

CRM302 Youth Justice & Restorative Justice

School: School of Law and Society

2025 | Semester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

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

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au 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 outlines historical, theoretical and legislative frameworks that underpin contemporary youth justice practices. You will learn about 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 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
BLENDED LEARNING			
Learning materials – Asynchronous online learning materials	1hr	Week 2	12 times
Tutorial/Workshop 1 – Face-to-face tutorial	2hrs	Week 2	10 times
Seminar – Course Seminar	1hr	Week 1	Once Only
ONLINE			
Learning materials – Asynchronous online learning materials	1hr	Week 2	12 times
Tutorial/Workshop 1 – Online tutorial	2hrs	Week 2	10 times
Seminar – Course Seminar	1hr	Week 1	Once Only

1.3. Course Topics

- Nature, causes, and consequences of youth crime and victimisation
- Trends and developments in youth justice policy and practice
- Legislative frameworks
- Restorative Justice theory, principles and processes
- Evidence-based policy and practice
- Culture and diversity
- Preventing youth crime
- [All topics could contain mature content]

1.4. Mature Content

Drug Use, Sex/Sexual references, Violence, Coarse Language, Adult themes

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 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	Critically 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	Apply scholarly writing, research, and reference practices	Knowledgeable Ethical

5. Am I eligible to enrol in this course?

Refer to the [UniSC 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 examples with verbal feedback provided to students as well as self-quizzes for student bench marking.

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	Literature Review (or component)	Individual	25%	1,000 words	Week 6	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	30%	1,500 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Artefact - Professional	Individual	45%	2,500 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Literature Review

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.		
PRODUCT:	Literature Review (or component)		
FORMAT:	This is an individual assignment. You will be required to undertake a review of current literature, and provide a synthesis on the causes of youth crime.		
CRITERIA:	No.		Learning Outcome assessed
	1	Application of knowledge	1 2
	2	Critical thinking, analysis, and reasoning	3
	3	Structure and scholarly writing	5
	4	Presentation and academic referencing	5
GENERIC SKILLS:	Communication, Problem solving, Information literacy		

All - Assessment Task 2: Policy Brief

GOAL:	The goal of this task is to critically analyse the role of restorative justice conferencing in addressing youth crime, and to present evidence and recommendations to a non-specialised audience.		
PRODUCT:	Written Piece		
FORMAT:	This is an individual assignment. Your policy brief should be evidence-informed and presented succinctly as a tool to persuade the target audience of your key messages and recommendations.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Application of knowledge	1 4
	2	Critical thinking, analysis and reasoning	3 4
	3	Structure and scholarly writing	5
	4	Presentation and academic referencing	5
GENERIC SKILLS:	Communication, Problem solving, Information literacy		

All - Assessment Task 3: Case assessment and intervention plan

GOAL:	The goal of this task is to apply your knowledge, critical thinking and problem solving skills to a case example.				
PRODUCT:	Artefact - Professional				
FORMAT:	This is an individual assignment. It requires you to engage with a case study of a young person involved with the criminal justice system, and conduct a brief assessment that informs an intervention plan. The case study will be provided during semester.				
CRITERIA:	No.		Learning Outcome assessed		
	1	Application of knowledge	1	2	4
	2	Critical analysis and reasoning	3		
	3	Presentation, structure and scholarly writing	5		
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy				

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. 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 Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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.

10.7. 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.

10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au