



Module Descriptor

Title	Security in a global age		
Session	2025/26	Status	Full-time
Code	CRIM10013	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	
School	Education and Social Sciences		
Module Co-ordinator	A Watkin		
Summary of Module			
<p>This module examines global security challenges and at the intersections of crime and criminal justice. The module differentiates between traditional security threats that are concerned with threats to the territory and sovereignty of the nation state, and human security which is concerned with safety and well-being individual citizens (i.e., economic-, food-, environmental-, community- and health security. This module explores a number of issues as security threats, and the process of securitization.</p>			

Module Delivery Method	<input checked="" type="checkbox"/> On-Campus ¹		<input type="checkbox"/> Hybrid ²		<input type="checkbox"/> Online ³		<input type="checkbox"/> Work -Based Learning ⁴
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>	

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	Critically understand that key concepts - such as 'terrorism' 'human trafficking' and security - can have a variety of meanings and are used differently by individual authors and political actors.
L2	Comprehend and demonstrate how those concerned with criminal justice construct and frame their particular pictures of the world and to sell specific solutions.
L3	Understand that certain issues with a cross-border dimension and/or the response to them are viewed differently around the world.
L4	Critically evaluate a major international response to at least one transnational crime
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 Students should be able to demonstrate knowledge and understanding of the terms security and securitization. Students should also be able to demonstrate knowledge and understanding of a range of current security threats.
Practice: Applied Knowledge and Understanding	SCQF 10 Students will gain this knowledge and understanding through engagement in lectures and seminars, events with guest speakers from reputable organisations, the module's documentary club, essential readings, time spent in independent learning, and assessments.
Generic Cognitive skills	SCQF 10 Students will undertake critical analysis, evaluation and/or synthesis competing ideas, concepts, and information within the subject area. They will draw on logic and reasoning skills to examine these topics within seminars and will use their visual/auditory processing skills to present their understanding of these issues in assessments.
Communication, ICT and Numeracy Skills	SCQF 10 Students will demonstrate these skills via two assessments. The first assessment will demonstrate that they can clearly communicate knowledge and understanding of the key theories that underpin the module. The second assessment will allow them to demonstrate that they can apply critical thinking in answering an essay question and communicate their arguments in a clear manner.
Autonomy, Accountability and Working with Others	SCQF 10 Students will demonstrate autonomy and accountability by being responsible for their planning, timekeeping, and meeting assessment deadlines. They will also by exercising autonomy showcase their ability to work with others through seminar debates and coursework preparation.

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	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20 hours of lectures
Tutorial / Synchronous Support Activity	9 hours of tutorials
Tutorial / Synchronous Support Activity	7 hours of assessment drop-ins/assessment planning/writing time sessions
Independent Study	164
Please select	
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Zedner, L. (2009) Security. London: Routledge</p> <p>Balzacq, T., Léonard, S., & Ruzicka, J. (2016). 'Securitization' revisited: Theory and cases. International relations, 30(4), 494-531.</p> <p>Zedner, L., 2003. The concept of security: an agenda for comparative analysis. Legal studies, 23(1), pp.153-176.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>
(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:

Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

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 Moodle, 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. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/> Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Criminal justice & criminology
Moderator	C Atkinson
External Examiner	C Rhodes
Accreditation Details	ACCA
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Short Essay (1,000 words) What is security, what is securitization?

Assessment 2
Essay (2,500) Students can choose from a range of essay questions in which they critically analyse a current security threat.
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
Short essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Longer essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	75	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, no changes for 25/26	mar 25	A Watkins