

MODULE SPECIFICATION PROFORMA

Module Title:	Understanding and Responding to Offending	Level:	6	Credit Value:	20
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Module code:	SOC628	Is this a new module?	Yes	Code of module being replaced:	SOC614
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Cost Centre:	GASY	JACS3 code:	L437
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Trimester(s) in which to be offered:	1, 2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Dr Ann Hynes
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Public and Social Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval August 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

- Critically examine the definitions for childhood, youth, adolescence, adulthood and crime.
- Critically evaluate crime in terms of its construction and causation.
- Evaluate the legislative provisions made for children and young people who commit crime.
- Critically analyse and evaluate the effectiveness of the current youth justice system and current adult 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

At the end of this module, students will be able to		Key Skills	
1	Discuss alternative definitions of youth crime, (e.g. from anti-social behaviour to indictable serious crime.)	KS1	KS2
		KS4	KS5
2	Differentiate between the categorisation and response to youth offending and that which is dealt with through the adult criminal justice system.	KS3	KS4
		KS5	
3	Understand the rights of people in the criminal justice system.	KS1	KS7
4	Evaluate the key explanations for crime including sociological, psychological and biological theories of causation.	KS3	KS2
5	Assess the impact of religion, social and cultural factors on rates of offending within a multi-cultural society.	KS7	KS1

6	Evaluate the effectiveness of the range of responses (both formal and informal) to address crime e.g. Youth Offending Teams, Anti-Social Behaviour Orders etc.	KS3	KS5
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Transferable/key skills and other attributes

- Research and study skills
- Critical thinking skills
- Communication skills
- Team working skills
- Problem Solving skills
- Information Technology skills
- Reflection on Learning.

Derogations

NA

Assessment:

Assessment 1: Essay: Students will select a specific case focusing on one type of offending e.g. anti-social behaviour and critically evaluate the causes of offending in this context.

Assessment 2: Open Book Exercise: students will demonstrate skills of research using materials in time constrained work-place simulation to show they understand the rights of people in the criminal justice system.

Assessment 3: Essay: students will analyse and evaluate the relative effectiveness of current responses to offending within regional, national and international contexts.

Formative assessment: Various activities (written and oral) will be provided for formative feedback.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,4,5	Essay	40%		1600 words
2	,3	In-class test	15%		600 words
3	26	Essay	45%		1,800 words

Learning and Teaching Strategies:

Lectures in which the individual subject areas are introduced and explored as a tutor led activity. Within each lecture there will be a period of discussion and debate where the topic

material is analysed for content and veracity. This debate will be continued on the VLE (Moodle) and will be supplemented by a wealth of resources and links available online.

Syllabus outline:

In this module, students will consider the definition of offending, including youth offending. Alternative theories of cause will be reviewed and the role of religious beliefs, social and cultural values in influencing rates of offending will be assessed. Comparisons are made with international models of definition and response to youth offending & youth offenders and adult offending & adult offenders. Differences and variations between multi-cultural group perceptions of what constitutes youth & adult crime will be considered alongside formal and informal societal responses.

Topics will include :

- Definitions and perceptions of what constitutes offending and youth offending.
- Social constructions of crime, including youth and juvenile crime
- Historical attempts at familial and societal intervention to prevent and address the problems of youth offending as a behavioural phenomenon.
- The role of the juvenile court system and the magistracy.
- The rights of the young or adult person before the Law.
- Psychological and sociological positions on the causation and treatment of the offender.
- The positive and negative effects of attempts to offending.
- The effectiveness of formal and informal responses to offending at central and local government levels.
- The role of statutory agencies, including youth offending teams.

Bibliography:

Essential reading

- Ashworth, A. (2015). Sentencing and Criminal Justice. Cambridge University Press.
- Ashworth, A. and Redmayne, M. (2010) The Criminal Process. Oxford: Oxford University Press.
- Muncie, J. (2015) Youth and Crime. 4th edition. London: SAGE Publications Ltd.

Other indicative reading

- Barry, M. and McNeill, F. (2009) Youth Offending and Youth Justice. (Research highlights in Social Work). London: Jessica Kingsley Publishing.
- Dugmore, P. Pickford, J. and Angus, S. (2012) Youth Justice and Social Work (Transforming Social Work Practice). Exeter: Learning matters Ltd.
- Farrall, S et al (2014). Criminal careers in transition. Oxford: OUP
- Joyce, P. (2012) Criminal Justice: An Introduction. Routledge.

- Maguire, M, Morgan, R and Reiner, R (Eds) (2012) Oxford Handbook of Criminology. Oxford: Clarendon Press.
- Mclvor, G. and Raynor, P. (Eds) (2007) Developments in Social work with Offenders. London: Jessica Kingsley Publishing.
- Millie, A. (2008) Anti-social Behaviour. Maidenhead: Open University Press. Ebook available
- Pycroft, A. and Gough, D. (Eds) (2010) Multi-agency Working In Criminal Control and Care In Contemporary Correctional Practice. Bristol: The Policy Press.
- Robinson, A. (2011). Foundations for offender management: theory, law and policy for contemporary practice. Policy Press.
- Taylor,W. Earle, R. and Hestel, R. (Eds) (2010) Youth Justice handbook. Theory, Policy and Practice. Maidenhead: Open University Press.
- White, R. Carr, P and Lowe, N. (2008) The Children Act in Practice. Fourth Edition. London: Butterworth Law and Co.