

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	YOUNG PEOPLE: RISK TO CORRECTIONS
<b>Unit ID:</b>	CRJUS3202
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(CRJUS1283 and CRJUS1284) OR (CRJUS1285 and CRJUS1287) OR (ATSGC1283 and ATSGC1284) (At least 60 credit points from CRJUS subject-area at 2000-2999 level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(CRJUS2201)
<b>ASCED:</b>	099903

## Description of the Unit:

The focus of this unit is on young people interacting with the criminal justice system. The unit will also focus on how the criminal justice system responds to young people from the point of interaction with police, courts and corrections and are informed by criminological theories. Students will develop an understanding of the factors which may increase a young person's risk of interacting with the justice system; the over-representation of Indigenous young people; how the justice system and society responds to criminal behaviour perpetrated by young people, and the options available to courts in sentencing young people. Students will engage in debates around punishment and rehabilitation. The unit will look at innovative state, national and international government and non-government organisational (NGO) approaches to responding to young people involved in criminal behaviour including, but not limited to, justice reinvestment and the Aboriginal Justice Agreement.

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

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**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

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**

**Knowledge:**

- K1.** Examine the factors that determine or increase the interaction of some young people with the Criminal Justice System.
- K2.** Explore the response of state, national and international criminal justice responses to young people.
- K3.** Identify the impact of the criminal justice responses on young people and society.
- K4.** Explore the factors that contribute to the over-representation of some young people in the criminal justice system.

**Skills:**

- S1.** Critically analyse the legislative and policy response to young people including indigenous young people.
- S2.** Appraise criminal justice responses to young people, including indigenous young people.

**Application of knowledge and skills:**

- A1.** Research, summarise and present information in a format that is coherent, logical and engaging.
- A2.** Reflect critically on debates around punishment and rehabilitation.
- A3.** Reflect on the various state, national and or international innovative criminal justice responses to young people.
- A4.** Develop capacity to consolidate and synthesise knowledge about the trajectory of some young people through the justice system.

**Unit Content:**

Topics may include:

- Who are young people?
- Human rights of young people
- Exploring social control and social expectations of young people
- Prevalence of crimes perpetrated by young people
- Criminological explanations about crime as it applies to young people
- Historical approaches to criminal behaviour by young people
- Court responses to young people: Children's Court and other state courts
- Police response to young people
- National and international criminal justice responses to young people
- Justice reinvestment and other innovative programs
- Victorian Aboriginal Justice Agreement
- Sentencing options
- Community based justice programs

- Policy and legislative frameworks
- Youth Justice Centres
- Therapeutic Jurisprudence
- Programmatic and policy responses to young people engaged in or at risk of engaging in criminal behaviour
- Recidivism
- Representation of young people and crime in media/film/cultural messages
- Crime prevention / reduction / minimisation processes targeting young people
- Current debates (national and international) about youth offending
- Alternative approaches to responding to youth crime.

### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

**One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, S2, A2, A3, A4	AT1, AT2, AT3, AT4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, K4, S2	AT1, AT2, AT3, AT4
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, K4, S1, S2, A1, A2, A3, A4	AT1, AT2, AT3, AT4
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, K4, S1, S2, A1, A2, A3, A4	AT1, AT2, AT3, AT4
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, K4, S1, S2, A2, A3, A4	AT1, AT2, AT3, AT4

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
A2, A3, A4, S1, S2, K1, K2, K4,	Respond to short questions concerning justice responses to young people	Short answer responses	10-20%
S1, S2, A1, A2, A3, A4	Analysis of program or policy (state, national or international) response to young people who are at risk of or are interacting with the criminal justice system	Written analysis	30-40%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1, S2, A1, A2, A3, K1, K2, K3, K4	Students to research, develop and present a program or response to young people at risk of offending or who are interacting with the justice system	Written piece and presentation	40-50%
K1, K2, K3, K4, S1, S2, A2, A3, A4	Participation in weekly peer discussion informed by engagement with preparatory unit materials	Participation in peer discussion	5-10%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**                      No

Date:

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)