

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Youth Justice	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	SOC660	<b>Is this a new module?</b>	No	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GACJ	<b>JACS3 code:</b>	N225
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<b>Trimester(s) in which to be offered:</b>	2	<b>With effect from:</b>	September 2017
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<b>School:</b>	Social and Life Sciences	<b>Module Leader:</b>	Dr Sarah Dubberley
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Scheduled learning and teaching hours	36hrs
Guided independent study	164hrs
Placement	0hrs
<b>Module duration (total hours)</b>	<b>200hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
BA (Hons) Policing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BA (Hons) Police and Criminal Justice Studies	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BA (Hons) Criminology and Criminal Justice	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes  No

**Module Aims**

Enable students to critically examine the meanings attached to childhood, youth and crime and the provision made for children and young people who offend. The module considers crime in terms of its construction and causation and includes a critical assessment of the youth justice system.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically explore the historical development of youth justice	KS1	KS5
		KS4	KS6
2	Critically evaluate the key explanations for youth crime	KS1	KS5
		KS4	KS6
3	Analyse and assess the current debates about young people and crime	KS1	KS5
		KS4	KS6
4	Demonstrate a critical understanding of the range of responses both formal and informal to address youth crime	KS1	KS5
		KS4	KS6

Transferable/key skills and other attributes

Communication skills  
Critical thinking skills  
Reflective skills  
Written skills

**Derogations**

None

**Assessment:**

A single open book, seen exam

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Exam	100%	3 hours	

**Learning and Teaching Strategies:**

The module is taught online and is associated with text, links to websites and videos and supported by 2 face to face seminars which are timetabled in weeks 4 and 8 (attendance by skype is possible)

**Syllabus outline:**

The notion of youth as adolescents or offenders will be critically investigated. The module will examine a range of issues including:

- Constructions of youth and crime.
- Historical overview, delinquency, adolescence and the “youth problem”
- Issues concerning media representations
- Patterns and prevalence of youth crime.
- Social control and regulations
- Criminological perspectives on youth crime
- Welfare versus justice debate in respect of responding to youth crime
- Offending debate, prevention, decriminalisation, diversion and de-carceration
- The legal system for young people who commit crime, youth justice statutes, the youth in court, sentencing options,
- National and international responses to youth offending.
- Changing legislation over time relating to Youth Justice

**Bibliography:**

**Essential reading**

- Goldson, B and Muncie, J (2015) (2ed) Youth Crime and Justice. London: Sage Publications
- Haines, K and Case, S (2015) Positive Youth Justice: Children First, Offenders Second. London: Policy Press
- Morgan, R. and Newburn, T. (2012) 'Youth Justice' in M, Maguire; R, Morgan and R, Reiner (4<sup>th</sup> ed) The Oxford Handbook of Criminology. Oxford: Oxford University Press: 1024 – 1060.
- Muncie, J (2015) Youth and Crime (4<sup>th</sup> Ed). London: Sage Publications.
- Newburn, T. (2012) 'Youth Crime and Youth Culture' in M, Maguire; R, Morgan and R, Reiner (4<sup>th</sup> ed) The Oxford Handbook of Criminology. Oxford, Oxford University Press: 575 - 601

**Other indicative reading**

- Bateman, T and Pitts, J (2005) (eds) The RHP Companion to Youth Justice Russell House Publishing Dorset
- Case, S and Haines, K (2009) Understanding Youth Offending: risk factor research, policy and practice. Cullompton: Willan Publishing
- Crawford, A and Newburn, T (2003), Youth Offending and Restorative Justice: Implementing Reform in Youth Justice. Cullompton: Willan Publishing
- Goldson, B (2000) New Youth Justice. London: Russell House Publishing.
- Goldson, B (2008) Dictionary of Youth Justice, Devon, Willan Publishing
- Muncie, J and Goldson, B (2006) Comparative Youth Justice London: Sage Publications
- Muncie, M; Hughes, G and McLaughlin, E (2002) (ed). Youth Justice: Critical Readings. London: Sage Publication
- Piper, C (2008) Investing in children: Policy, law and practice in context. Cullompton: Willan Publishing
- Raymond, A (2015) The Moral Foundations of the Youth Justice System: Understanding the principles of the Youth Justice System. London: Routledge
- Roger Hopkins Burke (2008) Young People, Crime and Justice. Cullompton: Willan Publishing
- Smith, R (2013) Youth Justice: Ideas, Policy and Practice. Cullompton: Willan Publishing
- Stephenson, M., Giller, H. And Brown, S (2007) Effective Practice in Youth Justice. Cullompton: Willan Publishing