



## Module Descriptor

<b>Title</b>	Youth & Gang Violence		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	CRIM09025	<b>SCQF Level</b>	Level: 9 (Scottish Credit and Qualifications Framework)
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	1
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	R McLean		
<b>Summary of Module</b>			
<p>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.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

		<input checked="" type="checkbox"/> Paisley				
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate communication of complex ideas, critical evaluation and analysis of political and cultural narratives of youth offending via oral debate
<b>L2</b>	Critically analyse and reflect upon a range of theoretical principles that attribute violent youth and gang-related offending regarding issues of masculinity, social disorganisation, subcultural delinquency and school violence
<b>L3</b>	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
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> Demonstrate and work with a broad knowledge of the theoretical principles underpinning violence, with a particular focus on youth and gang culture
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Draw upon a range of skills, techniques and practices to intervene and prevent violence, within the context of case studies.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Undertake critical analysis of the responsibilities of and opportunities for contemporary policing and wider agencies to prevent and reduce violence.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Communicating complex information to a range of audiences and for a range of purposes
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Demonstrate accountability and working with others through seminars and group presentations.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

## 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

30

Tutorial / Synchronous Support Activity

6

Asynchronous Class Activity

4

Independent Study

160

n/a

n/a

**TOTAL**

200

## Indicative Resources

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

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

McLean, R. (2019) Gangs, Drugs and Disorganised Crime. Bristol: Bristol University Press

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.

**(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.](#)

(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**

<b>Divisional Programme Board</b>	<b>Social Sciences</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input 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.
<b>School Assessment Board</b>	Criminology
<b>Moderator</b>	R Gundur
<b>External Examiner</b>	C Rhodes
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

Essay - 30%

**Assessment 2**

Viva - 20%

**Assessment 3**

Group Presentation - 50%

(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**

<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	

**Component 2**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Viva	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	

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

### Change Control

What	When	Who
New template, no changes for 25/26	Mar 25	R McLean