



COURSE OUTLINE

CRM302 Youth Justice & Restorative Justice

Course Coordinator: Mary Riley (mbaker1@usc.edu.au) **School:** School of Law and Society

2021 Semester 1

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE 1

You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course provides an overview of the historical, theoretical and legislative frameworks that underpin contemporary youth justice practices. You will learn about the causes, nature and patterns of youth offending and victimisation, tensions created by the justice-welfare nexus and the role of specialist agencies in creating pathways to desistance in youth offending. You will be introduced to evidence-informed crime prevention initiatives and be taught specific knowledge, skills and approaches, such as restorative justice, required to work effectively with, and support, young people in contact with the youth justice system.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – On campus lecture - 2 hours in weeks 1-6 and 8-13.	2hrs	Week 1	12 times
Tutorial/Workshop – On campus tutorial - 1 hour in weeks 2-6 and 8-13.	1hr	Week 2	11 times
ONLINE 1			
Tutorial/Workshop – Online tutorial - 1 hour in weeks 2-6 and 8-13 via Zoom.	1hr	Week 2	11 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
Online – Online lecture via MediaSite in Weeks 1-6 and 8-13. This will be available to view live at the same time as the scheduled on campus lecture or immediately afterwards.	2hrs	Week 1	12 times

1.3. Course Topics

Introduction; Nature, Causes and Consequences of Youth Crime and Victimisation; Trends and Developments in Youth Justice Policy and Practice over time; Current Youth Justice Policy and Practice; Youth Justice, Legislative Framework and Pathways to Youth (Restorative) Justice Conferencing in Queensland. Ethical Considerations and Practice; Mock Youth Restorative Justice Conference; Evidence-Based Rehabilitation; Intervening with Youth Justice Clients; Indigenous and Ethnic Minority Youth, Crime, Detention and Justice; Preventing Youth Crime.

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Explain the historical origins, and the theoretical, legislative and practice frameworks underpinning contemporary youth practices.	Knowledgeable Empowered Engaged
2 Articulate the nature, causes and consequences of youth crime and victimisation and apply these to specific youth crime problems.	Creative and critical thinker Empowered Engaged
3 Analyse current issues relevant to youth justice.	Knowledgeable Creative and critical thinker Empowered Engaged
4 Describe and evaluate evidence-informed practices for preventing and responding to youth crime and victimisation.	Creative and critical thinker Empowered Engaged

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Completion of 96 units

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

CRM303

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Formative assessment activities will be undertaken in tutorials in the lead up to Assessment Task 1 including: discussion of assessment tasks, and practice case studies with verbal feedback provided to students as well as peer feedback.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Essay	Individual	20%	1500 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Essay	Individual	40%	2,500 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	40%	2 hours	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Essay

GOAL:	Effective prevention and responses to youth crime requires a comprehensive understanding of its causes. The goal of this assessment is to foster a greater understanding of the causes of youth crime. You will be required to apply your knowledge of the causes of youth crime to a selected crime problem; and legislation and ethical issues related to the response. The selected crime problem will be assigned in class.													
PRODUCT:	Essay													
FORMAT:	This is an individual essay assignment (1,500 words). Formative activities will be completed in tutorials during weeks 2-4 to build the knowledge and skills necessary to formulate the causes of youth crime.													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstration of knowledge of the theories of youth crime and relevant empirical evidence.</td> </tr> <tr> <td>2</td> <td>Integration of theory and empirical evidence to explain youth crime.</td> </tr> <tr> <td>3</td> <td>Critical thinking, analysis and reasoning.</td> </tr> <tr> <td>4</td> <td>Research and academic writing.</td> </tr> <tr> <td>5</td> <td>Assessment criteria are mapped to the course learning outcomes.</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Demonstration of knowledge of the theories of youth crime and relevant empirical evidence.	2	Integration of theory and empirical evidence to explain youth crime.	3	Critical thinking, analysis and reasoning.	4	Research and academic writing.	5	Assessment criteria are mapped to the course learning outcomes.	<p>1 2 3 4</p>
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All - Assessment Task 2: Essay

GOAL:	Effective prevention and responses to youth crime requires systematic assessment and evidence-informed planning. The goal of this task is to assess a selected youth crime problem and to develop an evidence-informed plan for preventing and/or responding to this problem. Case Study details will be provided in class.	
PRODUCT:	Essay	
FORMAT:	This is an individual essay assignment (2,500 words). You will need to attend the Mock Conference to effectively complete this task. Formative activities will be completed during lectures and tutorials to familiarise you with relevant assessment and planning processes and to build the skills necessary to assess, prevent and respond to youth crime.	
CRITERIA:	No.	Learning Outcome assessed
	1	Essay assessment and analysis and planning.
	2	Analysis of youth restorative justice processes
	3	Effective communication.

All - Assessment Task 3: End of semester examination

GOAL:	To be employed as a professional within youth justice you must be able to demonstrate your knowledge and understanding of its historical origins, and the theoretical, legislative and practice frameworks underpinning contemporary youth justice practices, including restorative justice practices, and their implementation. The goal of this examination is to test your knowledge from course materials - with a focus on Weeks 9-12.	
PRODUCT:	Examination - Centrally Scheduled	
FORMAT:	This is an individual assessment. You will have two hours for completion. The online, open book exam consists of five (5) short answer questions. More details on the final examination will be provided during semester.	
CRITERIA:	No.	Learning Outcome assessed
	1	Correct theoretical, legislative and practice knowledge relevant to youth crime, youth justice systems and practices, including restorative justice practices.

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site— Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Anna Stewart, Troy Allard, Susan Dennison	2011	Evidence Based Policy and Practice in Youth Justice	The Federation Press
Recommended	Gerry Johnstone	2013	A Restorative Justice Reader	Routledge
Required	Chris Cunneen, Robert Douglas White, Kelly Richards	2015	Juvenile Justice	Oxford University Press

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au