Dealing with Offending Behaviour

This module aims to:

- Develop an understanding of those options available, throughout the criminal justice system, for dealing with offenders.
- Evaluate the effectiveness of these options
- Identify and assess how persistent offenders are managed
- Examine the role of governmental bodies responsible for dealing with offenders after conviction
- Examine the statutes that inform the management of offending behaviour
- Review the recent changes in the approach to dealing with offending behaviour

Syllabus

- Prevention, intervention and rehabilitation
- Sentencing
- Youth justice
- Male / female offending
- Female offenders

Learning outcomes

On completion of this module, students will be able to:

- outline the key principles of prevention, intervention and rehabilitation
- recognise the legal constraints placed upon the judiciary when sentencing
- identify and differentiate between the key ‘tools’ for controlling offenders in the community
- understand the roles and responsibilities of the key agencies which deal with offenders after sentencing
- explain the different considerations and approaches used to deal with juvenile, male and female offenders

READY TO APPLY? Complete the online application form and an Admissions Adviser will be in touch to assist you in the enrolment process.
Learning and teaching methods

The learning and teaching methods for the module follow the intended online delivery strategy for the programme as a whole. The module will be delivered through the provision of specified reading materials on the virtual learning platform, which shall be supported by specified discussion forums and lecturecasts, and tutor support will be available to students via phone, email, and a fortnightly synchronous question and answer (Q&A) session.

Students will be provided with indicative guidance on, and encouraged to look at, relevant websites which are appropriate to the module, and to identify and share appropriate web-based resources as learning support references with their fellow students and as indicators of their individual learning contexts with their tutors. The live lectures will include referenced use of selected case studies which will be drawn from the reading materials/web based module learning resources and the practice-based and professional/educational contexts and experience of the tutors. At pre-arranged and regularly agreed points, on specified days and times in advance of each lecture (typically two to three days prior to the lecture) there will be a ‘drop in’ telephone or online preparatory learning liaison session conducted between the student(s) and tutor, typically lasting for 20 to 30 minutes. These sessions are designed to provide students with an introductory preview of the week’s work and give them an opportunity to ask specific and general questions related to that week’s learning opportunities and to enable them to contextualise their learning experience. Self-managed learning will supplement lectures and students are given weekly direction on required and indicative reading.

<table>
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<tr>
<th>Description of unit of assessment</th>
<th>Length/Duration</th>
<th>Submission date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Discussion contributions</td>
<td>Fortnight</td>
<td>Unit 2 and Unit 3</td>
<td>10%</td>
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<tr>
<td>Mid-module assignment</td>
<td>2,000 words</td>
<td>Unit 6</td>
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<tr>
<td>Journal entries</td>
<td>500 words (each)</td>
<td>Unit 4 and Unit 8</td>
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<td>End of module project</td>
<td>2,000 words</td>
<td>Unit 9</td>
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