1. **Title of the module**

SOCI6810 / SOCI6811 (SO681): Restorative Justice: Concepts, Issues, Debates

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology & Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

6

1. **The number of credits and the ECTS value which the module represents**

15 (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) or spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Hons Criminal Justice & Criminology and BSc Social Sciences

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Critically assess restorative justice as an approach to crime from a national and international perspective.

8.2 Demonstrate in-depth knowledge and understanding relating to the evaluation of theoretically and empirically based arguments about restorative justice.

8.3 Develop a critical understanding of the links between restorative justice and traditional justice systems

8.4 Demonstrate knowledge and critical understanding of the social and cultural dimensions of criminal justice.

8.5 Demonstrate an ability to identify and make reasoned arguments based on research evidence and academic texts from a national and international perspective.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Effectively synthesize key conceptual arguments coherently in a written form

9.2 Demonstrate ability to critically synthesise knowledge from different schools and disciplines of enquiry

9.3 Demonstrate enhanced research and organisational skills by using library e-journal and other on line resources

1. **A synopsis of the curriculum**

Restorative justice has emerged in recent years as a new way of thinking about how we should view and respond to crime. Restorative approaches are making significant inroads into criminal justice policy and practice and this module provides students with an opportunity to engage in an increasingly dynamic and interesting field in contemporary criminal justice. The main aim of this module is to provide students with a critical understanding of restorative justice. It explores key values, issues and debates in restorative justice set in the context of theoretical arguments and criminal justice policy and practice.

The module will open with the concepts and theoretical underpinnings of restorative justice and go on to explore restorative justice and offenders, restorative justice and victims, emotions in restorative justice, the role of the community and the role of the state. It will close with critical issues and debates in restorative justice and future directions.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

McLaughlin,E. Fergusson,R. Hughes,G. and Westmorland,L (2003) *Restorative Justice: Critical Issues*, Sage

Gavrielides, T. (2015) *The Psychology of Restorative Justice: Managing the Power Within*. Surrey, Ashgate.

Vanfraechem, I., Bolivar, D., and Aertsen, I. (2015) *Victims and Restorative Justice.* London: Routledge

Johnstone, G. (2002) *Restorative Justice: Ideas, Values, Debates*, Willan publishing

Crawford, A. and Newburn, T. (2003) *Youth Offending and Restorative Justice: Implementing reform in youth justice*, Willan publishing

Weitekamp, E. and Kerner, H. (2002) *Restorative Justice: Theoretical Foundations*, Willan publishing

Roche, D. (2003) *Accountability in Restorative Justice*, Oxford University Press

Elliott, E., and Gordon, R. (2005) *New Directions in Restorative Justice: Issues, practice,evaluation,* Willan publishing

Zehr, H. and Toews, B. (2004) *Critical Issues in Restorative Justice*, Criminal Justice Press Monsey, New York

1. **Learning and teaching methods**

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

1. **Assessment methods**
   1. Main assessment methods

Coursework - Essay (2,500 words) - 50%

Examination (2 Hours) - 50%

* 1. Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x |
| Lectures | x | x | x | x | x |  | x |  |
| Seminars | x | x | x | x | x | x | x |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay (2,500 words) | x | x | x | x | x | x | x | x |
| Examination (2 hours) | x | x | x | x | x | x | x |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

This module is designed with the aim of appealing to both national and international students. It aims to accomplish this by incorporating international literature and scholarship, and making appropriate reference and comparisons to national and international criminal justice issues related to restorative justice in England and Wales, Europe, North America, Australia, New Zealand and Africa. See SSLOs 8.1 and 8.5 above.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 06/02/2018 | Major | January 2019 | 5-6, 8-9, 14, 17 | No |
|  |  |  |  |  |