

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Victims in the Criminal Justice System
Unit ID:	CRJUS3478
Credit Points:	15.00
Prerequisite(s):	(ATSGC1283 and ATSGC1284) OR (CRJUS1283 and CRJUS1284) OR (CRJUS1285 and CRJUS1287) (At least 60 credit points from CRJUS subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(CRJUS2476)
ASCED:	099903

Description of the Unit:

In this unit, students will explore, through victimology theory, the impact of and type of victimisation perpetrated against victims and society; why some groups in society are more likely to be victims of crime and the differing societal response to victims of crime, based on gender, age or crime type. The unit examines contemporary state, national and international debates about the role of victims in the criminal justice system, including opportunities to compare the role of victims in the adversarial and inquisitorial justice systems. The unit will provide students with the opportunity to explore and critically review the criminal justice systems response to victims from the point of victimisation to finalisation at court. Students will also explore the legislative, policy, programmatic and service responses to victims in Victoria and other Australian jurisdictions including Human Rights frameworks, and the role of Victims Commissioners. Content will also include an historical and contemporary overview of the changing role of victims and the responses of the Criminal Justice System to adult and vulnerable victims, including children. Indigenous perspectives about current debates and issues will be embedded within the course.

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.** Explore who are the victims of crime and how gender and age may influence the frequency and type of victimisation experiences
- K2.** Explore the position of victims in other national and international jurisdictions
- K3.** Explain the impact of crime, the agencies which advocate for victims and assist them through their recovery and their pathway through the criminal justice system.

Skills:

- S1.** Identify and critically analyse the legislative and policy response to victims of crime
- S2.** Consolidate and synthesise knowledge about the pathway of victims through to finalisation at court
- S3.** Undertake independent research to deepen understanding of the justice system's response to victims of crime.
- S4.** Develop high order communication skills to advocate for better access for diverse populations.

Application of knowledge and skills:

- A1.** Research, summarise and present information in a format that is coherent, logical and engaging
- A2.** Recognise the impact of crime on individuals, communities and societies
- A3.** Construct and communicate written arguments clearly outlining opposing views about the role of victims in the criminal justice system.
- A4.** Reflect critically on debates about the justice system response to people from diverse backgrounds.

Unit Content:

Topics may include:

1. Introduction: Contemporary debates and victims in the media
2. Victimology theory and concepts - part 1
3. Victimology theory and concepts - part 2
4. Who are victims of crime? Legislative and human rights frameworks
5. Victims of family violence, intimate partner violence and sexual assault
6. Children and elderly victims of crime
7. Intersectionality

8. The ripple effect of crime: victims, families and society
9. Police response to victims
10. Victims in the court process
11. Restorative Justice
12. Services for victims
13. Victim/survivors raising their voices

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"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 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"> • 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 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"> • 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, K3, S2	Response to course materials, relevant concepts, debates and scholarly perspectives about victimisation and the criminal justice response	Online Activities	10%-30%
K3, S2, S4, A1, A2, A3	Write a ministerial brief advising the Attorney General about a contemporary issue impacting on victims of crime.	Written piece	30%-40%
K2, S1, S3, A1, A2, A4	Response to a Victorian Law Reform Commission inquiry about a contemporary debate focused on the role of victims in the criminal justice system.	Written piece	40%-50%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)