



Module Descriptor

Title	Youth Justice		
Session	2025/26	Status	
Code	CRIM09027	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	J Miller		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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</p>			

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	<input type="checkbox"/> Ayr		<input type="checkbox"/> Lanarkshire		<input type="checkbox"/> Online / Distance Learning	
	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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	
L5	

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 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 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 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 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 socratic circles students will develop further communication and presentation skills.
Autonomy, Accountability and Working with Others	SCQF 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

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

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	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	12
Independent Study	18
Independent Study	140
Please select	
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Goldson, B. and Munice, J. (eds) (2006) Youth Crime and Justice Sage</p> <p>Muncie, J. (2015) Youth & Crime, SAGE</p> <p>Smith, A. (2015) Enhancing Children's Rights: connecting research, policy and practice [electronic book]. Palgrave Macmillan</p>
(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
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>

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](#).

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>

(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
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	UG Social Sciences
Moderator	R McLean
External Examiner	C Rhodes
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	6

Assessment (also refer to Assessment Outcomes Grids below)**Assessment 1**

Assessment 1 – Week 6 – A group based role play of a mock children's panel followed by a reflective discussion. 50% weighting

Assessment 2

Assessment 2 - The second component is a creative output highlighting a young persons journey through the the court system. 50%

Assessment 3

(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.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
role play	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	40

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Creative Output	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	40

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Change to assessment 2 a new assessment introduced.	17.03.25	J.Miller