Module Descriptor

Title	Comparative Justice		
Session	2025/26	**Status**	
Code	CRIM10003	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	C Moura de Souza		

Summary of Module

This module introduces the student to comparing criminal justice traditions around the globe. It considers the theoretical and practical difficulties in studying and understanding other criminal justice systems. It explores different jurisdictions of criminal law, criminal justice agencies and other stages of the criminal justice process including sentencing and punishment. The inquiry-based nature of the student-centred module allows the students to compare and contrast other aspects of criminal justice and/or countries outside of these examples after agreement with the module coordinator. It will also explore concepts of criminal justice policy, political and social forces and how these influence criminal justice in different countries around the world.

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	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically identify the criteria which distinguish different criminal justice systems.
L2	Demonstrate knowledge and understanding of different aspects of criminal justice systems around the world.
L3	Evaluate aspects of at least two criminal jurisdictions outwith Scotland.
L4	Critically compare and contrast contemporary criminal justice systems.
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 10** Demonstration of a broad and integrated knowledge and understanding of criminal justice and the way in which the concepts within criminal justice are socially constructed; Demonstration of a critical understanding of a range of theoretical perspectives and approaches relating to the social scientific engagement with comparative criminal justice.
Practice: Applied Knowledge and Understanding	**SCQF 10** Retrieval and interpretation of specialised knowledge and information from a variety of primary and secondary sources which examine criminal justice outwith Scotland; Conception, development and production of a substantial piece of work evaluating some key aspects of theoretical approaches to the study of comparative criminal justice.
Generic Cognitive skills	**SCQF 10** Reasoned argument, synthesising relevant information and exercising critical judgement in the analysis of complex or abstract ideas and perspectives; Critical engagement with learning through the employment of self-identified media to deliver assessment output.
Communication, ICT and Numeracy Skills	**SCQF 10** Effective use of electronic information retrieval technology; Communication of complex ideas in writing using electronic assessment platforms.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercising of autonomy and initiative in planning and delivering the assessment, developing the capacity for independent work; Provision of constructive criticism through the critical discussion of ideas in seminars.

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 and teaching will take place via 'interactive lectures' that will introduce key concepts and themes. A series of seminars will also take place to allow learners to consider key ideas, themes and issues. Some seminars may involve group work, others may require students reading texts before attending or consideration of approaches to questions. Due consideration will be given to the latest demands of the National Student Survey. The module will have an extended online presence, with learners engaging in a number of digital learning and assessment preparation activities, primarily through the module's Aula site. A central focus of the learning, teaching and assessment strategy will be personal development planning processes. Students will be encouraged to understand the processes of researching, learning, and writing in order to develop their transferable skills and subject specific knowledge. It is by their engagement with these and information, communication and digital literacies and capabilities that students can develop into lifelong learners. The module supports the acquisition and development of graduate attributes and employability, lifelong learning and citizenship competencies by: 1) Surfacing assessment-employability linkages to ensure the skills and competencies learners are developingare made explicit and allowing learners to evidence the development of these skills and competencies; 2) Supporting learners in the development of their digital capabilities through, for example, the use of onlineresearch engines and electronic tools. Learners will be given the opportunity to demonstrate their digital skills and competencies and develop their understanding of 'digital influence'; 3) Providing learners with the opportunity to work with peers in order to develop leadership and negotiationskills and support the development of diversity awareness and interpersonal sensitivity; 4) Supporting learners in the development of self-reflection and evaluation skills and competencies through theexplicit focus on personal development planning.

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	12
Asynchronous Class Activity	24
Independent Study	140
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Head, J.W. (2011) Great Legal Traditions: Civil Law, Common Law, and Chinese Law in Historical and Operational Perspective. Carolina: Carolina Academic Press

Reichel, P.L. (2012) Comparative Criminal Justice Systems: A Topical Approach New Jersey: Prentice Hall

Shahidullah, S.M. (2012) Comparative Criminal Justice Systems. Massachusetts: Jones and Bartlett

Terrill, R.J. (2015) World Criminal Justice Systems: A Survey (9th Edition). Massachusetts: Anderson

(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:

Students are academically engaged if they are regularly engaged with timetabled teaching sessions, courserelated learning resources including those in the Library and on Aula, and complete assessments and submit these on time.

It is recognised that from time to time students will have justifiable reasons for nonattendance and students who are unable to attend classes for any reason should report their absence to their programme leader and/or their personal tutor. For more information on who absences should be reported to in your school, please refer to the relevant Programme Handbook.

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.

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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	UG Criminal Justice
Moderator	R. V. Gundur
External Examiner	C Rhodes
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.1 No changes for 2025/26

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 – Student group designed and facilitated a one-hour seminar addressing learning outcomes 1 & 3. Students will be asked to design a session that reflects on lecture content and builds on it through a combination of discussion topics and practical activities.
Assessment 2
Assessment 2 – 2,000 Words Essay addressing learning outcomes 2 & 4, the first assessment in this student-centred module not only allows students to study any two abstract criminal justice traditions, it allows them to inquire into and critically compare any aspect or aspects of criminal justice in at least two criminal jurisdictions outwith Scotland (after negotiation with the lecturer).
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**
Assessment 1	☒	☐	☒	☐	☐	40	1

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Assessment 2	☐	☒	☐	☒	☐	60	0

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 template, no changes	Mar 25	C Moura de Souza