discussion on the role of the professional body and not relating it to chosen cybercrimes.  Significant improvement needed | One or two roles of the professional bodies without relating it to the chosen cybercrimes. | Three roles of the professional bodies without relating it to the chosen cybercrimes. | Three roles of the professional bodies relating to the chosen cybercrimes. | Three roles of the professional bodies relating to the chosen cybercrimes, well-researched and supported with relevant examples. |
| **Evidence of research and subject knowledge (10%)** | No evidence of research and / or subject knowledge | Little or no research and / or knowledge is evident | The document contains some evidence of knowledge and research, but references are limited | The document contains an adequate level of knowledge, but wider research is needed to warrant higher marks | There is evidence of a very good level of wider reading, research, and knowledge throughout the report | Excellent standard level of wider reading, research and knowledge which has been used well to support findings |
| **Conclusion (10%)** | No conclusion is present | Very poor conclusion | Conclusion is brief and does not correlate to aims and objectives | Good conclusion, but further detail and / or links to aims / objectives is needed | A very good conclusion is evidenced with clear links to aims and objectives | An excellent conclusion provided |
| **Referencing (10%)** | There is no evidence of referencing in the document | Little referencing has been used | Some evidence of in text referencing is evident.  USW Harvard referencing style not used | Full adherence to USW Harvard referencing style would glean higher marks.  A good range of wider reading is evident | In text citations and reference list is to USW Harvard style  A very good range of wider reading is evident | Citations and reference list is in USW Harvard style.  An excellent range of wider reading is evident |

## Submission Details

Submit your work through the appropriate submission slot on Blackboard before the submission deadline.

## What happens next?

Your marked assessment should be available 20 working days after submission. However, please be advised that this may be subject to change in the event of Bank Holidays, University Closure or staff sickness. If there is something about the feedback you have been given that you are unclear about, please see your module tutor.

## Feedback Method

Feedback will be emailed to you.

## Late Submission

The assessment submission slot on Blackboard will remain open after the deadline has passed. If it necessary for you to submit your work late then you should submit your work through the same method and inform your lecturer when you have done so. Your work may then be assessed, if appropriate.

The University’s [Regulations for Taught Courses (pdf)](https://registry.southwales.ac.uk/documents/2009/Regulations_for_Taught_Courses.pdf) (ref. 75-77) specify that students can submit coursework within the late submission period (five working days) but will be subject to penalty (grades capped at 40%).

Where the five working day late submission policy applies, students with an [Individual Support Plan (ISP)](https://universityofsouthwales.sharepoint.com/sites/Student_Services/SitePages/en-gb/individual-support-plans.aspx)in place are permitted to submit within the late submission period (five working days), without penalty.

## Retrieval in the Event of Failure

Resit assessments opportunities will be available in the summer if appropriate.

## Extenuating Circumstances

[https://advice.southwales.ac.uk/a2z/extenuating-circumstances](https://advice.southwales.ac.uk/a2z/extenuating-circumstances/)

## Referencing, Plagiarism and Good Academic Practice

[https://advice.southwales.ac.uk/a2z/referencing-plagiarism-and-good-academic-practice](https://advice.southwales.ac.uk/a2z/referencing-plagiarism-and-good-academic-practice/)

## Learning Support Resources

[https://studyskills.southwales.ac.uk](https://studyskills.southwales.ac.uk/)

## Your Assessment Queries

Assessment related queries should be raised in class ideally. It may be possible to offer additional individual support on request. Contact your lecturer to arrange this if necessary.