

TECH08037 Cybersecurity Risk and Compliance Project

Full Title	Cybersecurity Risk and Compliance Project		
Status	Uploaded to Banner	Start Term	2020
NFQ Level	08	ECTS Credits	10
Module Code	TECH08037	Duration	Stage - (26 Weeks)
Grading Mode	Numeric	Department	Business, Humanities and Tech
Module Author	Seamus Dowling		
Co Authors	Mark Frain, Clodagh Geraghty, Brian Mulhern		

Module Description

This module provides an opportunity for the learner to conduct an independent piece of research or an innovative and creative design & development or a cybersecurity risk & compliance programme. The project will integrate their knowledge and experience from a social, technological and organisational perspective with a view to using the amalgam as the basis for identifying/building a solution to a problem in the domain of study.

Learning Outcomes

On completion of this module the learner will/should be able to:

1. Undertake independent rigorous investigations.
2. Manage and take responsibility for a significant project throughout the various stages of its progression.
3. Evaluate critically relevant literature.
4. Conduct an in-depth investigation relating to the development or performance of an aspect of interactive/social media technology.
5. Analyse evidence and/or produce an implementation to meet a set of agreed requirements.
6. Evaluate and conclude findings.
7. Report, present and communicate findings and conclusions effectively.

Indicative Syllabus

Framing a research proposal.
 Primary and secondary evidence.
 Relationship between theory and data.
 Literature review.
 Design and use of qualitative and quantitative research methods.
 Justification/business case development.
 Design, development & testing of a prototype (if appropriate).
 Data analysis and interpretation.
 Presenting results.

Teaching and Learning Strategy

Online/blended delivery.

At the start of all modules lecturers will schedule a webinar detailing how to communicate with lecturer and other students (email and forums). It will be highlighted that some assessment activities will require collaboration on the virtual learning environment (VLE) or other channels. Lecturers will interact with students on VLE forum.
 Lecturers will lead by example by posting comments on their comments and facilitate discussion by posting links to relevant and interesting

material. Timely feedback will be given on assessment submissions. Lecturers will encourage discussion around their solutions versus others. Live (and recorded) webinars will be posted as links and will be continuously referred to during module.

For both socially distanced face-to-face and online/blended delivery, the following information will be posted on moodle: tasks, expected deliverable, deadlines, assessment materials and other sources to complete assessment.

Social presence is encouraged in the classroom for socially distanced face-to-face and facilitated for online/blended delivery. Classroom group work and lab challenges creates an environment that promotes appropriately distanced social interaction. Online and blended delivery requires more facilitation. This will involve an initial get-to-know-you webinar. Forum discussions will ensure that all students share a little about themselves. Students in the same geographic area will be encouraged to collaborate. This overlaps with other both the cognitive and teaching presences. Period webinars will be scheduled with specific 'agenda' points to be discussed. Students will need to prepare for these webinar by completing e-tivities in advance, and discuss their findings during the webinar. Students will be encouraged to use their own social networking groups whereby they can get instant notifications of comments and can contribute to discussions

Cognitive presence will be 'assessed' and monitored for socially distanced face-to face and online/blended delivery. This should be an iterative process whereby students will demonstrate their growing knowledge of all modules and their concepts. Constant feedback and participation by the lecturer (on social platforms, classroom and VLE) and feedback on their performance of past assessment items, will be provided

Teaching presence is relevant for socially distanced face-to face and online/blended delivery. This should engage and challenge the student. They should want to pursue the next task and apply what they have learned. Lab practical tasks will assess elements of all modules. Intermittent quizzes and reflective activities will also be posted although these will not contribute to assessment marks.

Independent Learning: Allied to the Approved Programme Schedule hours students will be required to pursue Independent Learning as part of the module.

Assessment Strategy

All assessment will be carried out in line with the programme, campus and institute assessment strategies and in line with the Code of Practice No. 3 Student Assessments: Marks and Standards.

The project should be approximately 8,000 - 10,000 words in length.

The research topic/development area should be generated by the student but must be agreed with their supervisor.

An initial grade will be agreed by the supervisor and one 'blind' reader. In the event that no agreement is reached, a third 'blind' reader can be employed.

Students will be required to make a presentation and defense of their dissertation following submission. This will be attended by the supervisor and the 'blind' readers. The final grade will be agreed following this process.

A typical marks break-down for an implementation project is as follows. This may vary depending on the nature of the project.

Research evaluation	5%
Analysis and design	15%
Methodology & Development	30%
Completed Project	40%
Presentation of Project Work	10%
Total	100%

A research dissertation can adopt a staged approach in order to encourage the students to make steady progress throughout the year and to improve quality

Research article evaluation	5%
Project Proposal	15%
Introduction & Literature Review	30%
Completed Project	40%
Presentation of Project Work	10%
Total	100%

The course board will agree a marking scheme for each project and notify the student early in that project's life cycle. In all cases, a project will be assessed by two or more members of staff to ensure fairness, consistency and transparency in the process.

Repeat Assessment Strategies

Repeat facilities will be accommodated in line with GMIT Code of Practice No. 3 Student Assessment: Marks & Standards procedures and in compliance with programme board decisions.

Decisions on nature of resubmission of the project will be linked to the need to achieve particular learning outcomes. Individuals will be asked to present their work in a formal context to validate authenticity and ownership of work.

Indicative Coursework and Continuous Assessment:		100 %		
Form	Title	Percent	Week (Indicative)	Learning Outcomes
LR	Completed Literature Review	20 %	End of Semester	2,3
Written Report	Methodology	20 %	Week 16	4,5
Practical Evaluation	Project Implementation	30 %	Week 22	1,2,4
Project	Results, Conclusions and Final Submission	30 %	End of Term	2,6,7

Full Time Delivery Mode Average Weekly Workload:			1.25 Hours		
Type	Description	Location	Hours	Frequency	Weekly Avg
Supervision	Project Discussion	Computer Laboratory	1	Weekly	1.00
Supervision	Individual Supervision	Computer Laboratory	0.25	Weekly	0.25

Online Learning Delivery Mode Average Weekly Workload:			1.25 Hours		
Type	Description	Location	Hours	Frequency	Weekly Avg
Supervision	Project Discussion	Online	1	Weekly	1.00
Supervision	Individual Supervision	Online	0.25	Weekly	0.25

Blended Delivery Mode Average Weekly Workload:			1.25 Hours		
Type	Description	Location	Hours	Frequency	Weekly Avg
Supervision	Project Discussion	Online	1	Weekly	1.00
Supervision	Individual Supervision	Online	0.25	Weekly	0.25

Required Reading Book List

Jesson, J., (2011). *Doing Your Literature Review*. SAGE.
ISBN 9781848601536 ISBN-13 1848601530

Sarah, N., (2018). *Understanding Research in the Digital Age*. SAGE Publications Limited.
ISBN 1473978815 ISBN-13 9781473978812

Other Resources

Bell, J. (1993) *Doing Your Research Project* Milton Keynes: OUP

Bryman, A. (1990) *Quantity and Quality in Social Research* London: Unwin Hyman

Cohen, L. And Manion, L. (1989) *Research Methods in Education* Routledge

Denizen, N.K. and Lincoln, Y.S. (eds) (1994) *Handbook of Qualitative Research*, Thousand Oaks:Sage Publications

Mason, J. (1996) *Qualitative Researching* London :Sage

Miles, M. and Hyberman, M. (1994) *Qualitative Data Analysis. An expanded source book*. London:Sage.

Munn, P. and Drever, E. (1990) *Using Questionnaires in Small Scale Research*. Edinburgh: SCRE

Sharp, J., Peters, J. & Howard, K., (2002) *The Management of a Student Research Project, 3rd Ed.*,Gower

Silverman, D. (ed) (1997) *Qualitative Researching* London :Sage

Thomas, J. and Nelson, J. (1996) *Research Methods in Physical Activity* Champaign: Human Kinetics

Watson, G. (1987) *Writing a Thesis: A Guide to Long Essays and Dissertations* Longman: London

Programme Membership

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