Module Descriptor

Title	Comparative Policing		
Session	2025/26	**Status**	
Code	SSPG11015	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	C Wilson		

Summary of Module

This module introduces students to the key theories and concepts related to contemporary policing, such as police legitimacy, plural policing and police accountability. The module examines a broad range of topics within policing: from roles, functions, the relationship between the police and the media and occupational culture of the police. Additionally, this module takes a comparative approach to situate the key tissues in contemporary policing in an international context. In doing so, this module explores the role, functions and tensions in policing in the Scotland, England and Wales, Scandinavia, Mexico and the United States.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Learning Outcomes	
L1	Demonstrate a critical understanding of key theories, concepts and models applied to contemporary policing
L2	Demonstrate a critical awareness of current and emerging issues in policing, including those related to trust, legitimacy and equity
L3	Demonstrate a critical understanding of the symbiotic relationship between the media and the police
L4	Critically analyse transnational and international policing.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** An overall appreciation of a range of theories and approaches to understanding contemporary policing in international contexts
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply and analyse a range of theoretical perspectives relating to policing in the contemporary world
Generic Cognitive skills	**SCQF 11** Students should be able to make use of lecture material, assigned readings and seminar activities to understand and evaluate a range of issues relevant to contemporary policing
Communication, ICT and Numeracy Skills	**SCQF 11** Students should be able to read and understand theories and data presented in various formats from research relevant to the study of policing. Students are expected to communicate in a variety of ways, including oral and written communication in line with the assessment strategy.
Autonomy, Accountability and Working with Others	**SCQF 11** Students are expected to show levels of autonomy commiserate with their level of study – this includes in preparing for learning and teaching, participating in group class discussions and completing assessed work. Work, under guidance, with others to acquire an understanding of current professional practich on children's literature

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	0
Asynchronous Class Activity	12
Independent Study	164
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bowling, B., Reiner, R., and Sheptycki, J. (2019) The Politics of the Police. (5th Edition). Oxford: Oxford University Press.

Policing and Society (Journal)

Police Practice & Research (Journal)

British Journal of Criminology (Journal)

Theoretical Criminology (Journal)

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Adherence to the Student Attendance and Engagement Procedurehttp://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	PG Social Science
Moderator	C Atkinson
External Examiner	M Ketola
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will submit a 10-minute presentation on a topic related to police culture and/or police leadership. In doing so, this assessment will address LO1 and LO2 by asking students to demonstrate a critical understanding of key theories, concepts and models applied to contemporary policing, as well as emerging issues in policing more generally
Assessment 2
Students will complete a 4000-word essay based on comparative policing. Students must ensure that they incorporate key theories and concepts related to their topic and demonstrate an awareness of the broader societal/policy implications of their chosen topic.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☒	☐	40	0.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	60	0.5

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
new templage, no changes 25/26	Mar 25	C Wilson