

# 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

## 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	<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:

1. Who are young people?
2. Human rights of young people
3. Exploring social control and social expectations of young people
4. Prevalence of crimes perpetrated by young people
5. Criminological explanations about crime as it applies to young people
6. Historical approaches to criminal behaviour by young people
7. Court responses to young people: Children's Court and other state courts
8. Police response to young people
9. National and international criminal justice responses to young people
10. Justice reinvestment and other innovative programs
11. Victorian Aboriginal Justice Agreement

12. Sentencing options
13. Community based justice programs
14. Policy and legislative frameworks
15. Youth Justice Centres
16. Therapeutic Jurisprudence
17. Programmatic and policy responses to young people engaged in or at risk of engaging in criminal behaviour
18. Recidivism
19. Representation of young people and crime in media/film/cultural messages
20. Crime prevention / reduction / minimisation processes targeting young people
21. Current debates (national and international) about youth offending
22. Alternative approaches to responding to youth crime.

## 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**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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: <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	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: <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	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: <ul style="list-style-type: none"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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: <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable
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: <ul style="list-style-type: none"> <li>Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>Committing to social responsibility as a professional and a citizen</li> <li>Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S1, S2, A2, A3, A4	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%
K1, K2, K3, K4, S1, S2, A1, A2, A3	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%

### Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)