

**MODULE SPECIFICATION PROFORMA**

<b>Module Title:</b>	Multi-Agency Working in the Criminal Justice System	<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	SOC662	<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 Iolo Madoc-Jones
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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*

Version 1

Have any derogations received SQC approval?

Yes  No

**Module Aims**

This module will study the criminal justice agencies that comprise the Criminal Justice System in England and Wales and will critically analyse their contribution to the management of crime and the protection of the public.

**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

At the end of this module, students will be able to		Key Skills	
1	Critically assess the context and development of collaborative working within the Criminal Justice System	KS1	KS6
		KS5	
2	Evaluate multi-agency initiatives, its strengths and challenges	KS1	KS6
		KS5	
3	Critically evaluate the impact of multi-agency working in the management of crime and the protection of the public	KS1	KS6
		KS5	
4	Debate key points of tension and conflict between agencies in relation to the rights of offenders and the use of penal controls	KS1	KS6
		KS5	
5	Examine the issues for offenders, victims and witnesses as they transition between agencies	KS1	KS6

Transferable/key skills and other attributes

IT skills  
Independent working  
Time management

**Derogations**

None

**Assessment:**

Case study: students will be presented with a case study and required to explore the challenges and tensions that might exist as agencies seek to work together to manage the case and issues in question.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-5	Case Study	100%		4,000

**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:**

This module recognises the importance of multi-agency practice and the need for partnership in the Criminal Justice System. The module will cover:

- The politics practice and implementation of joined up justice initiatives (including with the private sector)
- The role of agencies in the management of offenders at high risk of reoffending (including PPOs) and in Multi Agency Public Protection Panels (MAPPAs).
- Community and project developments to tackle crime and anti-social behaviour
- Inter-agency and inter-professional issues;
- The development of professional cultures in criminal justice and the expanding role of laypersons at stages within the criminal justice process.

**Bibliography:**

**Essential reading**

- Miller, L., Hess, K and Orthmann, C (2013) Community Policing: Partnerships for problem Solving. London: Delmar Cengage learning
- Pyecroft, A and Gough, D (2010) Multi-Agency Working in Criminal Justice Bristol: Polity Press
- Rogers, C (2013) Crime Reduction Partnerships: A Practical Guide for Police Officers. Oxford: Oxford University Press.
- Stanley, N., Humphreys, C (2014) Multi-agency risk assessment and management for children and families experiencing domestic violence. Children and Youth Services Review, December 2014, Vol.47, pp.78-85

**Other indicative reading**

- Ansboro, M (2006) What can we learn from Serious Incident Reports? Probation Journal, Vol. 53, pp.57-70.
- Corcoran, M (2009) 'Bringing the penal voluntary sector to market' Criminal justice Matters, Vol.77, pp.32-33
- McLuaghlin, E., Muncie, J and Hughes, G (2001) The permanent revolution: new labour, new public management and the modernisation of criminal justice Criminology and Criminal justice 1(3), pp.301-318.
- Nellis, M (2007) 'Noms, contestability and the process of technocorrectional innovation' In M.Hough, R.Allen, U.Padel (eds) Reshaping Probation and Prisons. Bristol: Polity Press
- Pearson, G et al. (1992) 'Crime, community and conflict: the multi-agency approach' in Downes, D (ed.) Unravelling Criminal Justice, Basingstoke: Macmillan.
- Reder, P. and Duncan, S. (2003) Understanding communication in child protection networks, Child Abuse Review, vol.12, pp 82-100.
- Sampson, A., P Stubbs, D. Smith, G. Pearson, H. Blagg (1988) 'Crime, Localities and the Multi-agency Approach', British Journal of Criminology, Vol. 28. No. 1. Autumn.