

LEVEL 6

MODULE SPECIFICATION

Understanding and Responding to Youth Offending

Module Title: Understanding and Responding to Youth Offending	Level: 6	Credit Value: 20
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Module code: NA SOC614	Cost Centre: GASY	JACS2 code*: L437
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Semester(s) in which to be offered: 1 + 2	With effect from: September 2011
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Existing/New: New	Title of module being replaced (if any): NA
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Originating Academic area: Social and Community @ GU	Module Leader: Anne Forsberg
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Module duration (contact hours/directed/directed private study): 200 60 60 80	Status: core/option/elective (identify programme where appropriate): Option
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered:	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
BA Hons Public and Social Policy	None	None

Module Aims: <ul style="list-style-type: none">• Critically examine the definitions for childhood, youth and crime.• Critically evaluate youth 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.
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Expected Learning Outcomes
At the end of this module, students should be able to: Knowledge and Understanding: <ol style="list-style-type: none">1. Discuss alternative definitions of youth crime, (e.g. from anti-social behaviour to indictable serious crime.)2. Differentiate between the categorisation and response to youth offending and that which is dealt with through the adult criminal justice system.3. Understand the rights of young people in the Criminal Justice system.4. Describe and critically evaluate the key explanations for youth crime including sociological, psychological and biological theories of causation.5. Assess the impact of religion, social and cultural factors on rates of youth offending within a multi-cultural society.6. Analyse and assess current debates about young people and crime.7. Evaluate the effectiveness of the range of responses (both formal and informal) to address youth

crime e.g. Youth Offending Teams, Anti-social Behaviour Orders etc.

Transferable/Key Skills and other attributes:

- Research & Study Skills
- Critical thinking skills
- Communication Skills
- Team working Skills
- Problem Solving Skills
- Information Technology Skills
- Reflection on Learning.

Indicative Assessment Task

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

Assessment 2: Essay: students will analyse and evaluate the relative effectiveness of current responses to youth offending within regional, national and international contexts.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	1, 2, 3, 4, 5.	Case study	50%		2000
2	1, 3, 6, 7	Essay	50%		2000

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.

Syllabus Outline

In this module, students will consider the definition of 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 and youth offenders.

Differences and variations between multi-cultural group perceptions of what constitutes youth crime will be considered alongside formal and informal societal responses.

Topics will include :

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

- Youth offending teams and the role of statutory agencies.

Bibliography

Essential reading:

- Barry, M. and McNeill, F. (2009) *Youth Offending and Youth Justice. (Research highlights in Social Work)*. London: Jessica Kingsley Publishing.
- Muncie, J. (2009) *Youth and Crime*. London: SAGE Publications Ltd.

Other indicative reading:

- Dugmore, P. Pickford, J. and Angus, S. (2007) *Youth Justice and Social Work (Transforming Social Work Practice)*. Exeter: Learning matters Ltd.
- Joyce, P. (2006) *Criminal Justice: An Introduction to Crime and the Criminal Justice Process*. Collompton: Willan Publishing.
- Maguire, M, Morgan, R and Reiner, R (Eds) (2007) *Oxford Handbook of Criminology*. Oxford: Clarendon Press.
- McIvor, 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.
- Pycroft, A. and Gough, D. (Eds) (2010) *Multi-agency Working In Criminal Control and Care In Contemporary Correctional Practice*. Bristol: The Policy Press.
- Taylor, W. Earle, R. and Hestel, R. (Eds) (2009) *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.
- The 1989 Children Act. HMSO.
- The Children Act 1989 Guidance and Regulations. Vol 1. Court Orders. HMSO.

