

MODULE SPECIFICATION PROFORMA

Module Title:	Working in Custodial and Community Settings with People Who Have Offended	Level:	5	Credit Value:	20
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Module code:	SOC571	Is this a new module?	New	Code of module being replaced:	
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Cost Centre:	GACJ	JACS3 code:	N225
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Trimester(s) in which to be offered:	1	With effect from:	September 2017
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School:	Life and Social Sciences	Module Leader:	Dr Caro Gorden
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Scheduled learning and teaching hours	36hrs
Guided independent study	164hrs
Placement	0hrs
Module duration (total hours)	200hrs

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

Pre-requisites
N/A

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

By the end of the module students will be able to critically appreciate the range of skills and practice approaches in community and custodial settings associated with promoting rehabilitation and desistance from crime.

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	Explore the history of rehabilitative practices and evaluate the possibilities attendant on attempts to promote rehabilitation and desistance from crime in criminal justice contexts	KS1	KS5
		KS2	KS6
2	Explore and evaluate the complexities associated with applying interpersonal skills to promote rehabilitation and desistance from crime.	KS3	
		KS6	
3	Assess the evidence base relating to effective practice in working with offenders experiencing a range of issues including substance misuse	KS1	
		KS6	
4	Differentiate between the range of interpersonal skills needed when working with offenders, victims and others	KS1	KS5
5	Critically assess the historical development and contemporary key debates surrounding the possibility of reform as a result of imprisonment and probation	KS1	KS5

Transferable/key skills and other attributes

On successful completion of this modules students will have developed the following transferrable skills

Analytic and expressive skills;
Development of IT skills;
Developing cognitive abilities and skills.
Independent learning

Derogations

None

Assessment:

The coursework will take the form of an essay wherein students will explore the possibility of rehabilitation and the skills needed to encourage desistance.

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

Learning and Teaching Strategies:

The module will use a variety of teaching and learning strategies, including lectures, seminars and discussion and the use of Moodle.

Syllabus outline:

Students will develop their knowledge and understanding by exploring the following:

- Historical Development and contemporary debates about Prisons and Imprisonment
- Historical Development and contemporary debates about Probation
- Motivational interviewing
- Problem and solution based approaches
- Empathy
- Active listening
- Questioning
- Models for assessments
- Cognitive-behavioural interventions
- What works
- Desistance
- Rehabilitation
- Accredited programmes
- Offender management and Engagement

Bibliography:

Essential reading

- Egan, G (2009) *The Skilled Helper: A problem-management and opportunity-development approach to helping*. 9th ed. Wadsworth Publishing.
- Hussey, J (2012) *Reoffending: A practitioner's Guide to Working with Offending Behaviour in the CJS*. London: Jessica Kingsley.
- King, S (2015) *Desistance Transitions and the Impact of Probation*. London: Routledge.
- Maruna, S (2007) *Making Good: How Convicts Reform and Rebuild their Lives*. Washington DC: American Psychological Society.
- White, R. and Graham, H. (2010) *Working with Offenders: A guide to concepts and practices*. Abingdon: Willan Publishing.

Other indicative reading

- Burnett, R., Baker, K. and Roberts, C. (2007) *Assessment, Supervision and Intervention: Fundamental Practice in Probation* in Gelsthorpe, L. and Morgan, R. *Handbook of Probation*, Cullompton: Willan.
- Canton, R. (2011) *Probation: Working with offenders*, Oxon: Routledge.
- Chapman, T. and Hough, M. (1998) *Evidence Based Practice*, London: HM Inspectorate of Probation
- Chui, W. H. (2003) 'What Works in Reducing Reoffending: Principles and Programmes', in: Chui, W. H. and Nellis, M. (eds.) *Moving Probation Forward: Evidence, Arguments and Practice*, Harlow: Pearson Longman
- Madoc-Jones, I. (2008) '*Models of Intervention*' in Green, S. Lancaster, E. and Feasey, S. (eds.) *Addressing Offending Behaviour: Context, Practice and Values*, Cullompton: Willan.
- McGuire, J. (2000) *Cognitive-Behavioural Approaches: An introduction to Theory and Research*. London: HMIP
- McGuire, J. (2013) '*What Works to Reduce Re-Offending 18 Years On*' in Craig, L. A., Gannon and Dixon, L. A., and Gannon, T. A. (eds.) (2013) *What Works in Offender Rehabilitation: An Evidence-Based Approach to Assessment and Treatment*. Canada: Wiley-Blackwell.
- Willis, G.M and Ward, T. (2013) '*The Good Lives Model – Does it Work? Preliminary Evidence*' in Craig, L. A., Gannon and Dixon, L. A., and Gannon, T. A. (eds.) (2013) *What Works in Offender Rehabilitation: An Evidence-Based Approach to Assessment and Treatment*. Canada: Wiley-Blackwell.