

ACADEMIC SERVICES




MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Youth Crime, Youth Justice					
Module Code	UZSNMX-30-2		Level	2	Version	1.2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	Health and Applied sciences		Field	Sociology and Criminology		
Department	Health and Social Science		Module Type	Standard		
Contributes towards	BA (Hons) Criminology BA (Hons) Criminology with Sociology BSc (Hons) Criminology with Psychology BSc (Hons) Psychology with Criminology BA (Hons) Criminology with Law BA (Hons) Law with Criminology					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	01/09/2008		Valid from	Sept 2008		
Revision CAP Approval Date	2/6/2015		Valid from	September 2015		

Review Date	2 June 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the impact of youth crime upon young offenders, society and policy (component A and component B). • Discuss and debate the way in which the youth justice system responds to youth crime (component A and component B). • Locate contemporary practices involved in working with young offenders, preventing youth offending and re-offending within a broad theoretical framework of understanding (component A and component B). • Demonstrate a critical understanding of a variety of theoretical criminological approaches related to the study of youth crime and justice (component A and component B). • Demonstrate an appreciation of the variety and complexity of issues (sociological, methodological, ethical, and political)

	<p>raised by the study of the youth justice system and youth crime (component A and component B).</p> <ul style="list-style-type: none"> • Demonstrate an appreciation of the limitations of youth justice in regulating crime and social disorder in late modern/postmodern societies and of possible non-punitive alternatives (component A and component B). • Demonstrate an ability to develop and present a coherent, analytical, well -reasoned argument in essay form (component B) • Demonstrate an ability to make a criminologically informed contribution to group work and seminar discussions
Syllabus Outline	<p>The aim of the module is to introduce students to issues surrounding youth crime and youth justice in relation to the English and Welsh youth justice system. It will enable students to develop an understanding of the notion of childhood and delinquency from an historical perspective and from this perspective examine the extent and causes of youth crime and how these affect societal, political and professional attitudes. This will be done through an examination of public opinion of youth activities and crime, policy development, societal fear of youth crime etc. The student will also develop an awareness of the policy underpinning the youth justice system and examine the welfare versus justice debate in determining whether young people should be treated differently to adult offenders. Throughout students will be encouraged to address critically the practices of dealing with delinquent youths, focusing on issues such as effectiveness, fairness and accountability of the work done with youth offenders and those at risk of offending. This discussion will be informed by different criminological theoretical approaches which are used in the understanding of youth crime and youth justice. The module will also look at comparative youth justice issues in order to enhance debate around cultural and political perspectives, whilst continuing to consider the issue of the rights of young people as both offenders and victims.</p> <p>The precise focus of the module is likely to vary from year to year depending on issues of topicality and research developments in the field. But the syllabus will generally include:</p> <ul style="list-style-type: none"> • Historical context - the notion of childhood and delinquency: • Explaining youth crime – the theories: • Youth crime – extent, causes and moral panic: • Children and young people as victims: • Youth Justice Policy – the welfare versus justice debate: • Children who kill: • Multi-agency working and perspectives: • Cognitive Interviewing of young offenders and child witnesses: • Youth Culture, Gangs and Subcultures: • Restorative Justice - theory and practice: • Youth Diversion – cautioning/ final warnings, intermediate treatment, community penalties, intensive supervision programmes, mentoring, community-based recreation programmes • ‘What works’ with young offenders – cognitive behavioural programmes, parenting orders, risk and protective factors, etc. • Youth Penal Institutions • Anti-social behaviour, Acceptable Behaviour Contracts (ABCs) and Anti-Social Behaviour Orders (ASBOs) • Comparative youth justice systems (Scotland, Republic of Ireland, USA, Australia, New Zealand, Europe)
Contact Hours	<ul style="list-style-type: none"> • 1 hour lecture

	<ul style="list-style-type: none">• 1 hour Seminar• 1 hour dedicated tutorial with email support <p>The module runs for 24 weeks and this is the contact time is for each week. In total the student has 72 hours of contact time for this module.</p>																																																																								
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorial/email support</p> <p>Independent learning includes hours engaged with essential reading, Presentation preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																																																																								
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="4">Number of credits for this module</td><td>30</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td><td></td></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: presentation</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table><tr><td colspan="4">Total assessment of the module:</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="4">Written exam assessment percentage</td><td></td></tr><tr><td colspan="4">Coursework assessment percentage</td><td>50%</td></tr><tr><td colspan="4">Practical exam assessment percentage</td><td>50%</td></tr><tr><td></td><td></td><td></td><td></td><td>100%</td></tr></table>							Number of credits for this module				30								Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300														Total assessment of the module:										Written exam assessment percentage					Coursework assessment percentage				50%	Practical exam assessment percentage				50%					100%
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Reading Strategy	<ul style="list-style-type: none">• Reading Strategy Students will be encouraged to buy one core text; other essential reading will be provided electronically.• Students will be encouraged to read widely using the library catalogue and internet resources as it is vital that they continue to develop the skills to research and critique the literature: Guidance on how to use																																																																								

	<p>databases etc was given in level 1 but support will be continuing through tutorials.</p> <ul style="list-style-type: none"> • There is a substantial amount of literature relating to this subject and it is important that students use that which is most appropriate and up to date. In order to assist the student with this a list of recommended texts and a guide to the most appropriate internet resources will be given in the module handbook.
Indicative Reading List	<p>Braithwaite, J. (1989) <i>Crime, Shame and Reintegration</i>. Cambridge. Cambridge University Press.</p> <p>Brown, S. (1998) <i>Understanding Youth Crime</i>. Buckingham. Open University Press.</p> <p>Farrington, D. (1995) <i>Understanding and Preventing Youth Crime</i>. London. Joseph Rowntree Foundation.</p> <p>Goldson, B., and Muncie, J. (2015) (Eds). <i>Youth Crime and Justice</i>. 2nd Edition. London. Sage Publications</p> <p>McGuire J (2002) <i>Offender Rehabilitation and Treatment. Effective Programmes and Policies to Reduce Re-Offending</i>. Wiley.</p> <p>Muncie, J. (2014) <i>Youth and Crime</i>. 4th edition. London. Sage Publications.</p> <p>Muncie, J and Goldson, B. (2006). <i>Comparative Youth Justice</i>. London. Sage Publications</p> <p>Smith, R. (2013) <i>Youth Justice: Ideas, Policy, Practice</i>. 3rd Edition. London Routledge</p>

Part 3: Assessment	
Assessment Strategy	<p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below.</p> <p>Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom. The Controlled Conditions component of the assessment (Component A) comprises a 15 minute individual presentation which takes place in seminars during term two. The Coursework component of the assessment (component B) is made up of a 2000 word essay which seeks to demonstrate knowledge of key debates within criminology concerning youth crime and youth justice issues.</p> <p>Opportunities for formative assessment are embedded in the module teaching and take a variety of forms; students will have access to a range of formative feedback regarding Component A. Students will have the opportunity for formative feedback on Component B through discussion of their essays through seminars.</p>

	Assessment criteria for both the presentation and essay will be made available to the students in the module guide at the start of the module.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual in class presentation (15 minutes)	100	
Component B Description of each element	Element weighting (as % of component)	
1. 2000 word Essay	100	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Individual in class Presentation (15 minutes – during exam period)	100
Component B Description of each element	Element weighting (as % of component)
1. 2000 word Essay	100
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p> <p>The presentation will be taken within the summer examination period and will be conducted by attendance in front of module leader.</p>	