

Nottingham Trent University Course Specification

Basic Course Information

1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	Social Sciences / City
3.	Final Award, Course Title and Modes of Study:	BA (Hons) Youth Justice Full-Time
4.	Normal Duration:	3 Years
5.	UCAS Code:	L611

6. Overview and general educational aims of the course

The B.A (Hons) Youth Justice is designed to enable students to develop critical awareness and knowledge of the subject of youth justice, and the ability to evaluate arguments and assumptions. The course will offer you an opportunity to combine academic and theoretical approaches to the analysis of youth crime with applied studies in youth justice practice. This will provide the insights and critique of policy and practice which are a prerequisite of effective and reflective practice in working with young people who offend. In terms of employability, the aim is to prepare you for a career within the modern youth justice sector and related disciplines, where you can make a positive difference by working effectively with young people, their families and other professionals.

The course is designed to provide a high quality learning experience which examines contemporary theory and issues future practitioners face when working in a youth justice context. The practical focus allows skills and theory learnt to be linked directly to practice, enhancing career prospects. The course includes a Work Based Learning Observation (WBLO) in a youth justice setting at Level 5. This WBLO is particularly linked to a key 60 credit module, Effective Practice in Youth Justice, focussing on the skills required to develop effective relationships with young people; this module tracks youth justice sector learning requisites endorsed by the Youth Justice Board (YJB). Visits are arranged to youth justice organisations and experienced youth justice practitioners contribute directly to teaching. Additionally, you have the opportunity, via the Dissertation module at Level 6, to pursue further learning in a specialist area of your choice.

The course is taught by academics with direct practice experience of the youth justice and wider criminal justice sector, as well as traditional academic and research experience. The teaching team are therefore,

ideally placed to engage with the applied nature of the course.

The course aims to:

1. Produce graduates who are capable of understanding complex and abstract concepts and theory in the field of youth justice both nationally and internationally.
2. Produce graduates who are capable of applying youth justice theory and research to the practical problems of youth crime and crime prevention and who are able to articulate and defend arguments relevant to these issues.
3. Produce graduates with transferable intellectual skills, including those required for digital technologies as well as analysis, critical evaluation and reflection.
4. Produce graduates who possess core skills in personal and professional development, and who promote and encourage participation and personal responsibility for learning along with skills for employability.
5. Produce graduates who have an open and enquiring mind that fosters and supports life-long learning and the skills needed to promote sustainable development.

The course has taken account of the current QAA benchmark statements for Criminology (C) 2014 and Social Work (SW) 2016, which have been integrated and adapted for a youth justice focus into the course's aims and learning outcomes. The course has been mapped to the Skills for Justice National Occupational Standards (NOS) for Youth Justice and against the British Association of Social Workers (BASW) Basic Values and General Social Work Council (GSWC) Code of Conduct.

7. **Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

K1 Critically evaluate and justify values and principles, which promote people's equality, diversity, rights and responsibilities in the context of the youth justice system. (SW)

K2 Demonstrate a critical understanding of the evolution, structure, aims and values of the youth justice system, both in England and Wales and internationally; linking these to the roles and responsibilities of youth justice

and partnership agencies. (C)

K3 Demonstrate critical awareness of key concepts and theoretical explanations of youth crime, criminal behaviour and victimisation nationally and internationally; and how these shape contemporary approaches to young people who offend and victims of crime. (C)

K4 Explain and critically reflect upon the application of effective and evidence-based practice from national and international research within the UK youth justice system. (SW)

K5 Demonstrate analytical knowledge of the law and regulatory frameworks relevant to youth justice and utilise understanding of how this impacts upon information sharing and communication with others.

K6 Critically examine social research and recognise its application to youth justice, demonstrating an appreciation of ethical and sustainable considerations and constraints. (C) (SW)

K7 Critically evaluate and reflect on the principles of effective team, multi-agency and partnership working in youth justice practice with young people, families and professionals. (SW)

K8 Critically reflect on the assessment of factors linked to offending by young people and those which lead to desistance and appreciate how these are employed in the assessment of all aspects of risk within youth justice.

Skills, qualities and attributes

By the end of the course you should be able to:

S1 Construct reasoned arguments, synthesise relevant information and exercise critical judgement in relation to youth justice and demonstrate an aptitude for independent, critical thought and problem-solving. (C) (SW)

S2 Critically analyse engagement, assessment, planning and review processes within the youth justice system and analytically apply models of assessment, supervision and risk management with young people who offend, in relation to risk and need.

S3 Undertake independent research in relation to youth justice, formulating relevant research questions that demonstrate full awareness of ethical protocols and appropriate research methods and methodologies. (C) (SW)

S4 Critically appraise your ability to reflect upon practice issues, the role of personal and professional standards and organisational contexts in ensuring the delivery of high quality effective youth justice practice. (SW)

S5 Utilise critical awareness of national and international youth justice to a

wider understanding of offending by young people, based on appreciation of social and cultural diversity, respect for human rights and dignity.

S6 Demonstrate the ability to work effectively with others on group projects, utilising effective communication, planning, organisation and teamwork skills. (SW)

S7 Apply knowledge and understanding of diversity, anti-discrimination and social inequality when assessing risk and welfare needs and planning interventions with young people who have offended. (SW)

S8 Apply problem-solving skills to the resolution of complex issues within a youth justice practice setting. (SW)

8. **Teaching and learning methods**

The teaching and learning strategy of the course reflects the principles of development and progression on which it is based. The aim, over the three years of the course, is to transfer an increasing amount of responsibility for learning to you, as the student; as befits a course whose objective is to produce practitioners capable of working in a professional context.

The curriculum makes use of direct, guided and independent learning methods and seeks to establish personal autonomy and responsibility for learning and professional development. A range of learning activities will be used to develop critical analysis of youth justice practice including: lectures, small group discussions, activity based workshops, examination and evaluation of case studies, presentations, online discussions, DVD input and analysis of research evidence. In addition, you are encouraged to undertake independent reading to supplement and consolidate what is being taught. Specialist practitioners from youth justice services and allied agencies who work with young people who offend will be involved in teaching sessions to help contextualize the effectiveness of service delivery.

All modules will be supported by the Nottingham Online Workspace (NOW) which will allow engagement in online discussion forums and access to course materials and other linked resources via www.ntu.ac.uk

The capacities to research, analyse and present material are important transferable professional skills which will be enhanced by individual projects that form an integral part of the course. As a future practitioner, it is very important you are able to openly and honestly evaluate, review and reflect

upon your own learning abilities.

You will be allocated a personal tutor from the start of the course, who will offer individual and general guidance and support within a structured small group tutorial system throughout the entire three years of the course.

9. **Assessment methods**

An approach, which frames the overall assessment strategy for the course, is one of problem based learning. As the course is preparing you for practice there has been extensive consultation with employers regarding, what knowledge and skills are required in the workplace and how best to assess these.

This has led to a range of assessment methods which enable you to gain and develop key skills and demonstrate learning outcomes; utilising a wide range of approaches which acknowledge students have varied learning styles, capabilities and preferences. The course team offers an assessment strategy appropriate to the demands of the course as a whole, but also demonstrates fitness for purpose within individual modules. This is achieved by designing assessments which:

1. Enable you to demonstrate you have met the aims of the course.
2. Test the content and learning outcomes for each module.
3. Are based on measurable criteria, understandable by students, enabling you to be fairly graded in each module.
4. Reflect the level of the course reached in the progression towards independent and active learning.
5. Enable feedback to be given on progress at intermediate stages in the course.
6. Maximise opportunities for you to demonstrate their full range of understanding and knowledge, learning, general skills, qualities and attributes.

Some tasks will relate to understanding of concepts and theories.

Assessments will typically take the form of written work, including reflective journals, worksheets, critical reviews, case studies, essays and tests. Other assignments require demonstrating specific skills; these will be practical, including task orientated group work, presentations, interviews, participant observations, class room tests.

The practical focus, at Level 5, is reflected in assignments which require a bringing together of knowledge and skills and an ability to demonstrate the ability to reflect upon what has been observed and taught. The opportunity for you to attend a WBLO within a youth justice setting and for all students to learn about how agencies and practitioners across disciplines work together will be a focus for assessments at this Level. The central Effective Practice in Youth Justice module will bring together and develop learning from at Level 4, and provide a clear understanding for you on “what works” in a youth justice context.

At Level 6, a more critical understanding and ability to analyse is required, this is reflected in all the module assessment methods. The Dissertation module assesses your ability to design, organise and conduct an in-depth research exercise and produces an original and sustained piece of written work, adhering to NTU’s ethics policy. It provides the opportunity to critically review and analyse an area of practice incorporating research as evidence of effectiveness. This is an important demonstration of your ability to integrate the academic and practice curriculum.

Across other modules at Level 6, measures have been taken to replicate the work environment, as far as possible; therefore you will carry out investigative case study work, analysis, appraisal, reflection and produce a personal development plan.

You will receive full written feedback on all assessments, enabling you to identify strengths in work and aspects requiring further development. As well as formal assessments, the course incorporates formative and diagnostic assessments which enable lecturers to provide more informal feedback on progress and development.

In all assessments, you are assessed according to knowledge and understanding of the subject matter, as well as demonstration of specific transferable skills, such as quality of argument and the capacity to clearly communicate ideas.

10. **Course structure and curriculum**

The course is studied on a full-time basis, incorporating ‘blended learning’ and

delivered at the NTU City Campus. The design of the course has been directly informed by the previous subject content of the FdA Youth Justice and BA Hons 3rd year top-up courses, and updated and restructured following extensive consultation with both experienced practitioners and youth offending service managers.

All modules are core to the course and you are required to study and pass each module. Students who do not progress to complete the full BA Hons may receive an interim award of a Certificate in Higher Education, for passing 120 credits at Level 4, or a Diploma in Higher Education on successful completion of 120 credits at Level 1 (NQF4) and an additional 120 credits at Level 5. An Ordinary Degree can be awarded to a student who has gained at least 300 Credits across Levels 4-6 and has met the award outcomes.

Level 4 Modules

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| 1.1 Research and Study Skills for Youth Justice
Credits | - 20 |
| 1.2 Youth crime and Social inclusion
credits | - 20 |
| 1.3 Child and Adolescent Development
credits | - 20 |
| 1.4 Values, Ethics and Children's Rights in a Youth Justice context
credits | - 20 |
| 1.5 Evolution of the Youth Justice System
credits | - 20 |
| 1.6 Managing Transitions
credits | - 20 |

Level 5 Modules

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| 2.1 Assessment and Report Writing in Youth Justice Practice
credits | - 20 |
| 2.2 The Secure Estate and Resettlement
credits | - 20 |
| 2.3 Research Methods in Youth Justice
credits | - 20 |
| 2.4 Effective Practice in Youth Justice
credits | - 60 |

Level 6 Modules

3.1	Restorative Justice, Victims and Victimology credits	- 20
3.2	Delivering Interventions in Youth Justice Practice credits	- 20
3.3	Law, Sentencing and the Role of the Courts credits	- 20
3.4	Safeguarding in Youth Justice Practice credits	- 20
3.5	Dissertation Credits	- 40

At Level Five a two week Work Based Learning Observational in a youth justice setting is available for students who achieve the required level of attendance and engagement with the course at Level Four.

11. Admission to the course**Entry requirements.**

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

12. Support for learning

Support for you is provided in various ways, notably from teaching staff and the course Administrator. The University, the School of Social Sciences and its Teams will ensure adequate and appropriate resources are provided for the course. The central University Student Support Services offers a range of general, specialist and professional support services for students. You will have access to the University's library and computer facilities. The dedicated Social Science Librarian updates on-line teaching and learning resources frequently. The School also has a number of learning resource rooms with ICT equipment and a dedicated student technical support helpline.

The University's Nottingham Online Workspace (NOW) will provide on-line resources to support your teaching and learning and is used to regularly update course information and providing extra materials and links to relevant online resources.

During welcome week and the first term at Level Four you will receive

information relating to:

1. Services to support students, for example the Students' Union, Student Welfare, NTU Careers Service and Student Support Services;
2. Services to support learning, for example computer and IT resource services, the Library and Learning Resources, the Learning Support Unit;
3. Policies relating to health and safety, equal opportunities, harassment, codes of behaviour, assessment regulations, complaints and appeals.
4. The University Student Handbook, accessed online www.ntu.ac.uk

At the beginning of the course you receive a Course Handbook, this includes:

1. The course structure and assessment details;
2. Module descriptions, indicating where learning outcomes will be assessed;
3. Information relating to responsibilities as a student including information about academic misconduct, attendance and student behaviour;
4. Information about how to inform NTU if students have special situations which might have an effect on their work at university;
5. Details about how to contact members of staff.

Within the course, you are assigned to a personal tutorial group which will provide both pastoral and academic support throughout the full three years on the course.

13. Graduate destinations/employability

The development of the BA Hons in Youth Justice has benefitted from the involvement of experienced practitioners and contributions from youth justice service managers, who have commented and informed the curriculum and teaching content. The course committee has membership from regional youth justice managers, who have worked closely with the course committee and teaching staff to stress the employability aspects of the course. Modules such as Safeguarding in Youth Justice Practice and Law, Sentencing and the Role of the Courts at Level 6 have been developed in consultation with lead youth justice practitioners. The course has also been cognisant of the changing landscape of youth justice and of policies, guidelines and research promoted by the Youth Justice Board.

This is a growing employment sector, which is developing new and innovative

ways of engaging young people in order to prevent offending. Since the Crime and Disorder Act of 1998 and its subsequent establishment of Youth Offending Teams (YOT), youth justice has become a growing sector employing close to 20,000 staff in England and Wales, at all grades within YOTs and related youth justice agencies.

YOTs work with young people aged up to 18 years who are in the youth justice system. YOTs are made up of representatives from police, probation, education, health, social services and specialist workers. There is a YOT in every Local Authority in England and Wales. In addition, the Secure Estate works with young people who have been remanded. Youth Justice practitioners work with young people within Secure Children's Homes, Secure Training Centres and Youth Offending Institutions.

The practical focus of the course and enhancing the employability of graduates, through experienced youth justice practitioner involvement, with attention on effective delivery of interventions with young people, enables you to enhance future employment opportunities within the youth justice sector and associated integrated support services

14. Course standards and quality

The Quality Assurance of the course fully accords with the University's Quality Assurance Standards and Quality Enhancement arrangements. Management of standards and quality is effected through two formally constituted committees – The Course Committee and the Board of Examiners – and these, together with regular meetings of the course team, along with systems of student feedback, are designed to ensure the effective management of the course and monitoring of its standards and quality. An External Examiner submits an annual report to the University on the course's quality and standards.

All assessed work is marked in accordance with an assessment and feedback structure that considers the submitted work in respect of the required learning outcomes and provides detailed feedback on assignments including structure, grammar and referencing, as well as giving areas for development and improvement. A member of the teaching team internally moderates samples of assignments across the mark range, including any referrals/fails. The External Examiner will see these comments and a sample of work across

the grade range (together with any referrals/fails).

A rolling action plan is updated and reviewed each year by the course committee and a Course Standards and Quality Review report is completed each year by the Course Leader.

Student feedback systems form an important part of the Quality Assurance Framework. Students give feedback on all modules, which is considered by the Module Leader, Course Leader and Course Committee. In addition, students are invited to complete an end of course feedback form. Beyond these arrangements, student representatives, as members of Course Committee, are requested to submit reports to each Committee meeting so that any issues of concern can be discussed.

15. Assessment regulations

This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:

New students are required to confirm full details of any criminal convictions at the point of course commencement. If this highlights they could pose a potential risk to a child, the fact they may be precluded from working within the youth justice environment will be fully discussed with them.

Before any visit, arranged in respect of the course modules, to a youth justice setting, all students will be required to complete a form stating that they have not been convicted or cautioned for any further offence since their last disclosure. Students who are intending to participate within the two week WBLO in Level 5 may be required to complete an Enhanced Disclosure and Barring Service (DBS) disclosure, dependent upon the needs of the WBLO provider.

The Dean of the School or the Board of Examiners will consider the termination of a student's studies if there is an adverse change in the student's DBS status or if a conviction or caution for an offence prior to or while on the course has not been fully disclosed.

16. Additional Information

Collaborative partner(s):	N/A
Course referenced to Quality	Criminology

Assurance Agency for Higher Education (QAA) Benchmark Statements: Course recognised by: Date this course specification approved:	Social Work None May 2017
Any additional information:	