



## MODULE SPECIFICATION

| Part 1: Information       |  |                    |  |
|---------------------------|--|--------------------|--|
| Module Title              | Forensic Computing Practice  |                    |  |
| Module Code               | UFCFC5-15-3  | Level              | Level 6                                    |
| For implementation from   | 2018-19  |                    |  |
| UWE Credit Rating         | 15   | ECTS Credit Rating | 7.5  |
| Faculty                   | Faculty of Environment & Technology  | Field              | Computer Science and Creative Technologies |
| Department                | FET Dept of Computer Sci & Creative Tech   |                    |  |
| Contributes towards       | Information Technology [Sep][FT][Frenchay][1yr] BSc (Hons) 2018-19               |                    |  |
| Module type:              | Project  |                    |  |
| Pre-requisites            | Computer Crime and Digital Evidence 2018-19, Security and Forensic Tools 2018-19 |                    |  |
| Excluded Combinations     | None   |                    |  |
| Co- requisites            | None   |                    |  |
| Module Entry requirements | None   |                    |  |

| Part 2: Description  |
|--|
| <p><b>Educational Aims:</b> See Learning Outcomes.</p> <p><b>Outline Syllabus:</b> As with many project modules there is no particular syllabus content other than that covered by earlier modules, in particular the pre-requisite modules. The aim here is for students to apply their technical knowledge and put into practice the skills developed earlier in the programme in realistic computer crime scenarios.</p> <p>Students firstly create a computer crime scene in a specified format. These cases are then investigated by other students by performing computer forensic analyses. This will involve using the tools and techniques taught in other modules and will require significant problem-solving abilities. The investigations will be summarised in professional style computer forensic reports. Finally each student will be required to defend one investigation carried out by them in a simulated courtroom environment.</p> |

## STUDENT AND ACADEMIC SERVICES

### Teaching and Learning Methods: Scheduled learning:

Laboratory sessions, lectures, ad-hoc supervision sessions, 'courtroom' appearance.

Independent learning:

Case study creation, investigation of case studies, Writing reports, 'courtroom' preparation.

Over the course of the academic year students should expect to spend approximately:

36 hours contact time

110 hours in independent study, including time spent in creating their case and investigating and reporting on the assigned cases.

4 hours preparing for and attending the mock courtroom session.

(150 hours in total)

### Part 3: Assessment

Assessment is based around a phased project, divided into three elements:

i) Creation of a computer crime scenario and related evidential material. To be delivered in the form of a computer disk drive; Assessed by written report of scenario and evidence created.

ii) Investigation and reporting of two allocated computer crime cases. Assessed by written report outlining investigation process, evidence items located and scenario reconstructed from evidence found.

iii) Defence of investigation in mock courtroom (controlled conditions). Assessed by witness-stand cross-examination on case-related topics.

| First Sit Components                      | Final Assessment | Element weighting | Description   |
|---|------------------|-------------------|---|
| Set Exercise - Component A                |                  | 25 %              | Creation of computer crime case   |
| Report - Component A                      |                  | 50 %              | Forensic examination and reporting of two computer crime cases (2000 words) |
| Practical Skills Assessment - Component A | ✓                | 25 %              | Attendance at mock courtroom session (30 mins)                              |
| Resit Components                          | Final Assessment | Element weighting | Description   |
| Set Exercise - Component A                |                  | 25 %              | Creation of computer crime case   |
| Report - Component B                      |                  | 50 %              | Forensic examination and reporting of two computer crime cases (2000 words) |
| Practical Skills Assessment - Component A | ✓                | 25 %              | Attendance at mock courtroom session (30 mins)                              |

STUDENT AND ACADEMIC SERVICES

| <b>Part 4: Teaching and Learning Methods</b>        |  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
|---|--|---------------------------------|--|-----|--|---------------------------------|--|-------------------------------------|--|---------------------------------------|---|---|--|-----------------------|----|---|----|------------------------------|-----|------------------------|-----|
| Learning Outcomes                                   | <p>On successful completion of this module students will be able to:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Module Learning Outcomes</b></th> </tr> </thead> <tbody> <tr> <td style="width: 20%;">MO1</td> <td>Design a computer crime scenario and create a computer disk drive containing relevant evidential materials</td> </tr> <tr> <td>MO2</td> <td>Examine and investigate digital crime cases for evidential items</td> </tr> <tr> <td>MO3</td> <td>Use discovered evidence items to construct a plausible scenario and from this produce professional reports on their examinations and investigation</td> </tr> <tr> <td>MO4</td> <td>Defend their work in a mock courtroom environment</td> </tr> </tbody> </table>  | <b>Module Learning Outcomes</b> |  | MO1 | Design a computer crime scenario and create a computer disk drive containing relevant evidential materials | MO2                             | Examine and investigate digital crime cases for evidential items | MO3                                 | Use discovered evidence items to construct a plausible scenario and from this produce professional reports on their examinations and investigation | MO4                                   | Defend their work in a mock courtroom environment |   |  |                       |    |   |    |                              |     |                        |     |
| <b>Module Learning Outcomes</b>                     |  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| MO1   | Design a computer crime scenario and create a computer disk drive containing relevant evidential materials   |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| MO2   | Examine and investigate digital crime cases for evidential items   |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| MO3   | Use discovered evidence items to construct a plausible scenario and from this produce professional reports on their examinations and investigation   |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| MO4   | Defend their work in a mock courtroom environment  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| Contact Hours                                       | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Contact Hours</b></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 20px;"> </td> </tr> <tr> <th colspan="2" style="text-align: left;"><b>Independent Study Hours:</b></th> </tr> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">114</td> </tr> <tr> <td style="text-align: right;"><b>Total Independent Study Hours:</b></td> <td style="text-align: center;">114</td> </tr> <tr> <th colspan="2" style="text-align: left;"><b>Scheduled Learning and Teaching Hours:</b></th> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">36</td> </tr> <tr> <td style="text-align: right;"><b>Total Scheduled Learning and Teaching Hours:</b></td> <td style="text-align: center;">36</td> </tr> <tr> <td style="text-align: right;"><b>Hours to be allocated</b></td> <td style="text-align: center;">150</td> </tr> <tr> <td style="text-align: right;"><b>Allocated Hours</b></td> <td style="text-align: center;">150</td> </tr> </tbody> </table> | <b>Contact Hours</b>            |  |     |  | <b>Independent Study Hours:</b> |  | Independent study/self-guided study | 114  | <b>Total Independent Study Hours:</b> | 114   | <b>Scheduled Learning and Teaching Hours:</b> |  | Face-to-face learning | 36 | <b>Total Scheduled Learning and Teaching Hours:</b> | 36 | <b>Hours to be allocated</b> | 150 | <b>Allocated Hours</b> | 150 |
| <b>Contact Hours</b>                                |  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
|   |  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| <b>Independent Study Hours:</b>                     |  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| Independent study/self-guided study                 | 114  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| <b>Total Independent Study Hours:</b>               | 114  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| <b>Scheduled Learning and Teaching Hours:</b>       |  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| Face-to-face learning                               | 36   |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| <b>Total Scheduled Learning and Teaching Hours:</b> | 36   |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| <b>Hours to be allocated</b>                        | 150  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| <b>Allocated Hours</b>                              | 150  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |
| Reading List  | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/modules/ufcfc5-15-3.html">https://uwe.rl.talis.com/modules/ufcfc5-15-3.html</a></p>  |                                 |  |     |  |                                 |  |                                     |  |                                       |   |   |  |                       |    |   |    |                              |     |                        |     |