University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Youth Justice			
Code: CRIM090007	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	D Mardones Bravo		

Summary of Module
This module provides students with a comprehensive study of the development of Youth Justice in Scotland since the publication of the Kilbrandon Report in 1964. The welfarist principles upon which the youth justice system in Scotland is based will be studied in term of their effectiveness. Changes to the youth justice system, brought about since devolution, will also be examined and the arguments that these changes present challenges to the Kilbrandon ethos will be explored.

The students will be able to explore the implications of recent policy initiatives on the management and delivery of youth justice in Scotland, such as the assimilation of human rights into the youth justice model, the introduction of antisocial behaviour orders, restriction of liberty orders, electronic monitoring of young offenders and the introduction of specialist youth courts. The effectiveness of interagency approaches is also considered.

Theoretical underpinnings include a study of welfare, punitive justice, and liberal justice and how these have informed criminal justice policy in relation to the governance of children and young people.

The module gives students the opportunity to study the characteristics of young people who offend, the types of offences that they commit, and what happens to children and young people who offend. |

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Critically evaluate the main principles upon which the Children's Hearing System is based in terms of their overall effectiveness
L2	Examine how Kilbrandon's welfarist principles have been challenged through the study of a legislative and/or policy reform.
L3	Assess the conflicting theories that underpin models of youth justice.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **9** Demonstrating knowledge and understanding of the development of relevant historical, political and cultural contexts of youth justice. Demonstrating and knowledge and understanding of the main principles and theories that inform studies of youth justice.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Using relevant statistical and numerical data relating to youth crime students will be able to take part in a mock hearing and apply the theories they have learned in real scenarios.

Generic Cognitive skills	SCQF Level **9**
	Critically evaluating the merits and flaws in an argument and making a reasoned choice between alternative views and arguments.
Communication, ICT and Numeracy Skills	SCQF Level **9**
	Students will develop their verbal and written skills through the assessment of a mock childrens hearing and develop their reflective practice. By taking part in socrative circles students will develop further communication and presentation skills.
Autonomy, Accountability and Working with others	SCQF Level **9**
	Students will be able to develop their employability skills by working as part of team to make decisions on the outcome of a mock hearing, developing skills which would be required in the work place such as working as a team to achieve an outcome, sharing information and knowledge and developing your own reflective practice as a practitioner by exploring their own working philosophies.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	18

Independent Study	140
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Goldson, B. and Munice, J. (eds) (2006) Youth Crime and Justice Sage Muncie, J. (2015) Youth & Crime, SAGE Smith, A. (2015) Enhancing Children's Rights: connecting research, policy and practice [electronic book]. Palgrave Macmillan Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)
Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. For the purposes of this module, academic engagement equates to the following: In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

All full time students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Social Sciences
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	UG Social Sciences – Politics and Criminal Justice
Moderator	TBC
External Examiner	C Rhodes

Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	5

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 – Week 6 – 40% weighting A group based role play of a mock children's panel followed by a reflective discussion. 40% weighting
Assessment 2 - The second component is a critical reflection of the group's decision in the mock panel comparing their decision to the main principles of the Kilbrandon ethos. 60% weighting The pass criterion is an overall mark of 40%, with a mark of not less than 30% for each component.
Assessment 3 – Free Text
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	x		x			40	0

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	x	x	x			60	0

Component 3							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Combined Total for All Components						**100%**	**0 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)