

University of the West of Scotland

Module Descriptor

Session:

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| Title of Module: Youth and Gang Violence | | | |
| Code: CRIM09019 | SCQF Level: 9 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: (European Credit Transfer Scheme) 10 |
| School: | School of Education and Social Sciences | | |
| Module Co-ordinator: | Dr Robert McLean | | |

Summary of Module

The purpose of this module is to provide students with a critical overview of both classic and contemporary theories about what causes violent crime, with a particular focus on the wide-ranging impact of youth violence in society. Students will develop an understanding of the nature and impact of youth violence, and its relationship to theoretical perspectives on social disorganisation, subcultures and masculinity. Specifically, the module will enable participants to explore the differing nature and causes of youth violence and gang culture in cities within the USA, Scandinavia and the UK, and to develop an insight into problem-oriented, community-centred and assets-based policing initiatives that have been implemented to tackle the issues. In addition, students will explore the wide-ranging but conflicting international insights about violence in schools, including the symbolic violence that pupils themselves may become exposed to.

Module Delivery Method

| Face-To-Face | Blended | Fully Online | HybridC | Hybrid 0 | Work-Based Learning |
|---------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See Guidance Note for details. | | | | | |

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

| | | | | | | |
|----------|------|-----------|--------------|---------|---------------------------|--------|
| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
|----------|------|-----------|--------------|---------|---------------------------|--------|

| | | | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Add name |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|

Term(s) for Module Delivery

(Provided viable student numbers permit).

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|--------|-------------------------------------|--------|--------------------------|--------|--------------------------|
| Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input type="checkbox"/> |
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Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

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| L1 | Demonstrate a broad knowledge of classic and contemporary theories on the causes of violence, with a particular focus on youth and gang violence |
| L2 | Critically analyse a range of theoretical principles that attribute violent and gang-related offending to issues of masculinity, social disorganisation and subcultural delinquency |
| L3 | Critically explore the conflicting international insights about the nature and impact of violence in schools, and the way in which school culture can perpetuate violence. |
| L4 | Critically appraise and evaluate the impact of problem-oriented policing, focused deterrence strategies, assets-based and inter-professional approaches to reducing and preventing youth violence within society |

Employability Skills and Personal Development Planning (PDP) Skills

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| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF Level 9 Demonstrate and work with a broad knowledge of the theoretical principles underpinning violence, with a particular focus on youth and gang culture. |
| Practice: Applied Knowledge and Understanding | SCQF Level 9 Draw upon a range of skills, techniques and practices to intervene and prevent violence, within the context of case studies |
| Generic Cognitive skills | SCQF Level 9 Undertake critical analysis of the responsibilities of and opportunities for contemporary policing and wider agencies to prevent and reduce violence |

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|--|--|----------------------|
| Communication, ICT and Numeracy Skills | SCQF Level 9 Communicating complex information to a range of audiences and for a range of purposes. | |
| Autonomy, Accountability and Working with others | SCQF Level 9 Exercising autonomy in meeting deadlines and working with others to undertake debate and presentations. | |
| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | |
| | Module Code: | Module Title: |
| | Other: | |
| Co-requisites | Module Code: | Module Title: |

*Indicates that module descriptor is not published.

| 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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery | 24 |
| Tutorial/Synchronous Support Activity | 6 |
| Asynchronous Class Activity | 10 |
| Independent Study | 160 |
| | Hours Total: 200 |
| **Indicative Resources: (eg. Core text, journals, internet access) | |

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

Brown, J. and Munn, P. (2008). 'School violence' as a social problem: charting the rise of the problem and the emerging specialist field. *International Studies in Sociology of Education*, 18 (3-4), 219-230.

Deuchar, R. (2013) *Policing Youth Violence: Atlantic Connections*. London: Trentham/IOE Press.

McLean, R. (2018) *Gangs, Drugs and Disorganised Crime*. Bristol: Bristol University Press

(*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 required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: <http://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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

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|---------------------------------------|---|
| Divisional Programme Board | Education and Social Sciences |
| Assessment Results (Pass/Fail) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| School Assessment Board | Education and Social Sciences |
| Moderator | Ross Deuchar |
| External Examiner | Duncan Parker |
| Accreditation Details | ACCA |
| Changes/Version Number | |

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| Assessment: (also refer to Assessment Outcomes Grids below) |
| <p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p> |
| Assessment 1: Essay (60%) |
| Assessment 2: Presentation (40%) |
| <p>(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.)</p> |

Assessment Outcome Grids (See Guidance Note)

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
|-------------------------------|----------------------|----------------------|----------------------|----------------------|-------------------------------------|--------------------------|
| 1. Essay | x | x | x | | 60% | |

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
|-------------------------------|----------------------|----------------------|----------------------|----------------------|-------------------------------------|--------------------------|
| 2. Presentation | | | | x | 40% | |

Change Control:

| What | When | Who |
|---|------------|----------|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020 | H McLean |
| Updated contact hours | 14/09/21 | H McLean |
| Updated Student Attendance and Engagement Procedure | 19/10/2023 | C Winter |
| Updated UWS Equality, Diversity and Human Rights Code | 19/10/2023 | C Winter |
| Guidance Note 23-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections. | 12/12/23 | D Taylor |

Version Number: MD Template 1 (2023-24)