



ISYS6004 COMPUTER FORENSICS

Summary

Title	Assessment 2
Type	Proposal
Due Date	Monday 22 July 2024 @ 11:59 pm AEST (start of Week 4)
Length	1,500 words
Weighting	35%
Academic Integrity	GenAI may be used. Be careful – it is notoriously bad at what this assessment is about.
Submission	Word or PDF document submitted to Turnitin (for written assessments).
Unit Learning Outcomes	This assessment task maps to the following ULOs: ULO1: conduct digital investigations that are based on the accepted professional investigative process: identification, preservation, examination, analysis and reporting. ULO2: evaluate, choose and utilise appropriate tools to gather and analyse forensic data from a variety of sources. ULO4: interpret and appropriately apply the laws and procedures associated with identifying, acquiring, examining and presenting digital evidence.

Rationale

As part of a forensics investigation you will need to follow a structured approach for a number of reasons including:

- Ensuring a standardised process is followed.
- Ensuring repeatability of the steps followed.
- Completing tasks by the required time.

This is especially important when the results of an investigation will be used in a criminal case or even civil litigation, but are also required when organisations conduct internal investigations.

Task Description

Your knowledge and research of how to prepare for a forensics investigation, details of the digital forensics process, types of forensics acquisitions (including the types of acquisition tools available), will all be crucial to complete this task successfully.

Project management tools (e.g. Gantt charts) that indicate what steps you are planning for this case can be a helpful way to summarise a timeline of a forensics investigation. It is strongly suggested to research industry standards in planning and conducting forensics investigations (e.g., ISO, NIST, SANS).

Task Instructions

Create a proposal.

You will need to make your own document proposing *how* you will go about doing the investigation as described in the scenario.



A suggested structure of a forensics investigation plan might include:

Introduction

- Summary of the offence being investigated (example: potential access and/or ownership and/or distribution of illegal digital content).
- Details of parties involved.
- Details of computers or devices pertaining to the investigation.
- What are we looking at, and why?

Background

- Summary of the digital forensics process
- Factual details pertaining to the investigation:
 - Where did offence take place?
 - Who was involved?
 - Who else may have been involved?
- Statements made by offender or third parties.
- Known problems relating to the suspects/victims or evidence which may inhibit or delay the investigation and analysis.

Objectives

- A list of S.M.A.R.T (Specific, Measurable, Achievable, Relevant and Timely) objectives (aka SMART goals) relating to the investigation.
- Focus on 'the what'. What needs to be done? When will it be done by?

Strategies

- Focus on 'the how'. For example:
 - How will you undertake the analysis?
 - What process and method will you use?
 - What hardware and software tools will be used?
 - Progress/performance indicators
- What are the milestones in the investigation?
 - The milestones permit the analyst to reflect back upon the analysis thus far (are things going good or bad?)
 - The milestones also ensure that the investigation is progressing adequately and in a timely manner.
 - Think project management!

Conclusion

- Summary of the steps taken
- Next steps to be taken

Note 1: This is not a forensics report but how you will go about producing a report and the items of study that have gone into it.

You should use the case study instructions and information as your foundation for commencing the plan.

Note 2: your supervisor/client will want to understand the crime/allegations that have been made before allocating resources and allowing employees to proceed with the investigation.

Resources



You have been provided:

- a case study scenario. Please ensure you have read the files.
- 3 files to investigate.
- Digital forensics planning powerpoint.

You may want to investigate some Digital Forensic reports so that you can see what is required and work backwards.

Referencing Style Resource

You must use either APA7 or Harvard referencing styles.

SCU has the following guides: [SCU Library referencing guides](#).

Consider an online reference generator if you are unable to use one in your editor and have not used EndNote or Zotero.

Task Submission

You must submit your document in Word or PDF format using the Turnitin submission portal titled *Assessment 2: Proposal* in the **Assessments Tasks and Submission** section on the Blackboard ISYS6004 site. Only Microsoft Word or PDF documents submitted via the Turnitin portal on Blackboard will be accepted. You must label your submission with your surname and initials, and the assessment task's name, for example:

SmithJ_Proposal.docx
or
SmithJ_Proposal.pdf

Academic Integrity

At Southern Cross University, academic integrity means behaving with the values of honesty, fairness, trustworthiness, courage, responsibility and respect in relation to academic work.

The Southern Cross University Academic Integrity Framework aims to develop a holistic, systematic and consistent approach to addressing academic integrity across the entire University. For more information, see: [SCU Academic Integrity Framework](#)

NOTE: Academic Integrity breaches include unacceptable use of generative artificial intelligence (GenAI) tools, the use of GenAI has not been appropriately acknowledged or is beyond the acceptable limit as defined in the Assessment, poor referencing, not identifying direct quotations correctly, close paraphrasing, plagiarism, recycling, misrepresentation, collusion, cheating, contract cheating, fabricating information.

At SCU the use of GenAI tools is acceptable, *unless it is beyond the acceptable limit as defined in the Assessment Item by the Unit Assessor*.

1. GenAI May be Used

Generative artificial intelligence (GenAI) tools, such as ChatGPT, **may be used** for this assessment task. If you use GenAI tools, you must use these ethically and



acknowledge their use. To find out how to reference GenAI in your work, consult the referencing style for your unit [via the Library referencing guides](#). If you are not sure how to, or how much, you can use GenAI tools in your studies, contact your Unit Assessor. If you use GenAI tools without acknowledgment, it may result in an academic integrity breach against you, as described in the [Student Academic and Non-Academic Misconduct Rules, Section 3](#).

Please be aware – GenAI is not particularly good at this process as it cannot examine files and evidence. Therefore it has been known to make up information and provide misleading information which will result in the loss of marks if not corrected by the student.

Special Consideration

Please refer to the Special Consideration section of Policy.

<https://policies.scu.edu.au/document/view-current.php?id=140>

Late Submissions & Penalties

Please refer to the Late Submission & Penalties section of Policy.

<https://policies.scu.edu.au/view.current.php?id=00255>

Grades & Feedback

Assessments that have been submitted by the due date will receive an SCU grade. Grades and feedback will be posted to the 'Grades and Feedback' section on the Blackboard unit site. Please allow 7 days for marks to be posted.



Assessment Rubric

Note: The number of criteria used will vary depending on the complexity of the assessment task. Typically, 4-5 criteria are used.

Marking Criteria and % allocation	High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail 0-49%
Preliminary – Cover page, ToC, Introduction, 5.5%	A professional level of content including a complete cover page, a table of contents that is accurate and an introduction that summarises the offence being investigated, the parties and any devices involved.	A professional level of content including a complete cover page, a table of contents that is accurate and an introduction that summarises the offence being investigated, the parties and any devices involved, has minor issues or could be better.	Has a clear cover page, a table of contents that is accurate and an introduction that summarises the offence being investigated, the parties and any devices involved, has minor issues or could be better and would need work to present for client/court.	Has a cover page, a table of contents that is mostly accurate. The introduction attempts to summarise the offence being investigated, &/or the parties &/or any devices involved, has issues and would need work to present for client/court.	Poorly done cover page, table of contents and/or introduction or missing one or more elements.
Background 9%	Comprehensively outlines the digital forensics process, forensics preparation processes, data acquisition types, formats and tools. Professionally addresses factual details.	Clearly outlines the digital forensics process, forensics preparation processes, data acquisition types, formats and tools. Clearly addresses factual details. Clearly addresses	Outlines the digital forensics process, forensics preparation processes, data acquisition types, formats and tools. Has addressed factual details. Addresses any statements made	Attempted to outline the digital forensics process but needs to be more accurate and clear including forensics preparation processes &/or data acquisition types, formats and	Poorly done or missing background information, not done to a professional standard &/or done without addressing required criteria.



	Professionally addresses any statements made by offender or third parties, known problems which may inhibit or delay the investigation and analysis.	any statements made by offender or third parties, known problems which may inhibit or delay the investigation and analysis. Could be more professional and/or has minor issues.	by offender or third parties, known problems which may inhibit or delay the investigation and analysis. Could be more professional and/or has minor issues that need to be corrected for presentation to client/court.	tools. Attempted to address factual details but not done to a workplace level. Attempted to address statements made by offender or third parties, known problems which may inhibit or delay the investigation and analysis. Needs work to be more professional to present for client/court.	
Objectives & Strategies 13%	Clearly defined and appropriate S.M.A.R.T goals. Comprehensively outlines strategies for the investigative approach including how the analysis will be undertaken, the process and method, any hardware and	Clearly lists S.M.A.R.T goals relating to the investigation. Clearly outlines strategies for investigative approach including how the analysis will be undertaken, the process and method, any hardware and	Has some S.M.A.R.T goals, but could be better. Has some strategies for the investigative approach, including some of how the analysis will be undertaken &/or the process and method &/or any	Has some S.M.A.R.T goals, but missing items or clarity. Has some strategies for the investigative approach but not clearly defined or appropriate, Included some of how the analysis will be undertaken &/or	Poorly done or missing objectives and strategies information, not done to a professional standard &/or done without addressing required criteria.



	software tools to be used and progress /performance indicators. Clearly defines realistic milestones of the investigation using project management tools.	software tools to be used and progress /performance indicators, but could be better or missing minor items. Has defined milestones for the investigation using project management tools that are related to the timeline of the unit.	hardware and software tools to be used &/or progress /performance indicators. Has defined milestones of the investigation using project management tools but could be better with realistic timelines appropriate to the task required for the unit.	the process and method &/or any hardware and software tools to be used &/or progress /performance indicators but either missing items or not clearly defined or fully appropriate. Has some milestones of the investigation using project management tools but could be better with realistic timelines appropriate to the task required for the unit.	
Conclusion & References 7.5%	Correctly and professionally summarises case and next steps. Well researched and quality peer-reviewed references with professional consistent format.	Clearly summarised case and next steps. Well researched and quality peer-reviewed references with professional consistent format.	Has summarised case and next steps to a good standard. Has some researched and quality peer-reviewed references. Could be better or not using	Attempted to summarise case &/or next steps, but missing items or not to appropriate standard. Has some researched and quality peer-reviewed	Poorly done or missing conclusion &/or references, not done to a professional standard &/or done without addressing required criteria.



			appropriate format or inconsistent.	references. Could be better &/or not using appropriate format or inconsistent.	
--	--	--	-------------------------------------	---	--



Description of SCU Grades

High Distinction:

The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows exceptional ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as outstanding in relation to the learning requirements specified.

Distinction:

The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well-developed ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as distinguished in relation to the learning requirements specified.

Credit:

The student's performance, in addition to satisfying all of the basic learning requirements specified, demonstrates insight and ability in researching, analysing and applying relevant skills and concepts. The student's performance could be described as competent in relation to the learning requirements specified.

Pass:

The student's performance satisfies all of the basic learning requirements specified and provides a sound basis for proceeding to higher-level studies in the subject area. The student's performance could be described as satisfactory in relation to the learning requirements specified.

Fail:

The student's performance fails to satisfy the learning requirements specified.