

Title:	Understanding Young People, Law and Order.
Level:	1
Credit value:	3
GLH:	27
Unique Reference Number:	R/505/4101
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to understand law and order in relation to young people.
Assessment Type:	Assessment of this unit will be through the completion of internally set and internally assessed evidence.

Learning outcomes

The learner will:

1. Understand why young people may become involved in crime.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to understand why young people may become involved in crime.

The learner must:

1.1 Outline **reasons why young people may become involved in crime.**

2. Understand the consequences of crime on different people.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to understand the consequences of crime on different people.

The learner must:

2.1 Identify the **consequences of a crime for the victim.**

2.2 Identify the **consequences of a crime for the offender.**

2.3 Identify the **consequences of a crime for others.**

3. Understand about the justice system for young offenders.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand about the justice system for young offenders.

The learner must:

- 3.1 Identify **each stage of the justice system for young offenders** from reporting through to sentencing.
- 3.2 List the **people involved at each stage**.

4. Understand about custodial and other forms of sentences.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to understand about custodial and other forms of sentences.

The learner must:

- 4.1 State **arguments for custodial sentences**.
- 4.2 State **arguments against custodial sentences**.
- 4.3 List **alternative forms of sentence**.

5. Understand about support available for young offenders and victims of crime.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand about support available for young offenders and victims of crime.

The learner must:

- 5.1 Outline the **support offered to young offenders or their victims** by a local agency.
- 5.2 State where to find support in a given situation.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements	
1.1 Reasons why young people may become involved with crime.	May include: <ul style="list-style-type: none"> • Socioeconomic factors. • Peer pressure. • Family dysfunction. • Substance abuse. • Mental health issues. • Lack of positive activities. • Gang involvement. • Cultural and social influences.
2.1 Consequences of a crime for the victim.	Could include: <ul style="list-style-type: none"> • Physical injuries. • Psychological trauma. • Financial losses. • Reduced quality of life.
2.2 Consequences of a crime for the offender.	Could include: <ul style="list-style-type: none"> • Legal consequences – imprisonment, fines, probation. • Stigmatisation. • Guilt and shame. • Disruption of life plans.
2.3 Consequences of a crime for others.	Could include: <ul style="list-style-type: none"> • Community safety. • Family and loved ones. • Economic costs.
3.1 Each stage of the justice system for young offenders.	Must include: <ul style="list-style-type: none"> • Reporting. • Investigation. • Arrest or voluntary interview. • Police caution or charge. • Youth offender panel (for less serious offences). • Youth court proceedings (for serious offences). • Sentencing. • Appeals.
3.2 People involved at each stage.	Could include, but not limited to: <ul style="list-style-type: none"> • Victim(s). • Witnesses. • Police officers. • Prosecutors. • Judges. • Probation officers. • Youth offender teams. • Court-appointed experts. • Probation officers. • Support services.
4.1 Arguments for custodial sentences.	Could include: <ul style="list-style-type: none"> • Punishment and accountability. • Public safety. • Deterrence. • Rehabilitation opportunities.

	<ul style="list-style-type: none"> • Accountability to victims. • Prevention of further offending. • Protection of the offender.
4.2 Arguments against custodial sentences.	<p>Could include:</p> <ul style="list-style-type: none"> • Negative impact on rehabilitation. • Disruption of education and development. • High cost and resource allocation. • Ineffective deterrent. • Trauma and stigmatisation. • Loss of support networks.
4.3 Alternative forms of sentences.	<p>Could include:</p> <ul style="list-style-type: none"> • Community service orders. • Probation orders. • Fines or compensation orders. • Drug or alcohol treatment programmes. • Electronic monitoring.
5.1 Support offered to young offenders or their victims.	<p>Could include:</p> <p>Victim(s):</p> <ul style="list-style-type: none"> • Emotional support. • Information and advice. • Court support. • Referrals to specialist services. <p>Young offenders:</p> <ul style="list-style-type: none"> • Rehabilitation programs. • Supervision and monitoring. • Youth clubs and activities. • Educational and vocational support.