

Module specification

Module code	SOC571
Module title	Working in Custodial and Community Settings with People who have Offended
Level	5
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
BA (Hons) Law and Criminal Justice	Option

Pre-requisites

None

Breakdown of module hours

Type of module hours	Amount
Learning and teaching hours	30 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 ours	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 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:

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.

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

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
2	Assess the evidence base relating to effective practice in working with offenders experiencing a range of issues
3	Critically assess the historical development and contemporary key debates surrounding the possibility of reform and desistance as a result of imprisonment and probation
4	Explore the complexities associated with applying a range of interpersonal skills when working with offenders and victims in promoting rehabilitation and desistance from crime.

Assessment

Indicative Assessment Tasks:

The essay will take the form of a 2,500 word 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 (%)
1	1-4	Essay	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 panopto 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

Historical Development of Community and Custodial Settings
Nothing Works/What Works

Evidence Based Practice
Desistance
Rehabilitation
Cognitive Behavioural Interventions
Accredited Community and Custodial Programmes
Offender Management and Engagement
Motivational Interviewing
Empathy
Active Listening
Questioning

Indicative Bibliography:

Essential Reads

Egan,G (2011) *The Skilled Helper :A problem-management and opportunity-development approach to helping (10th Edition)*. 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.
White,R. and Graham, H. (2010) *Working with Offenders: A guide to concepts and practices*. Abingdon: Willan Publishing.

Other Indicative Reading

Canton, R and Dominey, J. (2018) *Probation (2nd edition)*, Oxon: Routledge.
Craig, L., Dixon, L and Gannon, T (2013) *What Works in Offender Rehabilitation: An evidence-Based Approach to Assessment and treatment (eds)*. Sussex, Wiley-Blackwell
Green, S. Lancaster, E. and Feasey, S. (2008.) *Addressing Offending Behaviour: Context, Practice and Values (eds)*. Cullompton: Willan.
Maruna, S (2008) *Making Good: How Convicts Reform and Rebuild their Lives*. Washington DC: American Psychological Society.

Employability skills – the Glyndŵr Graduate

Engaged
Creative
Enterprising
Ethical
Commitment
Curiosity
Resilience
Confidence
Organisation
Emotional Intelligence
Communication