Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Crime Prevention, Reduction and Control
Unit ID:	CRJUS2475
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(CRJUS3475)
ASCED:	099903

Description of the Unit:

Students will study the theoretical and practical aspects of crime prevention and reduction. Students will gain awareness and appreciation of a variety of contemporary crime prevention, control and reduction challenges, practices and controversies in local and international 21st century contexts. This unit will analyse local, regional and transnational crime prevention initiatives and strategies; civilians in uniform or blue armies; the security state; CCTV; public and private surveillance; security in prisons and in marginal communities; evidence based policy and policing; situational crime prevention; political frameworks; environmentally-centred crime prevention; auxiliary justice; social crime prevention; vigilante justice; community safety and personal responsibility; and whole of community approaches.

Grade Scheme:	Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component:

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	☐	☐	☐	☐	☐	☐
Intermediate	☐	☐	✔	☐	☐	☐
Advanced	☐	☐	☐	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Identify and analyse the key theoretical underpinnings of crime prevention, control and reduction.

K2. Examine contemporary crime prevention strategies in urban and regional Australia and internationally.

K3. Identify and explain the multi-faceted impact and significance of preventing crime in a democratic society.

Skills:

S1. Critically assess, analyse and evaluate the challenges encountered by operational police and community members in preventing and reducing crime in the contemporary world, with a particular focus on contemporary scholarly research.

S2. Summarise relevant key themes, issues and debates concerning contemporary crime prevention and reduction strategies.

S3. Identify and develop a crime prevention response to offending behaviours.

Application of knowledge and skills:

A1. Apply skills in critical thinking to key debates concerning responses by criminal justice agencies and members of urban, regional, rural and remote communities to offending behaviours and crime prevention.

A2. Utilise and integrate relevant conceptual frameworks in analysing the range and diversity of crime prevention responses.

A3. Identify links and tensions between issues, debates, concepts and perspectives.

Unit Content:

Topics may include:
1. Module One: Crime Prevention and Theory
- Key approaches and frameworks
- Social crime prevention
- Environmental and situational crime prevention
- The security state.
2. Module Two: Crime Prevention, Reduction and Control in Practice
- Crime prevention in public spaces
- Crime prevention in regional, rural and remote communities
- International crime prevention lessons
- Police, government and community partnerships in crime prevention
- Preventing interpersonal violence and hate crime
- Preventing environmental, heritage and wildlife crime
- Preventing white collar, corporate and cyber crime
- Evaluating crime prevention and planning for the future.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving.	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities.	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S2, A1	Analysis of crime prevention literature	Written piece	15-25%
K1, K2, S1, A1, A3	Critique and share views about selected contemporary crime prevention issues and strategies	Written or oral responses to selected issues	30-40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Develop a crime prevention strategy that addresses a local issue	Group work	40-50%

Adopted Reference Style:

APA ()

Refer to the library website for more information

Fed Cite - referencing tool