

## Higher National Unit Specification

### General information for centres

**Unit title:** Youth and Community Justice

**Unit code:** DH42 34

**Unit purpose:** This Unit is designed to enable candidates to understand the behaviour of people who are involved in the youth and community justice system. It will provide candidates with knowledge of theories relating to crime, deviance and normality. It will also provide candidates with the opportunity to examine the legislative and policy framework relevant to offending behaviour.

On completion of the Unit the candidate should be able to:

- ◆ Investigate theories relating to crime, deviance and normality.
- ◆ Explain the legislative and policy framework in relation to adults and young people who offend.
- ◆ Examine the disposals available in youth and community justice systems, and evaluate their effectiveness.
- ◆ Examine developments towards restorative justice.

**Credit value:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF Level 5 or by the completion of a pre-course interview part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview. In addition to proven communication skills candidates should have preferably undertaken some real work experience, paid or voluntary, in a care setting.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Candidates will have the opportunity to develop the following core skills:

**Communication:** all outcomes in this Unit require candidates to demonstrate skills in communication, as they are required to gather, sort and analyse information before assembling it into various formats including reports and case studies.

## **General information for centres (cont)**

**Problem Solving:** through researching and analysing statistical information.

**Numeracy:** through researching and analysing statistical information

**Context for delivery:** This Unit will normally be delivered as part of a group award, the HNC in Social Care. It builds on work carried out in the mandatory Unit: Sociology for Social Care Practice.

It could also be delivered as stand-alone and could be useful as part of a professional development programme.

**Assessment:** The assessment of the Outcomes in this Unit is in two parts. Part A is strictly theoretical, while Part B relates theory to practice.

Care should be taken to ensure that the candidate applies theoretical understanding to the situation of the individual they are writing about. For all outcomes, open book assessment is appropriate.

## **Higher National Unit specification: statement of standards**

**Unit title:** Youth and Community Justice

**Unit code:** DH42 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Investigate theories relating to crime, deviance and normality.

#### **Knowledge and/or skills**

- ◆ Psychological and sociological theories relating to crime, deviance and normality
- ◆ Statistical evidence relating to causative factors in offending behaviour
- ◆ The role of poverty, gender and race in offending behaviour

#### **Evidence requirements**

Candidates will need to show that they can understand and evaluate a range of theories relating to crime, deviance and normality. These will include both psychological and sociological theories. They will be able to identify theories which apply to one individual, about whom they must write an extended case study. They will demonstrate ability to source and analyse statistical information relating to crime statistics. They will demonstrate knowledge of the relevance of poverty, gender and race in the understanding of offending behaviour. This will include:

- ◆ Theories relating to personal pathology
- ◆ Theories relating to normality and deviance
- ◆ Concepts of anomie, labelling, and learned deviance
- ◆ Statistical information derived from a range of sources including government publications and research studies – both general, and in specific relation to the circumstances of the individual they intend to write about in their case study
- ◆ An analysis of the connections between poverty and crime
- ◆ An analysis of gender issues in relation to offending behaviour
- ◆ An analysis of the connections between race and offending behaviour

## **Higher National Unit specification: statement of standards (cont)**

### **Unit title:** Youth and Community Justice

Candidates need to demonstrate a range of knowledge and skills across both youth and community justice; however given the divide in provision of services, in most cases they will not be able to relate theory to practice in a way which encompasses both of these aspects of the justice system. They should nevertheless be able to demonstrate a wide ranging awareness of all the factors which impinge on the individual they write about, whichever part of the system they fit into.

The case study aspect of the evidence should apply to all four Outcomes. For Outcome 1, they should discuss the following issues in relation to the individual they are writing about:

- ◆ Personal and social factors which may have contributed to that individual's offending behaviour
- ◆ A discussion of ways in which various systems such as education, health, or employment have helped or hindered this individual in his/her involvement in offending behaviour

### **Assessment guidelines**

The assessment of this Outcome, as for all the Outcomes in this Unit, is in two parts. Part A is strictly theoretical, while Part B relates theory to practice

Care should be taken to ensure that the candidate applies theoretical understanding to the situation of the individual they are writing about.

## **Outcome 2**

Explain the legislative and policy framework in relation to adults and young people who offend.

### **Knowledge and/or skills**

- ◆ The broad legislative policy framework in which the Scottish community and youth justice systems are located, including UK, European and International requirements.
- ◆ The Children's Hearing system
- ◆ The adult court systems – Court of Session, High Court of Judiciary, Sheriff Court
- ◆ Evolution and change in Scottish youth and adult justice legislative systems, including emerging legislation.

### **Evidence requirements**

Candidates will need to demonstrate an understanding of the major effects of various pieces of legislation. While not every relevant piece of legislation can be covered, they should know about Acts relevant to their workplace or placement. They will need also to demonstrate an understanding of the Scottish Children's Hearing System, including its history and development; an understanding of the adult court systems; and how they connect with each other. Knowledge of relevant current and emerging legislative changes should be demonstrated.

## **Higher National Unit specification: statement of standards (cont)**

### **Unit title:** Youth and Community Justice

The case study aspect of the evidence should apply to all four Outcomes. For Outcome 2, they should discuss the following issues in relation to the individual they are writing about:

- ◆ Legislation relevant to the individual's offending behaviour
- ◆ Any policy developments likely to indirectly affect the individual (such as policies relating to social inclusion)

### **Assessment guidelines**

As for Outcome 1, candidates need to be assessed both on the theory and also on how the theory relates to practice, in the form of a case study. These parts may be examined together or separately so long as the candidate links theory to practice for the knowledge and skills covered by all four Outcomes.

### **Outcome 3**

Examine the disposals available in youth and community justice systems, and evaluate their effectiveness.

### **Knowledge and/or skills**

- ◆ Discussion and evaluation of the varying goals of youth and community justice disposals
- ◆ Explanation of a range of community disposals, including monitoring methods
- ◆ Description and evaluation of a range of custodial disposals

### **Evidence requirements**

Candidates will need to demonstrate an understanding of the various policy directions which have driven legislation relating to offending behaviour. They should be able to critically evaluate the claims of various systems relating to their intention to punish, correct, rehabilitate or provide care. They should be able to explain a range of community disposals and to discuss the pros and cons of issues like electronic tagging and curfews. The full range of custodial disposals, from secure units through to adult prisons should be understood, as should various experimental initiatives.

The case study aspect of the evidence should apply to all four Outcomes. For Outcome 3, they should discuss the following issues in relation to the individual they are writing about:

- ◆ The disposals experienced by the individual
- ◆ The value of these disposals in terms of addressing the individual's offending behaviour
- ◆ The value of these disposals in terms of protecting the wider community, if applicable

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Youth and Community Justice

### **Assessment guidelines**

As for Outcome 1, candidates need to be assessed both on the theory and also on how the theory relates to practice, in the form of a case study. These parts may be examined together or separately so long as the candidate links theory to practice for the knowledge and skills covered by all four Outcomes.

### **Outcome 4**

Examine developments towards restorative justice.

#### **Knowledge and/or Skills**

- ◆ The short and long-term effects of crime on victims, survivors and witnesses
- ◆ Services for victims, survivors and witnesses
- ◆ A range of restorative justice models
- ◆ The role of the voluntary sector in providing services to individuals

#### **Evidence Requirements**

Candidates should show an awareness of the impact of crime on victims, survivors and witnesses. This should include both short and long-term effects, both physical and emotional. The services available such as the Witness Service; and those provided by a range of voluntary organisations such as Women's Aid, Victim Support or SACRO should be included. The concept of restorative justice should be covered and examples explored such as mediation projects.

The case study aspect of the evidence should apply to all four Outcomes. For Outcome 4, they should discuss the following issues in relation to the individual they are writing about:

- ◆ Who was affected, and in what way, as a result of the individual's offending behaviour
- ◆ What efforts were made, and by whom, to address this suffering
- ◆ Would any form of restorative justice be appropriate for this individual

### **Assessment guidelines**

As for Outcome 1, candidates need to be assessed both on the theory and also on how the theory relates to practice, in the form of a case study. These parts may be examined together or separately so long as the candidate links theory to practice for the knowledge and skills covered by all four Outcomes.

## **Administrative Information**

<b>Unit code:</b>	DH42 34
<b>Unit title:</b>	Youth and Community Justice
<b>Superclass category:</b>	PN
<b>Date of publication:</b>	August 2004
<b>Version:</b>	01
<b>Source:</b>	SQA

© Scottish Qualifications Authority 2004

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

## **Higher National Unit specification: support notes**

### **Unit title:** Youth and Community Justice

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit is primarily intended to prepare and support candidates who are working, or undergoing a candidate placement, in a setting where they work with offending behaviour on the part of individuals of any age. It is appreciated that they are likely to be working with either young people or adults, and not both. However a knowledge of systems relating to both young people and adults is likely to be of benefit to candidates working in either field, since many individuals begin offending while young and continue into adult life. A candidate working with young people who offend needs to know how the adult justice system works, in order to be able to advise young people appropriately. A candidate working with adults who offend needs to understand the systems previously experienced by some individuals. Additionally, some candidates will be working with individuals who span the age/legislation divide, and they will need to understand how the youth system merges into the adult system (eg. what happens when an individual under the age of sixteen repeatedly commits serious offences, and is remitted to the adult system for sentencing).

The perspective of victims, survivors and witnesses of crime is included here also, since this is an important factor in working with offending behaviour. Candidates working in these settings may find this Unit of interest; however they would need to use centre-generated case studies for the second part of the assessment of each Outcome.

In demonstrating how theory relates to practice, candidates must write about a child or adult with a history of offending behaviour. They may discuss either an individual with whom they have worked in real life; or a case study. If they write about their own working experience in relation to real life individuals, they should be able to use their work as evidence towards an SVQ portfolio (both performance criteria and knowledge). If they use a case study which does not relate to their own working practice, they may be able to use this for knowledge evidence for an SVQ, but not for performance criteria.

**Outcome 1** looks at theories of offending behaviour and requires candidates to study a range of relevant psychological and sociological theories. Their learning from the Units on Psychology and Sociology should be referred to; from the former, theories relating to human development are more likely to be of value than ideas relating to individual pathology. From Sociology, their learning on poverty and inequality should provide a valuable basis for understanding offending behaviour. In examining 'deviance', it is necessary to understand that this is defined in relation to given norms, which may or may not be accepted by individuals who offend. This is an important context within which to locate the study of offending behaviour, and building on this, candidates should have an understanding of the concepts of anomie, labelling, and learned deviance.

## Higher National Unit specification: support notes (cont)

### Unit title: Youth and Community Justice

Poverty, gender and race are all important to consider in a study of offending behaviour, but care must of course be taken not to identify these as causative factors. The vast majority of individuals who offend come from poor backgrounds; candidates should examine why this should be the case, as well as being aware of the existence of 'white collar crime'. Gender is an important factor in that most offenders of any age are male; candidates should examine this finding critically. There is a statistical relationship between ethnic origin and incidence of crime, and again candidates should examine this fact critically and be able to identify the reasons for this.

Throughout the Unit, candidates should be encouraged to locate sources of reliable evidence, and this will be particularly valuable to them in examining the role of poverty, gender and race in offending behaviour.

**Outcome 2** candidates should have an understanding of the international context in which people are said to have a right to live free of crime, threat or violence. Within this, the place of the European Court as a system of appeal should be understood; along with the relative powers of UK and Scottish Law in relation to offending behaviour. An outline knowledge of certain Acts likely to be of frequent value to them in the context of their working lives should be made available; these will vary from one workplace to the next, but are likely to include the Children (Scotland) Act 1995, and the Mental Health (Care and Treatment) (Scotland) Act 2003. Relevant emerging policy and/or legislation should be covered – for example at the time of writing, the proposed Scottish Anti-Social Behaviour Act is likely to be relevant to candidates undertaking this Unit.

Candidates should have a good understanding of youth and adult hearing systems as they affect the individuals they work with, including (for the Children's Hearing System) the role of the Reporter, Panel Members, Safeguarders, and others who may attend individual Hearings. For the adult court systems they should understand the remits of different courts in Scotland, the procedures used in bringing an individual to trial, the adversarial approach of the legal system, and the use of the jury.

**Outcome 3** which examines the various disposals (or sentences in the case of adult systems), a context should be set in which the aims behind various disposals are examined. A discussion about the international place of capital punishment might be helpful in framing this debate. In particular, Kilbrandon's aim in setting up the Children's Hearing System – that of providing for children in need of care – should be understood. For adult systems, the tensions between regimes designed to punish, correct, or rehabilitate, should be explored.

The full range of domiciliary or community-based disposals needs to be understood, including home-based supervision requirements. Halfway houses such as bail hostels will be of interest, as will measures which aim to control and monitor the movements of individuals such as curfews and electronic tagging devices. Probation, Community Service Orders and special conditions of community-based sentences (such as attendance at group sessions or with psychiatrists) should be explored in terms of their efficacy.

## Higher National Unit specification: support notes (cont)

### Unit title: Youth and Community Justice

Again, the full range of custodial disposals or sentences should be described and evaluated in terms of what the research says about their efficacy. This should include youth secure units and adult prisons; Young Offenders Institutions; and experimental measures such as ‘short sharp shock’ regimes like boot camps.

**Outcome 4** the growth of restorative justice systems should be explored, in the context of UK government policies about systems which benefit the whole community. The short and long term effects of crime on victims, survivors and witnesses should be explored; links with the Unit: Protection of Individuals from Possible Harm and Abuse may be made here. Services such as Victim Support, the Witness Service, or the range of services provided by organisations like Women’s Aid or Rape Crisis Centres should be examined; and since most of these services are run by voluntary organisations, an understanding of the respective roles and remits of the statutory and voluntary services should be evidenced. Specific restorative justice models should be considered and evaluated with reference to their stated aims.

### Guidance on the delivery and assessment of this Unit

**SVQ links** are suggested as follows. Knowledge evidence should certainly apply, for some of the knowledge required in the Units. If the candidate writes about a real work experience then some of the PCs may also be covered.

Centres wishing to deliver the SVQ jointly may help candidates by supplementing the HN assessment requirements with questions designed to investigate skills. For example, the candidate might be asked to describe the work they have personally done with an individual, and to explain how this work was intended to help that person avoid further offending behaviour.

#### SVQ links:

##### From SVQ Health and Social Care Level 3

- ◆ HSC322 Prepare, implement and evaluate group activities to address the offending behaviour of children and young people
- ◆ HSC324 Process information relating to children and young people’s offending behaviour
- ◆ HSC327 Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities
- ◆ HSC336 Contribute to the prevention and management of abusive and aggressive behaviour
- ◆ HSC397 Reinforce positive behavioural goals during relationships with individuals

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Youth and Community Justice

**From SVQ Community Justice: Work with Offending Behaviour Level 3:**

- ◆ D301 Help individuals address their offending behaviour
- ◆ B106 Enable individuals and families to address factors which affect their safety, well-being and social inclusion
- ◆ B107 Promote the needs and rights of individuals and groups in the community
- ◆ F406 Provide and obtain information at courts and formal hearings

**From SVQ Community Justice: Work with Victims, Survivors and Witnesses Level 3:**

- ◆ C102 Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support
- ◆ C103 Enable individuals to manage the effects which their experience of crime or antisocial behaviour has had on their lives
- ◆ C106 Enable people to support victims, survivors and witnesses in managing the effects of their experience on their lives
- ◆ C201 Enable witnesses and their associates to prepare for judicial and legal processes
- ◆ C202 Support witnesses and their associates during judicial and legal processes
- ◆ F406 Provide and obtain information at courts and formal hearings
- ◆ F407 Represent the agency in courts and formal hearings

**From SVQ Youth Justice Services Level 3:**

- ◆ A203 Assist in the supervision, enforcement and review of sentences served in the community by children and young people
- ◆ A402 Help children and young people address their offending behaviour
- ◆ A602 Provide initial support to individuals affected by offending or anti-social behaviour and assess their needs for further support
- ◆ A705 Establish and maintain contact with victims, survivors and witnesses of crime and anti-social behaviour which acknowledges the effects of their experience
- ◆ B206 Enable children and young people to understand and address their difficulties
- ◆ D308 Provide and obtain information at courts and formal hearings
- ◆ D203 Contribute to developing awareness and community action in relation to the offending behaviour of children and young people
- ◆ D306 Represent one's own agency at other agencies' meetings

Delivery of this Unit will in general be greatly enhanced if opportunity is taken to invite outside speakers from relevant agencies, e.g. Police, Reporter's Department, Procurator Fiscal's Office, voluntary organisations such as Victim Support or Women's Aid.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Youth and Community Justice

Current and relevant research needs to be evidenced, and a great deal of excellent material, formerly only available in hard copy, can be found on relevant websites. Those of the Scottish Executive and the Joseph Rowntree Foundation for example will give up to date and detailed material, useful for both lecturers and candidates. Both of these websites will provide good sources of statistical information, as required for Outcome 1.

There is likely to be lively debate between candidates who are working with offenders, and those who are working with victims. It is of course important that candidates look at both sides of offending situations, and avoid coming to overly simplistic conclusions; a balance between different perspectives should be built into teaching and learning programmes.

### **Open learning**

This Unit could be delivered by open learning. In this case, the centre would need to plan carefully to ensure the sufficiency and authenticity of candidate evidence.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000)*

### **Special needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements (SQA, 2001)*.

## **General information for candidates**

### **Unit title:** Youth and Community Justice

This Unit is designed to enable you to understand the behaviour of individuals – either adults or young people – who offend, and whose offending behaviour leads them into a range of difficulties. It will be especially helpful to those working, or preparing to work, in community or institutional settings with offenders, such as secure units for young people; assessment programmes leading to sentencing; post-sentence treatment and support programmes; or custodial settings. It will also be of interest to those working with the victims, survivors, and witnesses of crime, such as those working, or preparing to work, in organisations like Victim Support Scotland or Women’s Aid.

This Unit addresses four different aspects of youth and community justice, all of which are essential in this line of work. Each aspect takes the form of an Outcome, and it is intended that you will learn relevant theories in each case, as well as how to apply this theory to real-life practice.

The first Outcome concerns the reasons why individuals offend, and looks at various psychological and sociological explanations for offending behaviour. This leads on to Outcome 2 an exploration of the legislative and policy framework relating to offending behaviour. Then in Outcome 3 you will study the different disposals or sentences available in the Scottish Justice Systems, and you will analyse their effectiveness in changing offending behaviour. Finally, in Outcome 4, you will examine the impact of crime on victims, survivors and witnesses.

The Unit covers both adults and young people. It is likely that you will be working with either one or other of these groups, but in most instances, not both. However it will be valuable for you to have a holistic understanding of the justice systems pertaining in Scotland, as this will help you see your work in a wider context, and support individuals more effectively.

The assessment for each outcome is in two parts – theory and practice. The practice part requires you to demonstrate your understanding of the theory by applying it to an individual who offends. Your assessment centre will devise an appropriate assessment task; if you are working, or undertaking a placement, in a relevant setting, you may be asked to identify an individual and demonstrate how the relevant parts of theory relate to that individual. Alternatively, you may be given some information about a given, fictional individual, and asked to relate theory to practice for that individual. If you use real life working examples, and are also aiming to complete an SVQ in your field of work, you are likely to be able to use some of the assessment for this Unit as evidence for your SVQ portfolio. Your course tutor/assessor should be able to assist you in identifying the links.