Criminal Justice in the Information Age: Cybercrime and Security

This module aims to:

- Explore the history of cybercrime and its economic and social impact
- Examine the scope, scale and trends in cybercrime
- Analyse how the internet may promote criminal and deviant behaviour and contribute to the globalisation of crime
- Outline the challenges that cybercrime poses for criminal justice and policing
- Evaluate current approaches to policing the internet including transnational cooperation

Learning outcomes

On completion of this module, students will be able to:

- understand the history, scope, scale and trends in cybercrime
- assess the economic and social impact of cybercrime
- evaluate the implications of the technological age on criminal and deviant behaviour
- outline the approaches taken to police the internet including transnational cooperation
- evaluate strategies of control and the responses of the Criminal Justice System to cybercrime

Syllabus

- What is cybercrime?
- Policing cybercrime
- Identity theft
- Hacking
- Cyberterrorism
- Online sexual exploitation of children
- The use of the internet in social and political protest
- Cyberstalking and harassment using the internet
- Internet scams and frauds
- Policing cybercrime
Learning and teaching methods

The learning and teaching methods for the module follow the intended online delivery strategy for the programme as a whole. The module will be delivered through the provision of specified reading materials on the virtual learning platform, which shall be supported by specified discussion forums and lecturecasts, and tutor support will be available to students via phone, email, and a fortnightly synchronous question and answer (Q&A) session.

Students will be provided with indicative guidance on, and encouraged to look at, relevant websites which are appropriate to the module, and to identify and share appropriate web-based resources as learning support references with their fellow students and as indicators of their individual learning contexts with their tutors. The live lectures will include referenced use of selected case studies which will be drawn from the reading materials/web based module learning resources and the practice-based and professional/educational contexts and experience of the tutors. At pre-arranged and regularly agreed points, on specified days and times in advance of each lecture (typically two to three days prior to the lecture) there will be a ‘drop in’ telephone or online preparatory learning liaison session conducted between the student(s) and tutor, typically lasting for 20 to 30 minutes. These sessions are designed to provide students with an introductory preview of the week’s work and give them an opportunity to ask specific and general questions related to that week’s learning opportunities and to enable them to contextualise their learning experience. Self-managed learning will supplement lectures and students are given weekly direction on required and indicative reading.

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<thead>
<tr>
<th>Description of unit of assessment</th>
<th>Length/Duration</th>
<th>Submission date</th>
<th>Weighting</th>
</tr>
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<tbody>
<tr>
<td>Discussion contributions</td>
<td>Fortnight</td>
<td>Unit 2 and Unit 3</td>
<td>10%</td>
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<tr>
<td>Mid-module assignment</td>
<td>2,000 words</td>
<td>Unit 6</td>
<td>40%</td>
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<tr>
<td>Journal entries</td>
<td>500 words (each)</td>
<td>Unit 4 and Unit 8</td>
<td>10%</td>
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<tr>
<td>End of module project</td>
<td>2,000 words</td>
<td>Unit 9</td>
<td>40%</td>
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