

Module specification

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Module Code	EDY611
Module Title	Children, Adolescence and Criminal Justice
Level	L6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	Inequalities and childhood

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Childhood and Adolescent Studies	Core

Breakdown of module hours

Learning and teaching hours	0 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	178 hrs
Module duration (Total hours)	200 hrs

Module aim

To critically analyse and evaluate contemporary academic research and knowledge concerning the experiences of children and adolescents within the **UK Criminal Justice System (CJS)**.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically evaluate criminological theories in explaining youth offending.
2	Critically assess the methodological approaches utilised in contemporary academic research on youth crime.

1	Critically evaluate criminological theories in explaining youth offending.
3	Critically evaluate the effectiveness of current UK youth justice policy and practice.
4	Analyse contemporary UK research concerning systemic disparities within the Youth Justice System (YJS).

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: Academic Briefing (LO1 & LO2)

Assessment 2: Presentation/TED talk (LO3 & LO4)

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	LO1 & LO 2	Academic Briefing	2,000	50%	
2	LO3 & LO 4	Presentation/ TED talk	20 mins	50%	

Derogations

N/A

Learning and Teaching Strategies

The module is taught through a combination of research seminars, practical workshops, and one-to-one project supervision. An active learning approach will be used to engage learners in advanced research methodologies and ethics, involving individual critical reflection and collaborative research design activities. The Moodle VLE and other online resources will be available to support the extensive independent research required. The approach aligns with the university's Active Learning Framework (ALF) to provide flexible and accessible support for the independent project.

Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles



and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

Indicative Syllabus Outline

- Setting the Scene: System Architecture: Defining the UK Youth Justice System (YJS): the history, aims, and tension
- (Part 1) Criminological Theories of Youth Crime: Content: Examination of Individual-Focused Theories (e.g., developmental/life-course models, social control theory, strain theory). Critiquing their focus on individual deficits and their utility for understanding desistance
- (Part 2) Examination of Societal-Focused Theories (e.g., social disorganisation, subcultural theory, Labelling Theory). In-depth focus on Critical/Radical Criminology.
- Systemic Disparities: Race, Ethnicity, and Gender. Critical analysis of the disproportionate representation of ethnic minority young people in the YJS. Examination of gendered pathways to crime and differential treatment of girls.
- Vulnerability and Intersectionality in the CJS: Examination of young people with complex needs: care leavers, those with neurodiversity (ADHD, ASC), and young people who have been trafficked or exploited. Application of the Intersectionality framework to explain how multiple vulnerabilities compound risk of entering the YJS.
- Current Practice and Policy: Evaluation of key policy mechanisms: Diversion Schemes (e.g., out-of-court disposals), prevention, and the role of Youth Offending Teams (YOTs). Critical examination of the use and impact of secure confinement (custody) for adolescents, considering ethical and rights-based concerns.
- Examine Research Methodologies: Examining the strengths and weaknesses of different research designs (e.g., quantitative surveys vs. qualitative participatory research) used in youth justice research

Indicative Bibliography

Essential Reads:

Case, S. (2021) *Youth Justice: A Critical Introduction*. London. Routledge.

Indicative Reading

Goldson, B. & Hughes, G. (Eds.). (2019). *Youth Justice: Critical Readings*. London. Routledge.

Martin, G., & Pearce, E. (Eds.). (2025). *Research Handbook on Youth Criminology*. London. Edward Elgar Publishing.

Lammy, D. (2017). *The Lammy Review: An independent review into the treatment of, and outcomes for, Black, Asian and Minority Ethnic individuals in the criminal justice system*. London. The Stationary Office.

McAra, L. & McVie, S. (2010). 'Youth Crime and Justice: Key messages from the Edinburgh Study of Youth Transitions and Crime'. In *Criminology and Criminal Justice*, Vol 10 No 2, pp. 179–209.

Administrative Information

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