

Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details			
1.1	Awarding body	Wrexham University	
1.2	Teaching institution	Wrexham University	
1.3	Final award and programme title (Welsh and English)	BSc (Anrh) Seiberddiogelwch (Atodol gyda Chyn-Faglor) BSc (Hons) Cyber Security Top-Up with Pre-Bachelor's	
1.4	Exit awards and titles	N/A	
1.5	Credit requirements	60 credits at level 5 120 credits at level 6	
1.6	Intake points	August	
1.7	Mode of study	Full time	
1.8	Length of delivery	1 year	
1.9	Location of delivery	Wrexham	
1.10	Mode of delivery	Full time	In person
1.11	Language of delivery	English	
1.12	Faculty	Faculty of Arts, Computing and Engineering (FACE)	
1.13	Subject area	Computing	
1.14	HECoS Code	100376	
1.15	Suitable for applicants requiring a Student Visa?	Full time	In person Yes
1.16	Is DBS check required on entry?	No	
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	Designed to align with the requirements of the British Computer Society (BCS). However this programme will not be put forward for any accreditation	
1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.	
1.19	External reference points	QAA Subject Benchmark Statements (Computing) QAA Characteristics Statements Higher Education Credit Framework CQFW	
1.20	Derogation to Academic Regulations	N/A	
1.21	Foundation Year route	n/a	
1.22	Placement / Work based learning	N/A	

Section 1 – regulatory details		
1.23	Length and level of the placement	N/A
1.24	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme

The programme is designed to equip students with advanced technical knowledge and professional skills that are aligned with industry demands. It aims to deepen their understanding of core computing concepts, such as design, analysis, and problem-solving, preparing them for leadership roles in their respective fields.

The programme has been developed to support international students and learners from diverse educational backgrounds by providing additional academic preparation before and alongside their final year studies. The programme is designed for students holding a Staatlich geprüfter Techniker (State Certified Technician) qualification, which has been mapped as equivalent to 180 UK credits (90 ECTS) and forms the minimum entry requirement.

This integrated approach provides a coherent academic pathway across Levels 5 and 6 while reducing reliance on Recognition of Prior Learning (RPL). It also supports international qualification recognition, particularly within Europe, where qualifications containing more than 50% RPL are not widely recognised. By combining recognised prior learning with additional study completed at Wrexham University, the programme enhances students' academic development while meeting both UK and European recognition expectations.

2.2 Programme structure and diagram, including delivery schedule

Students will complete an additional 60 credits at Level 5, with 20 credits studied prior to the start of the Level 6 curriculum and the remaining 40 credits delivered concurrently with Level 6 modules. This structure strengthens subject knowledge and supports a smooth transition into honours-level study.

Full-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Semester of delivery	Year of Study
5	COM577	Secure Software Development	20	Core	3	Yr.1
5	COM569	Systems Engineering and Project Management	20	Core	1	Yr.2
5	COM553	Group Project	20	Core	2	Yr.2
6	COM646	Project	40	core	1&2	Yr.2
6	COM658	Cryptography and Defensive Systems	20	core	1	Yr.2
6	COM660	Threat Detection and Incident Response	20	core	2	Yr.2
6	COM663	Digital Forensics	20	core	1	Yr.2
6	COM666	Security Optimisation and Automation	20	core	2	Yr.1

2.3 Programme Learning Outcomes											
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Ref (PSRB standards)	
1	Analyse cyber threats, vulnerabilities and propose mitigation strategies using formal reasoning.	☒	☒	☐	☐	☐	☒	☐	☐	QAA Comp 4.1; BCS UG1	
2	Compare and evaluate tools and frameworks for cyber defence and digital forensics.	☒	☒	☐	☐	☐	☒	☐	☐	QAA Comp 4.3; BCS UG1	
3	Apply ethical hacking and secure software development practices in practical scenarios.	☐	☐	☒	☒	☐	☒	☐	☐	QAA Comp 5.1; BCS UG2	
4	Demonstrate teamwork, communication and professional skills through cyber security projects.	☐	☐	☐	☒	☐	☒	☒	☐	QAA Comp 5.3; BCS UG3	
5	Evaluate advanced cyber security principles and apply them to secure systems design.	☒	☒	☒	☐	☐	☐	☒	☐	QAA Comp 4.2; BCS UG1	
6	Apply knowledge of databases, networks and operating systems to secure systems implementation.	☒	☐	☒	☐	☐	☐	☒	☐	QAA Comp 3.2; BCS UG1	
7	Critically analyse incidents and justify responses using digital forensics and threat detection methods.	☒	☒	☐	☐	☐	☐	☒	☐	QAA Comp 4.4; BCS UG3	
8	Plan and manage security-related projects using appropriate methodologies and tools.	☐	☐	☐	☒	☐	☒	☐	☒	QAA Comp 5.2; BCS UG3	
9	Apply professional, ethical, and legal standards in cyber security practice.	☒	☐	☐	☒	☐	☐	☐	☒	QAA Comp 5.1; BCS UG2	
10	Critically evaluate emerging cyber security technologies and their applications.	☒	☒	☐	☐	☐	☐	☒	☒	QAA Comp 3.5; BCS UG3	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Ref (PSRB standards)
11	Integrate theory and practice to deliver effective and secure technical solutions.	☒	☒	☒	☐	☐	☐	☐	☒	QAA Comp 4.3; BCS UG1
12	Demonstrate adaptability, independence and reflective practice in professional cyber security contexts.	☐	☐	☐	☒	☐	☐	☐	☒	QAA Comp 5.4; BCS UG3
13	Communicate technical and forensic findings clearly to specialist and non-specialist audiences.	☐	☐	☐	☒	☐	☐	☐	☒	QAA Comp 5.3; BCS UG3
14	Undertake an independent, research-informed cyber security project, applying advanced techniques.	☐	☒	☒	☒	☐	☐	☐	☒	QAA Comp 4.4; BCS UG3
15	Critically evaluate and defend professional responses to advanced and complex cyber security threats.	☒	☒	☐	☒	☐	☐	☐	☒	QAA Comp 4.5; BCS UG3
16	Demonstrate teamwork, communication and professional skills through cyber security projects.	☐	☐	☐	☒	☐	☒	☒	☐	QAA Comp 5.3; BCS UG3

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

This programme adopts the Computing subject area model for Learning, Teaching, and Assessment, underpinned by key university frameworks such as the Active Learning Framework (ALF) and the Strategy for Supporting Student Learning and Achievement (SSSLA). The programme suite is designed to develop employability skills, using contemporary industry methods and tools to support students' transition into the workforce or postgraduate education, while fostering independent learning. Practical experience is a priority, enabling students to gain hands-on skills that are highly valued by employers.

The curriculum encourages an appreciation for learning, while focusing on the development of a professional work ethic. Students will be enriched by exposure to current research, industry engagement, and the development of transferable skills. A key element of the programme is the core project modules, which simulate the realities of industry practices, alongside subject-specific modules that combine theoretical knowledge with practical application, using industry-standard tools and software.

Scheduled learning activities will include active learning sessions, industry-focused guest talks, practical workshops, and hands-on exercises. These activities are designed to provide an enriched learning experience, particularly through the application of real-world knowledge and the opportunity for students to engage directly with industry professionals.

The programme suite integrates multidisciplinary learning and research-driven methodologies to equip students with the skills and expertise required to meet the challenges of emerging technologies. The emphasis on practical experience ensures that students develop a robust understanding of both the theory and the application of their studies in real-world business and computing contexts.

The course provision is located on the Wrexham campus, which includes state-of-the-art facilities such as specialist computer labs and the Cyber Innovation Academy. These facilities offer both industry engagement and internationally recognised certifications, providing students with industry-leading expertise. General-purpose computing labs will also support teaching activities, offering access to a range of software used in the modules.

Additionally, the Computing Department operates an Open-Door policy, providing students with flexible access to staff for guidance and support outside of scheduled teaching hours

2.5 Assessment strategy

This programme is designed with an assessment strategy that aligns with the QAA Benchmark Statements, Professional Body Requirements, and the Active Learning Framework (ALF), ensuring that students achieve the intended learning outcomes while developing the skills necessary for success in the computing industry. The assessment methods integrate real-world applications, emphasising authentic assessment approaches that mirror professional practices and industry standards.

Our approach focuses on developing a range of skills that are crucial to employability, such as problem-solving, collaboration, critical thinking, and the ability to apply knowledge to practical situations. The strategy incorporates formative assessments throughout the learning process, providing students with opportunities for continuous feedback and reflection. This iterative approach supports self-regulated learning and encourages independent thinking, which are key to fostering lifelong learning.

Summative assessments will test students' understanding, mastery of technical concepts, and ability to apply knowledge in real-world contexts. These assessments will be carefully designed to align with industry practices, ensuring that students are well-prepared for the challenges of the modern computing landscape.

As part of our focus on Authentic Assessment, students will engage in tasks that closely simulate industry projects, incorporating elements such as team collaboration, complex problem-solving, and the use of

2.5 Assessment strategy

industry-standard tools. Cloud-based systems and digital platforms will be used to manage group work and facilitate peer-to-peer learning, providing a collaborative and transparent environment that reflects the modern working world.

The strategy also includes industry-aligned assessments that involve students working with real-world scenarios, allowing them to integrate their learning into practice. These assessments enable students to demonstrate their ability to apply knowledge in realistic settings, preparing them for professional roles and ensuring that the learning experience is directly linked to employability.

Feedback provision is an integral part of our assessment strategy, and both formative and summative assessments will be followed by timely and constructive feedback. This feedback will encourage students to reflect on their performance, identify areas for improvement, and enhance their future work. The feedback loop will involve peer and self-assessment opportunities, promoting critical reflection and further supporting the development of independent learning skills.

In line with HEA's Transforming Assessment guidelines, our assessment practices ensure that students not only gain technical knowledge but also develop the professional skills required for the computing industry. The use of Generative AI in assessment will be explored in relevant contexts, allowing students to interact with emerging technologies and understand their impact on the computing and business sectors. Overall, the assessment strategy across the Computing suite of programmes ensures that students are engaged in authentic, real-world learning experiences. By combining practical application with continuous feedback and reflection, the strategy supports students in meeting the learning outcomes and developing the skills required to succeed in the ever-evolving field of computing.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME028_AUG
3.2	Cost centre	GACP
3.3	Course type (HESA)	N/A
3.4	Fee model	Other (Exceptional Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	SLC/Self-Financed
3.7	Does the Suitability for Practice Procedure apply to the programme?	No
3.8	Programme Leader	Bindu Jose
3.9	Date of Approval	13/07/2026

Section 3 – Programme set up (office use only)		
3.10	Date and type of Revision	04/08/2026 – AM2 to remove the summer school modules and replace with modules from level 5 of the 3 year BSc (Hons) Computer Science programme.