

## PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

### SECTION A: DETAILS OF THE PROGRAMME AND AWARD

<b>Programme Title</b>	<b>BSc. (Hons) Cyber Security BSc. (Hons) Cyber Security with Foundation Year</b>
<b>Awarding Body</b>	<b>Buckinghamshire New University</b>
<b>Teaching Institution / Programme Location</b>	<b>Buckinghamshire New University / High Wycombe Campus</b>
<b>School</b>	<b>Business, Law &amp; Computing</b>
<b>Name of Final Award</b>	<b>Bachelor of Science with Honours, BSc (Hons)</b>
<b>NQF/FHEQ Level of Qualification</b>	<b>Level 6: Bachelor's degree with honours</b>
<b>QAA Subject Benchmark Statement(s)</b>	<b>Computing (2016)</b>
<b>UCAS Code</b>	<b>CYBS</b>
<b>Programme Code(s)</b>	<b>BT1CYS1 BT1CYS4</b>
<b>Mode of Delivery</b>	<b>Full Time</b>
<b>Length of Study</b>	<b>3 years / full-time 4 years/ full-time</b>
<b>Number of Intakes</b>	<b>2: September &amp; January</b>
<b>Regime of Delivery</b>	<b>Campus Based</b>
<b>Language of Study</b>	<b>English</b>
<b>Programme Accreditation</b>	<b>n/a</b>
<b>Month and Year valid from</b>	<b>01 September 2018</b>
<b>Publication &amp; Revision Dates</b>	<b>01 September 2018</b>

### Programme Introduction

Cyber-attacks are a serious security issue facing organisations in the information age. Today, all organisations operate with a potential information security risk and will need to implement strategies to protect their information technology (IT) systems and data. Although society has become increasingly reliant upon IT and cloud based services, cyber security skills and capability are not currently increasing at a comparable rate.

The UK takes a prominent role in cyber security provision, with the demand for new talent only set to grow in the future. This growth requires a sustained supply of competent cyber security professionals who have achieved the requisite standards and certification.

The BSc.(Hons) Cyber Security programme will provide students with a fundamental understanding of how to protect organisations, networks, IT systems and individuals against cyber-attacks and cyber threats.

The BSc. (Hons) Cyber Security programmes have been developed to provide a specific opportunity for students to enter an educational programme in an increasingly vital subject area. The programmes are for those wishing to develop their careers as cyber security professionals, or to develop new skill sets that may enable them to consider alternative employment roles in IT services.

Prospective students will be seeking to improve their technical understanding of cyber security, IT services and risk management, and how this relates to the wider business and customer-facing needs for their potential employers.

During the programme students will learn the underpinning areas of software and networked systems as well as developing specialist skills in cyber security, risk and information management. Students will also learn to use a wide range of cyber security related tools and techniques, alongside technical skills in computer programming, software engineering, cloud and database development.

Qualified cyber security professionals are currently in high demand by business, government and law enforcement agencies across the globe. Graduating students from the programme will have gained the fundamental skills and knowledge necessary to quickly adopt the emerging technologies and concepts in this fast changing field, alongside the professional and business skills, techniques and ways of thinking needed to be able to align technical security requirements with business needs.

## **Distinguishing Features and Key Characteristics of the Programme**

The BSc. (Hons) Cyber Security programmes are designed to deliver an accessible undergraduate programme that reflects sector currency, employer and industry requirements and assists in the drive towards improved cyber security provision at a national level.

The BSc. (Hons) Cyber Security programmes are intended to allow students to study industry level approaches and professional techniques for cyber security.

The programmes also offer a direct progression route to the MSc. Cyber Security programme.

## **Admission Requirements**

The BSc. (Hons) Cyber Security programmes are aimed at those students wishing to acquire knowledge and competence in cyber security and secure systems development, together with the underpinning theory of computer science. The programmes provide a balance of theory and practice in information technology, systems and software engineering, alongside providing a solid foundation for further development within the graduate workplace.

The minimum entry requirements for the programme are as follows:

- A typical offer will include GCSE Maths and English at grade C or above
- We also consider applications from those who have gained relevant skills through a wide range of vocational qualifications or responsible experience and experiential learning for mature applicants. Applicable candidates will be interviewed by the programme leader.
- UCAS Tariff score of 80-96. This score can be achieved from passes in two 6-unit GCE A-levels/AVCEs or from a pass in a 12-unit AVCE.
- IELTS: 6 (min 5.5 in all areas)  
TOEFL Internet test: 87 (R22, L21, S23, W21)  
Pearson: 55 (51 in all sub scores).
- Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 programme, will be considered for the 4-year programme

including a Foundation Year. Please see the University's General Entry Requirement webpages for requirements for entry at this level.

### **Recognition of Prior Learning**

The School recognises that some applicants may have acquired relevant skills and knowledge appropriate to the BSc. (Hons) Cyber Security programme at another institution. Applicants with academic profiles that in some areas match elements of years 1 and 2 of the BSc. (Hons) Cyber Security programme may apply for exemptions in these areas. The Buckinghamshire New University APL Policy will apply.

### **Employability Statement / Career Prospects**

The programme will provide students with the appropriate skills and knowledge to pursue a number of careers within the Cyber Security and IT sectors. Including: systems security specialist; cyber security engineer; system security analyst; information analyst; security analyst; security engineer; security IT manager; systems administrator; and IT support. The programme will place great emphasis on developing the student's employability skills, thus providing them with the competence and confidence to succeed in this demanding industry.

Graduate cyber security specialists focus on understanding risks to the security of information or data. They analyse where security breaches may occur or have occurred, and repair or strengthen systems against such breaches. This relates to the systems and networks used by companies and organisations to manage their information and information technology.

On successful completion of this award, students from all backgrounds will find their employment prospects enhanced and their understanding of the multiple facets of cyber security significantly deepened. There are multiple roles and careers available for those who have demonstrable capability in information and cyber security; and the award will allow graduates to enter the sector with confidence and evidence of subject specific knowledge and understanding. It follows that graduates will be more likely to be able to obtain employment in the component industries; and current employees will be better equipped to seek promotion and advancement. All graduates will have developed transferable skills that can be used in a wide range of employment roles.

### **Professional Statutory and Regulatory Body Accreditation**

Not applicable.

## **SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS**

### **Programme Aims**

The main educational aims of the programme are to:

- Provide students with a deep understanding of technical decisions involving commercial cyber security provision and the development of an awareness of various essential technologies related to this provision.
- Make students aware of the impact, challenges presented, and the need for cyber security within our contemporary world.
- Develop students who can systematically and critically analyse and discriminate between options for cyber security problems and devise appropriate solutions.
- Provide students with the competence to undertake cyber security based projects on an individual basis as well as the ability to effectively work in teams.
- Develop an appreciation of professional, moral and ethical issues involved and a sensitivity to changes in cyber security and the use of information technology.

- Equip students with a range of technical competencies and transferable skills, including the attributes of a self-motivated lifelong learner, which can be applied to higher level awards, such as taught or research Masters.

## Programme Learning Outcomes

**Table 1: Programme Learning Outcomes and Mapping to Modules**

On successful completion of Level 6 BSc. (Hons) Cyber Security, a graduate, will be able to:

Programme Learning Outcomes				
K	Knowledge and Understanding	Core Modules (Code) Level 4	Core Modules (Code) Level 5	Core Modules (Code) Level 6
K1	Appreciate the uncertainty, ambiguity and limits of knowledge within the core disciplines of cyber security including: information security, software security, programming, database security and network security.	CO451 CO403 CO404	CO556 CO506 CO507 CO551 CO559 CO508	CO654 CO669 CO655 CO670 CO671
K2	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding to identify the practical security requirements for both computer and cloud-based systems including the recognition and analysis of criteria and models leading to specifications used in the solution of specific cyber security problems.	CO403 CO404	CO506 CO507 CO551 CO559 CO508	CO654 CO652 CO669 CO655 CO670 CO671
K3	Describe and comment upon particular aspects of the mathematical principles that underpin computer-based systems.	CO450 CO452 CO453	CO551 CO557 CO508	CO655 CO671
K4	Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, prevalent in the software lifecycle, alongside their outputs and dependencies between stages, alongside the ethical, professional and legal standards required.	CO452 CO456 CO453	CO551 CO557 CO559 CO508	CO652 CO651 CO671
K5	Appreciate the uncertainty, ambiguity and limits of knowledge of the business, industrial and commercial context in which cyber security is deployed, with particular regard to its usability.	CO454 CO456 CO403 CO404	CO506 CO507 CO551 CO559	CO669 CO651 CO670 CO671
C	Intellectual/Cognitive Skills	Core Modules (Code)	Core Modules (Code)	Core Modules (Code)

		<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
<b>C1</b>	Critically evaluate and deploy approaches to modelling in order to design computer-based information systems, with particular regard to the cyber security paradigm.	CO403 CO404	CO556 CO506 CO507 CO551 CO559 CO508	CO654 CO669 CO655 CO670 CO671
<b>C2</b>	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 in a logical and analytical manner.	CO450 CO452 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671
<b>C3*</b>	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 cyber security projects.	-	-	CO671
<b>C4</b>	Deploy innovative plans, approaches and solutions to software issues within a quality assurance and testing framework pertinent to cyber security.	CO452 CO456 CO453 CO403 CO404	CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671
<b>C5</b>	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding of the role of critical evaluation and testing in ensuring that computer-based systems are secure and meet the criteria for their defined use and future developments.	CO452 CO456 CO451 CO453 CO403 CO404	CO506 CO507 CO551 CO559 CO508	CO669 CO651 CO670 CO671
<b>C6</b>	Critically evaluate technical, business and human features of cyber security.	CO403 CO404	CO506 CO507	CO669 CO651 CO655 CO670 CO671
<b>C7</b>	Critically evaluate new and emerging computer related technologies with particular regard to cloud computing and security systems.	CO454 CO456 CO404	CO506 CO507 CO551 CO559	CO654 CO669 CO671
<b>C8</b>	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding of the unique challenges associated with the development and deployment of secure mobile and cloud based systems.	CO456	CO551 CO559 CO508	CO654 CO671

<b>P</b>	<b>Practical Skills</b>	<b>Core Modules (Code) Level 4</b>	<b>Core Modules (Code) Level 5</b>	<b>Core Modules (Code) Level 6</b>
<b>P1</b>	Devise, design, develop and maintain reliable secure software and network systems, with particular regard to information systems encapsulated in a quality assurance framework.	CO452 CO456 CO451 CO453 CO403	CO556 CO558 CO506 CO551 CO557 CO559 CO508	CO654 CO652 CO655 CO671
<b>P2</b>	Deploy analytical techniques and design tools in the development of secure software and network system artefacts.	CO452 CO456 CO451 CO453 CO403	CO556 CO558 CO551 CO557 CO559 CO508	CO654 CO652 CO655 CO671
<b>P3</b>	Apply the programming methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding to the construction and maintenance of secure software deployed on multiple platforms, using appropriate programming paradigms and languages.	CO452 CO456 CO453	CO557 CO559 CO508	CO655 CO671
<b>P4</b>	Critically evaluate a system in terms of quality and associated trade-offs.	CO450 CO403	CO551 CO559	CO651 CO669 CO671
<b>P5</b>	Describe and comment upon particular aspects of the cyber security risks or safety aspects associated with various computer-based systems.	CO404	CO506 CO507 CO551 CO559	CO669 CO651 CO670 CO671
<b>P6</b>	Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the cyber security discipline.	CO452 CO456 CO451 CO453 CO403	CO556 CO558 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO671
<b>T</b>	<b>Key/Transferable Skills</b>	<b>Core Modules (Code) Level 4</b>	<b>Core Modules (Code) Level 5</b>	<b>Core Modules (Code) Level 6</b>
<b>T1</b>	Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	CO454 CO456 CO404	CO506 CO507 CO559	CO669 CO670 CO671
<b>T2</b>	Demonstrate numeracy and literacy in both understanding and presenting cases involving a quantitative and qualitative dimension.	CO454 CO404	CO506 CO507 CO559	CO669 CO651 CO670 CO671
<b>T3*</b>	Manage their own learning and development requirements in order to	-	-	CO671

	undertake decision-making in complex and unpredictable contexts.			
<b>T4</b>	Identify the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	CO454	CO559	CO671

**On successful completion of a Level 6 Ordinary degree,**

Graduates will have achieved the majority of the learning outcomes specified above for the full Honours award with the exception of those marked with a \*.

The above learning outcomes will be demonstrated by the achievement of a combined total of 300 credits comprising 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 from the following modules (excluding the dissertation or equivalent):

- **CO654 Cloud Computing**
- **CO652 Knowledge-Based Systems in A.I**
- **CO669 Security Auditing and Response**
- **CO651 Quality Assurance & Testing**
- **CO655 Network Security**
- **CO670 Secure Business Management**

**On successful completion of Level 5 DipHE a graduate, will be able to demonstrate achievement of the following learning outcomes:**

- Make use of standards and protocols in communication between different hardware platforms, networks and operating systems; including mobile platforms, databases and Web technologies.
- Acquire background knowledge and associated skills necessary to secure business applications deployed on network based platforms.
- Appreciate the key activities prevalent in cyber security, alongside their outputs and dependencies.
- Apply appropriate tools and modelling techniques in the analysis and secure design of information systems with respect to cyber security.
- Interact effectively within a group towards defined project outcomes.
- Work as a member of a development team, recognising the different roles within a team and different ways of organising teams.

The above learning outcomes will be demonstrated by the achievement of a combined total of 240 credits comprising 120 credits at Level 4 and 120 credits at level 5 for this programme.

**On successful completion of Level 4 Cert HE a graduate will be able to demonstrate achievement of the following learning outcomes:**

- Comprehend and apply a simple requirement in a structured manner and implement a software solution; with appropriate application of programming techniques and coding skills.
- Demonstrate competence in the design and development of a cross-platform Web 'front-end' solution, paying appropriate attention to user expectations and process needs.
- Understand the operation of the major hardware units of computers and appreciate the fundamental components and protocols of network systems.
- Adopt a systematic approach to cyber security, as part of different environments e.g. mobile, network etc.
- Demonstrate an understanding of cyber security within a professional context, and how different tools and environments can be used for handling information security, secure communication and other purposes.

The above learning outcomes will be demonstrated by the achievement of 120 credits listed at Level 4 for this programme.

## **Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes**

### **How will Students Learn**

A variety of approaches, and good use of the latest technology, will be blended together to engage students in learning in the classroom and outside, and to encourage full student participation. The programme team will strive to ensure that all modules embrace current industrial practice wherever possible.

The teaching and learning strategies employed throughout the programme are those judged to be the most appropriate for each module at each stage and level of the programme. The strategies have been designed to ensure that there is progression from formal teaching through to student centred independent learning as the student progresses through the levels of the programme(s).

A range of teaching methods will be used including:

#### **Lectures**

This is the most formal teaching strategy employed in teaching the modules. It is generally used to deliver a body of theoretical information to a large group of students and is most effective when followed up by a seminar or tutorial session to consolidate learning.

The lecture format may be supported by written hand-outs, web or library references which serve to reinforce and expand the audio-visual information presented. In addition, staff will make appropriate use of the VLE (Blackboard) facilities. This should enable lecturers to enhance the traditional communication and learning mediums, as well as making material available to students at home and university.

#### **Tutorials / Practical Sessions**

Often in smaller groups, tutorials are guided learning sessions, which can either support a formal lecture by students working through tutorial sheets with the help of a lecturer or by students working through practical exercises in say a computing room.

#### **Seminars**

These can vary from large group seminars, which provide an opportunity for the student-led formal debate of particular topic areas, to 'impromptu' discussion sessions with smaller groups, which may for example follow the showing of a video.

Other techniques such as industrial visits, guest lectures and computer aided learning tools will be used where appropriate. This variety of techniques is aimed at stimulating student learning. The teaching and learning strategies for individual modules are detailed in the relevant module pro-forma.

### **How will students be assessed**

A variety of assessment vehicles will be used as appropriate to the module, including assignments carried out in the student's own time, in-class assignment, workshops and presentations. The form of assessment has been chosen so as to motivate students to achieve their best, and create learning activities for the students. The assessment vehicles for individual modules are detailed in the module descriptor.

Assessments will be appropriate to the task, achievable, motivating and vocationally focussed and will form a constructive part of the learning process.

Assessments will develop general transferable skills as well as academic skills.



Assessments will provide sufficient opportunity for the best students to exhibit a level of innovation and creativity associated with excellence.

During the foundation year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; programme content and learning outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

Level 4 assessments are summative, however a large amount of formative feedback is provided in order to encourage and support the development of appropriate academic practice and concepts. The emphasis will be on frequent small-scale assessments wherever possible with a balance between formative feedback and summative assessment.

Level 5 assessments will be more demanding, with the emphasis still on development of knowledge, skills, and concepts but now encouraging learning at greater depth, emphasising the fundamental principles. There will be a shift towards summative assessment.

Level 6 assessments are designed so as to allow students to demonstrate their knowledge and skills so that they have become effective, independent learners. The emphasis is on summative assessment.

### **Advice, Feedback and Collaborative Learning**

Assessment is an integral part of the education process, promoting student learning by providing a focus for consolidating, applying and demonstrating understanding of the subject matter. The listed summative assessment regime essentially measures and grades learner development and achievement in relation to the intended Learning Outcomes. It also generates feedback information for students about the strengths and weaknesses in their work, with tutors affirming what students have done well whilst giving constructive and encouraging advice about areas requiring reflection and further improvement.

Tutor feedback on formal assessment elements is just part of the ongoing dialogue with students about their learning and personal development. Tutors will offer students frequent opportunities to discuss their progress, where their work can be examined and reviewed, including the evaluation of plans and drafts for assignments prior to submission. This supportive engagement helps to clarify what “good performance” is, with reference to published criteria and expected standards; it also encourages, motivates and directs students towards achieving their full potential.

Different strategies for timely advice and effective feedback will be adopted, according to what is fit-for-purpose for students and modules. For instance: good or bad examples of previous student work not only give students clues about appropriate content, structure and presentation of assignments but also highlight common mistakes and omissions; work portfolios represent a collection of structured activities completed over a period of time with regular interactions with the tutor; individual and group tutorials; practising presentations with other students can invite peer review; model answers can supplement and extend the feedback given on assessments; group discussions can promote reflection and collaborative learning; audio and video recordings can be used at various points to explain topics and to give guidance; other technology (such as the VLE) can facilitate information sharing, and support learning and collaboration.

### **Work-Based / Placement Learning**

No applicable to this programme.

## **SECTION C: PROGRAMME STRUCTURE(S) AND HOURS**

### **Table 1: Programme Structure Table**

<b>Programme Title</b>	BSc. (Hons) Cyber Security with Foundation Year								
<b>Programme Code</b>	BT1CYS4								
<b>Mode of Study</b>	Attendance								
<b>Credit Value</b>	UK	360	<b>ECTS</b>			180			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ( <i>Core / Optional</i> )	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
<b>Level 0 (BSc. (Hons) Cyber Security with Foundation Year only)</b>									
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a	0	100	0	S1/S2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a	0	60	40	S1/S2
FY028	Inquiry and Research Skills	0	1	C	n/a	0	100	0	S1/S2
FY006	Digital Media	0	1	C	n/a	0	0	0	S1/S2
FY007	Computing Essentials	0	1	C	n/a	0	0	0	S1/S2
<b>Level 4</b>									
CO450	Computer Architectures	4	2	C	15	100	0	0	S1
CO452	Programming Concepts	4	2	C	15	0	100	0	S1
CO454	Digital Technologies & Professional Practice	4	2	C	15	0	100	0	S1
CO456	Web Development	4	2	C	15	0	100	0	S1
CO451	Networking	4	2	C	15	100	0	0	S2
CO453	Application Programming	4	2	C	15	0	100	0	S2
CO403	Secure Systems	4	2	C	15	0	100	0	S2
CO404	Cyber Threat and Risk Management	4	2	C	15	0	100	0	S2
<b>Level 5</b>									
CO556	Network Systems	5	3	C	15	100	0	0	S1
CO558	Database Design	5	3	C	15	100	0	0	S1
CO506	Information Security	5	3	C	15	0	100	0	S1
CO507	Cyber Security Management	5	3	C	15	0	100	0	S1
CO551	Open Source Systems	5	3	C	15	0	100	0	S2

CO557	Software Engineering	5	3	C	15	0	100	0	S2
CO559	Intro to Intelligent Systems (Team Project)	5	3	C	15	0	100	0	S2
CO508	Mobile Systems Security	5	3	C	15	0	100	0	S2
<b>Level 6</b>									
CO654	Cloud Computing	6	4	C	15	0	100	0	S1
CO652	Knowledge-Based Systems in A.I	6	4	C	15	0	100	0	S1
CO669	Security Auditing and Response	6	4	C	15	0	100	0	S1
CO651	Quality Assurance & Testing	6	4	C	15	50	50	0	S2
CO655	Network Security	6	4	C	15	0	100	0	S2
CO670	Secure Business Management	6	4	C	15	0	100	0	S2
CO671	Cyber Security Project	6	4	C	30	0	90	10	SB

<b>Programme Title</b>	BSc. (Hons) Cyber Security								
<b>Programme Code</b>	BT1CYS1								
<b>Mode of Study</b>	Attendance								
<b>Credit Value</b>	<b>UK</b>	360			<b>ECTS</b>	180			
<b>Module Code</b>	<b>Module Title</b>	<b>QCF/FHEQ Level</b>	<b>Course Stage / Year</b>	<b>Status in Award ([C]ore / [O]ptional)</b>	<b>Credit Value</b>	<b>Assessment Regime</b>			<b>Semester Taught *</b>
						<b>Written Exam %</b>	<b>Coursework %</b>	<b>Practical %</b>	
<b>Level 4</b>									
CO450	Computer Architectures	4	1	C	15	100	0	0	S1
CO452	Programming Concepts	4	1	C	15	0	100	0	S1
CO454	Digital Technologies & Professional Practice	4	1	C	15	0	100	0	S1
CO456	Web Development	4	1	C	15	0	100	0	S1
CO451	Networking	4	1	C	15	100	0	0	S2
CO453	Application Programming	4	1	C	15	0	100	0	S2
CO403	Secure Systems	4	1	C	15	0	100	0	S2
CO404	Cyber Threat and Risk Management	4	1	C	15	0	100	0	S2

Level 5									
CO556	Network Systems	5	2	C	15	100	0	0	S1
CO558	Database Design	5	2	C	15	100	0	0	S1
CO506	Information Security	5	2	C	15	0	100	0	S1
CO507	Cyber Security Management	5	2	C	15	0	100	0	S1
CO551	Open Source Systems	5	2	C	15	0	100	0	S2
CO557	Software Engineering	5	2	C	15	0	100	0	S2
CO559	Intro to Intelligent Systems (Team Project)	5	2	C	15	0	100	0	S2
CO508	Mobile Systems Security	5	2	C	15	0	100	0	S2
Level 6									
CO654	Cloud Computing	6	3	C	15	0	100	0	S1
CO652	Knowledge-Based Systems in A.I	6	3	C	15	0	100	0	S1
CO669	Security Auditing and Response	6	3	C	15	0	100	0	S1
CO651	Quality Assurance & Testing	6	3	C	15	50	50	0	S2
CO655	Network Security	6	3	C	15	0	100	0	S2
CO670	Secure Business Management	6	3	C	15	0	100	0	S2
CO671	Cyber Security Project	6	3	C	30	0	90	10	SB

**Table 3: Breakdown of Contact Hours**

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*

Year of programme	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	360	840	0	<b>1200</b>
Year Two	360	840	0	<b>1200</b>
Year Three	300	1170	0	<b>1470</b>
<b>Total</b>	<b>1020</b>	<b>2850</b>	<b>0</b>	<b>3870</b>

\*These hours should be calculated based on the hours stated in the module descriptors.

## SECTION D: ASSESSMENT REGULATIONS

This programme complies with the *Academic Assessment Regulations* and procedures as detailed on the University website.

The following modules will be non-compensable:

- **CO671 Cyber Security Project**

The calculation of this award will be *level 5 33% and level 6 67%*

## Referral Opportunities

Standard university regulations and reassessment period apply.

## Exit Awards Available

Exit Award Type	Award Title 'Cyber Security'	Credits Achieved
Certificate of Higher Education	CertHE	120 Credits
Diploma of Higher Education	DipHE	240 Credits
Ordinary Degree	Bachelor of Science	300 Credits

\*Delete rows as applicable

## SECTION E: FURTHER INFORMATION

### Reference Points

The following reference points were used when designing the programme: ***(Amend as appropriate)***

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for: Computing
- QAA Framework for Higher Education Qualifications
- Recommendation and feedback from external subject academic and industry professional

### Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

Computing Ethics Sub-Committee

### Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year:

2023

**SKILLS MATRIX**

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
FY001	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY002	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FY003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FY006	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FY007	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO450	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO452	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO454	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO456	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO451	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO453	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO403	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO404	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO556	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO558	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO506	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO507	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO551	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO557	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO559	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO508	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO654	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CO652	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
CO669	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO651	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO655	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO670	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO671	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## SUBJECT BENCHMARK mapping

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
The threshold level					
Demonstrate a requisite understanding of the main body of knowledge for their programme of study	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
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.	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
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	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6,	CO450 CO452 CO454 CO456 CO451 CO453 CO403	CO556 CO558 CO506 CO507 CO551 CO557 CO559	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
problem solving and evaluation skills drawing on supporting evidence	T, T1, T2, T3, T4	CO404	CO508		
Produce small well-constructed programmes to solve well-specified problems	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
Demonstrate generic skills, an ability to work under guidance and as a team member.	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
Identify appropriate practices within a professional, legal and ethical framework and understand the need for continuing professional development	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
The typical level					
Demonstrate a sound understanding of the main areas of the body of knowledge within their programme of study, with an ability to exercise critical judgement	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
Critically analyse and apply essential concepts, principles and practices of the subject in the context of loosely defined scenarios, showing effective judgement in the selection and use of tools and techniques	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
Produce work involving problem identification, the analysis, the design or the development of a system, with	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6,	CO450 CO452 CO454 CO456	CO556 CO558 CO506 CO507	CO654 CO652 CO669 CO651	NA



QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
appropriate documentation, recognising the important relationships between these	C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO451 CO453 CO403 CO404	CO551 CO557 CO559 CO508	CO655 CO670 CO671	
The work will show problem solving and evaluation skills, draw upon supporting evidence and demonstrate a good understanding of the need for a high quality solution	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
Demonstrate generic skills with an ability to show organised work both as an individual and as a team member and with minimum guidance	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
Apply appropriate practices within a professional, legal and ethical framework and identify mechanisms for continuing professional development and lifelong learning.	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
<b>Excellence</b>					
Will be able to contribute significantly to the analysis, design or the development of systems that are complex, recognising the important relationships between these	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
Will be creative and innovative in their application of the principles covered in the curriculum	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
Will be able to exercise critical evaluation and review of both their own work and the work of others.	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA
Will be able to demonstrate team leadership skills.	K1, K2, K3, K4, K5, C, C1, C2, C3, C4, C5, C6, C7, C8, P, P1, P2, P3, P4, P5, P6, T, T1, T2, T3, T4	CO450 CO452 CO454 CO456 CO451 CO453 CO403 CO404	CO556 CO558 CO506 CO507 CO551 CO557 CO559 CO508	CO654 CO652 CO669 CO651 CO655 CO670 CO671	NA

### EMPLOYABILITY MAPPING

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
FY001	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY002	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY006	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY007	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO450	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO452	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO454	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO456	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO451	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO453	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
CO403	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO404	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO556	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO558	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CO506	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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