Module Descriptor

Title	Youth & Gang Violence		
Session	2026/27	**Status**	
Code	CRIM09025	**SCQF Level**	Level: 9 (Scottish Credit and Qualifications Framework)
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and 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 youth and gang crime. There is specfic focus as to how young people partake in gang offending, and how gang organisation may in turn manifest itself as a means for gang buisness. Students will develop an understanding of the nature and impact of youth crime, and its relationship to theoretical perspectives on social disorganisation, subcultures and masculinity. Students will also explore wide-ranging but conflicting international debate about violence in schools and eduaction, including the symbolic violence that pupils themselves may become exposed to. Specifically, the module will enable students to explore the differing nature and causes of youth crime, gang culture and orgainsed criminal group activity within an international context. This include research-led learning by shedding light on studies carried out first-hand in the USA, Scandinavia, Hong Kong and the wider UK. Students will also develop an insight into problem-oriented, community-centred and assets-based policing initiatives that have been implemented to tackle such issues.

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	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.
L2	Demonstrate communication of complex ideas, critical evaluation and analysis of political and cultural narratives of youth and/or gang offending via oral debate.
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.
L4	
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 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 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 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 9** Communicating complex information to a range of audiences and for a range of purposes
Autonomy, Accountability and Working with Others	**SCQF 9** Demonstrate accountability and working with others through seminars and group presentations.

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 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:** The university is committed to providing a supportive learning environment that activelyfacilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live

sessions on-campus, learning activities in your own time, course-related learning resources, and withtimely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participationchallenging, for you to gain the most from this module it is recommended that you participatein all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularlyengaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions orcompleting online activities.

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. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(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	**Education**
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	Criminology
Moderator	M Sapouna
External Examiner	C Rhodes
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay - 30%
Assessment 2
Viva - 40%
Assessment 3

Group Presentation - 30%
(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**
Essay	☒	☐	☐	☐	☐	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Viva	☐	☒	☐	☐	☐	40	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☒	☐	☐	30	
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
The summary has been further developed to reflect changes to content which now also incoporates more infomration on orgainsed crime groups.	26-27	
The assessments are the same but I have edited the wieghting to reduce the group presentation and give more grade allocation for the solo viva.	26-27	
LOs are the same but I have swapped LO1 and LO2 to align with the order that assessments are given.	26-27	
The moderator has chnaged to Dr Cooper as Dr Gundur has now left the university.	26-27	Dr Cooper for Dr Gundur