Module Descriptor

Title	**Comparative Critical Infrastructure Policymaking (CCIP)**		
Session	2026/27	**Status**	
Code	MPAL11003	**SCQF Level**	11
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	A. Petrou		

Summary of Module

The module provides students with a comparative understanding of issues and perspectives prevalent in comparative critical infrastructure policymaking (CCIP) studies through use of cases from the UK and overseas. Important infrastructure domains such as water, electrical and power systems, along with transportation, telecommunications, and digital / cyber / data, just to name a few areas of concern, are analysed and reviewed for vulnerabilities. Development of understanding is supported through analysis and synthesis of knowledge and augmentation of analytical skills in relevant public administration, governance and policy theory traditions, including Neoliberalism and its relation to the politics of resilience. The intention is to present infrastructure as a core concept of human-built environments in risk-fraught contexts and with further links to Comparative and Critical Theory along with a conceptual focus on resilience debates and in relation to CCIP. The different perspectives and debates will be evaluated against the backdrop of addressing crucial issues constituting today's policy environment, especially challenges deriving from the implementation of the United Nations Sustainable Development Goals (UNSDGs). Furthermore, a focus on student employability skills development in critical incident policy and resilience practices is core to the module's teaching and learning pedagogy. The student-centred pedagogy includes use of case studies and a focus on issues from the UK and overseas to enable engagement with CIP formulation, implementation, and evaluation of interest to students and in diverse global and local (GLOCAL) contexts.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
		☐	☐	

[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

	☒			☐
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	☐

Learning Outcomes	
L1	Demonstrate a sophisticated comparative, critical understanding of diverse perspectives and issues in policy theory traditions with specialist focus on critical infrastructure policymaking (CIP).
L2	Synthesise complex knowledges around the politics of resilience, democratic participation, and CIP development (components as assemblages).
L3	Apply critical policymaking knowledge to global and local (GLOCAL) contexts and case studies.
L4	Demonstrate professionalism when working and collaborating with others.
L5	Demonstrate advanced digital literacy when gathering, analysing, and presenting complex information about CIP and in relation to critical incidents and resilience frameworks.

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)	**11** A1 Develop critical understanding of interdisciplinary research about how human-built environments, particularly infrastructure and its vulnerabilities, are problematised across the social sciences. A2 Abstraction: Demonstrate a critical understanding of a selection of the main theories, principles, ideas, facts, concepts, terminology, and the multiplicity of worldviews needed to frame critical infrastructure policy and in connection to the politics of resilience.
Practice: Applied Knowledge and Understanding	**11** B1 Ability to develop appropriate strategies to research and/or critically evaluate evidence in relation to critical infrastructure and in developing and supporting arguments in policy memos. B2 Develop a critical understanding of the practical and ethical challenges which researchers encounter in undertaking social research to inform policymaking.

Generic Cognitive skills	**11** C1 An ability to express complex ideas in written and oral form in assignments and activities. C2 An ability to lead debates and participate in collaborative discussions and presentations on topics of relevance to the module's purpose.
Communication, ICT and Numeracy Skills	**11** D1 Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of CCIP studies. D2 Critically identify and analyse conceptual and empirical problems relating to the study and understanding of the politics of resilience and vulnerabilities in case studies involving local and global (CLOGAL) contexts. D3 Draw on information from a variety of sources, including academic research publications, to offer sound and distinct insights on chosen research topic.
Autonomy, Accountability and Working with Others	**11** E1 Take responsibility for own work and its improvement in a reflective manner. E2 Exercising substantial autonomy and initiative while undertaking a range of learning activities. E3 Develop as an independent researcher: make informed judgements in respect of research design and data analysis.

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

Learning and Teaching
In line with current learning and teaching principles, a 30-credit module includes 300 learning hours, normally including a minimum of 54 contact hours and a maximum of 72 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	36
Practice Based Learning	18
Independent Study	246
TOTAL	

Indicative Resources

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

British Academy. (2023). *Space for Community: Strengthening our Social Infrastructure*, Accessed on 13 April 2024 from https://www.thebritishacademy.ac.uk/documents/4536/Space_for_community_strengthening_our_social_infrastructure_vSUYmgW.pdf

Cairney, P. and Kippin, S. (2024). *Politics and Policymaking in the UK.* Bristol University Press.

Chachra, D. (2023). *How Infrastructure Works: Transforming our shared systems for a changing world.* Torva.

Hassler, U. and Kohler, N. (2014). Resilience in the built environment. *Building Research & Information*, 42(2), 119-129, DOI: 10.1080/09613218.2014.873593

Hellowell, M. and Vechhi, V. (2015). The Non-Incremental Road to Disaster? A Comparative Policy Analysis of Agency Problems in the Commissioning of Infrastructure

Projects in the UK and Italy. *Journal of Comparative Policy Analysis*, *17*(5), 519–532, Accessed on 3 Apil 2024 from https://www.tandfonline.com/doi/epdf/10.1080/13876988.2015.1016773?needAccess=true

Suggested Journals (mainly specific to this sub-field). The journals below are all available as e-journals from the UWS library.

Journal of Critical Infrastructure Policy

https://www.jcip1.org/about.html

Journal of Infrastructure Development

https://journals.sagepub.com/home/joi

CSID Journal of Infrastructure Development

https://scholarhub.ui.ac.id/jid/

(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:

This module requires attendance and active student engagement. In-class activities are formative assignments geared towards accomplishing the learning outcomes. As per UKVI regulations students must attend all classes (see UWS Student Attendance and Engagement Procedure - 2026). If a student will not be able to attend a class, the student must contact the module lecturer and coordinator beforehand.

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.

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The module also abides to the MPA programme EDI policy meaning that it has included inclusivity in four areas: a) Designing course material b) Inclusive Teaching in class c) Assessment and d) Providing extra support to the students.

Note: One aspect of inclusive teaching is accessibility to teaching materials. This module provides materials online in the University approved virtual learning environment. Assistance is provided to students in downloading such materials and use is made of core readings in class to get students used to using the reading material and interacting with the ideas in it. Case studies embedded in readings are used in seminars for analysis and discussion of concepts that are also discussed in lectures, so there is reinforcement. In-class lecture sessions frequently include short videos, delivery of lectures is provided in small chunks, and a short tutorial activity is given after each small lecture so that students can practice and acquire what they need in terms of knowledge in a more comfortable pace. Provided readings include topics, contexts, political issues, and authors from non-western backgrounds to decolonise the curriculum. The above are just examples of teaching and learning activities used to make learning materials more, accessible, accommodate different learning styles and to provide in-class mentoring and coaching for more inclusive learning experiences.

(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 Sciences
Moderator	P. Munoz-Ramirez
External Examiner	K Bottom
Accreditation Details	
Module Appears in CPD catalogue	**☐ Yes ☒ No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group Project (40%)
Assessment 2
Written Assessment (3000 words, 60%)
Assessment 3
N/A
(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**
Group Project	☐	☒	☐	☒	☐	40	

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

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
Transferred to new MD template.	Mar 28 2025	A Petrou
Amended for ILQR	29 June 2026	A Gouglas