

Module specification

Module code	SOC660
Module title	Youth Justice
Level	6
Credit value	20
Faculty	FSLS
Module Leader	Dr Sarah Dubberley
HECoS Code	100483
Cost Code	GACJ

Programmes in which module to be offered

BA (Hons) Criminology and Criminal Justice	Option
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Pre-requisites

None

Breakdown of module hours

Type of module hours	Amount
Learning and teaching hours	24 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total Active learning and teaching hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	May 2021
With effect from date	September 2021
Date and details of revision	NA
Version number	2

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. This module will enhance analytic skill and instil critical awareness through consideration of contemporary youth justice approaches (e.g. trauma-informed practice) and wider social policy. The module considers crime in terms of its construction and causation and includes a critical assessment of the youth justice system.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically explore the historical development of youth
2	Critically evaluate the key explanations for youth crime and the underpinning theories/concepts
3	Analyse and assess the current debates about young people and crime
4	Demonstrate a critical understanding of the range of responses both formal and informal to address youth crime and reoffending

Assessment

Indicative Assessment Tasks:

A single open book, seen exam (3 hours)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Examination	100%

Derogations

None

Learning and Teaching Strategies

The learning and teaching strategy is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching panotpo videos; undertake Other Indicative Reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

Indicative Syllabus Outline

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 decarceration
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
Contemporary youth justice approaches in Wales (therapeutic/trauma-informed)
Influence of relationships on behaviour and social development

Indicative Bibliography:

Essential Reads

Goldson, B. and Muncie, J. (2015), *Youth Crime and Justice* 2nd Edition, London: SAGE.
McAra, L. (2017), ‘Youth Justice’, Liebling, A., Maruna, S. and McAra, L. (eds.), *The Oxford Handbook of Criminology* 6th Edition, Oxford: Oxford University Press, pp. 938-967.
Muncie, J. (2021), *Youth and Crime* 5th Edition, London: SAGE.

Other Indicative Reading

Case, S and Haines, K (2009) *Understanding Youth Offending: risk factor research, policy and practice*. Cullompton: Willan Publishing
Evans, J. Kennedy, D. Skuse, T. and Matthew, J. (2020), ‘Trauma-informed Practice and Desistance Theories: Competing or Complimentary Approaches to Working with Children in Conflict with the Law’, *Salus Journal*, Vol. 8, No. 2, pp. 55-76.
Morgan, R. and Newburn, T. (2012) ‘Youth Justice’ in M, Maguire; R, Morgan and R, Reiner (4th ed) *The Oxford Handbook of Criminology*. Oxford: Oxford University Press: 1024 – 1060.

Employability skills – the Glyndŵr Graduate

Engaged
Creative
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Commitment
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Resilience
Confidence
Digital Fluency
Organised
Critical thinking
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Communication