

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	SOC660
Module Title	Youth Justice
Level	6
Credit value	20
Faculty	FSLS
HECoS Code	100483
Cost Code	GACJ
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA (Hons) Criminology and Criminal Justice	Optional

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	24 hrs
Placement hours	0 hrs
Guided independent study hours	176 hrs
Module duration (Total hours)	200 hrs

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:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Intervention Design Pitch – students design an innovative youth crime intervention or diversion scheme which is justified with theory and deliver a 15-minute pitch to present ideas with a 5 minute Q&A

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1 - 4	Presentation	15 Minutes	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.

Welsh Elements

This module supports Welsh language use in line with programme specifications. Students are able to access forms and certain resources in Welsh and may present their work in Welsh where appropriate.

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

Please note the essential reads and other indicative reading are subject to annual review and update.

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.

Administrative Information

For office use only	
Initial approval date	May 2021
With effect from date	September 2021
Date and details of revision	April 2026: AM2 modification to replace open book examination with an intervention design pitch and presentation.
Version number	3

