University of the West of Scotland

Module Descriptor

Session: 24-25

Title of Module: Youth & Gang Violence			
Code: CRIM09025	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	R 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**
☒	☐	☐	☐	☐	☐
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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	⊠	Term 2	☐	Term 3	☐

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:

L1	Demonstrate communication of complex ideas, critical evaluation and analysis of political and cultural narratives of youth offending via oral debate.
L2	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
L3	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

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..
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**

	Demonstrate accountability and working with others through seminars and group 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:**

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	28
Tutorial/Synchronous Support Activity	8
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:

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.

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

Divisional Programme Board	Social Science
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Criminal Justice
Moderator	R Deuchar
External Examiner	C Rhodes
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Viva (20%)
Assessment 1 – Reflective Essay (30%)
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.)

Assessment Outcome Grids (See Guidance Note)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Viva	x			20	17.5

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Reflective Essay		x		30	17.5

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation			x	50	17.5

Combined Total for All Components	**100%**	**52.5 hours**

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 (2024-25)