

COURSE OUTLINE

CRM308

Diversity, Crime and Justice

School: School of Law and Society

2026 | Trimester 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

Individuals in contact with the Criminal Justice System (CJS) come from diverse backgrounds with unique risks and needs. To be effective, CJS responses must be tailored to meet this diversity. This course exposes students to the complex intersections between different populations and the CJS, explores how these disparities are explained and considers current advances in practice to meet these diverse needs. Patterns of offending and victimisation, prosecution and criminalisation, and issues of prevention and victim support are explored in local and international contexts.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – Asynchronous online learning materials | 1hr | Week 1 | 11 times |
| Tutorial/Workshop 1 – 2 hour tutorials | 2hrs | Week 2 | 11 times |
| ONLINE | | | |
| Learning materials – Asynchronous online learning materials | 1hr | Week 1 | 11 times |
| Tutorial/Workshop 1 – 2 hour online tutorials | 2hrs | Week 2 | 11 times |

1.3. Course Topics

- Understanding and responding to diversity
- Culturally safe and responsive practice
- First Nations Peoples
- Cultural and linguistic diversity
- Gender
- Gender identity and sexual orientation
- Age and developmental considerations
- Mental / physical abilities and characteristics
- (There may be mature content across all course topics)

1.4. Mature Content

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... |
| <ul style="list-style-type: none">1 Identify and describe some of the key vulnerabilities and challenges faced by diverse groups within the CJS. | Knowledgeable |
| <ul style="list-style-type: none">2 Critically assess the importance of responsiveness and its impacts on subgroups and individuals within the CJS. | Knowledgeable Creative and critical thinker |
| <ul style="list-style-type: none">3 Develop critical awareness of historical and current responses to diverse groups within CJS institutions and of how mainstream criminology theory addresses this diversity. | Creative and critical thinker |
| <ul style="list-style-type: none">4 Integrate, analyse and apply models and principles that inform responsive practice to diverse groups within the CJS. | Knowledgeable Creative and critical thinker Empowered Ethical |
| <ul style="list-style-type: none">5 Build cultural awareness and develop a plan for building the skills for culturally responsive practice | Knowledgeable Creative and critical thinker Empowered Ethical |
| <ul style="list-style-type: none">6 Build academic skills in research and communication | Knowledgeable |

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

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

CRM202

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 activities will be undertaken in preparation for Assessment Task 1. This will include experiential learning activities, discussion of assessment task, and 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 | Oral | Individual | 25% | 10 minutes | Week 5 | Online Submission |
| All | 2 | Essay | Individual | 35% | 2,500 words | Week 9 | 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: Multimedia-based recorded presentation

| | | |
|------------------------|--|----------------------------------|
| GOAL: | The goal of this assessment is to demonstrate your understanding of why it is important to tailor criminal justice system responses to meet diversity, by producing a multimedia-based recorded presentation. You will use a case example, selected from a news article published in the last year, to demonstrate your understanding. | |
| PRODUCT: | Oral | |
| FORMAT: | This task should be completed individually. You are required to produce a pre-recorded presentation. You are required to use the presentation to demonstrate your understanding of diversity and explore the reasons why understanding and responding to diversity is crucial to an effective criminal justice system. More information will be provided in tutorials and on Canvas to help you prepare your presentation. | |
| CRITERIA: | <p>No.</p> <p>1 Knowledge and understanding.</p> <p>2 Application to a selected case study.</p> <p>3 Quality and creativity of presentation to convey key messages.</p> <p>4 Oral communication skills.</p> | Learning Outcome assessed |
| GENERIC SKILLS: | Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy | |

All - Assessment Task 2: Essay

| | | |
|------------------------|--|---|
| GOAL: | The goal of this assessment task is to synthesise key learnings from an online cultural awareness training program and course materials, and to apply this knowledge to promote improved engagement with, and outcomes for, First Nations Peoples within the Criminal Justice System. | |
| PRODUCT: | Essay | |
| FORMAT: | You are to produce an essay in two parts. In the first part of the essay will you critically discuss key vulnerabilities and challenges faced by First Nations Peoples in the criminal justice system, and some of the strategies for addressing these challenges and improving engagement with, and outcomes for, this population. In the second part of your essay, you will discuss culturally safe and responsive practice, including reflecting on and building a plan to develop your capacity for working respectfully and effectively with First Nations Peoples in the criminal justice system. Students are required to complete the task using Cadmus. | |
| CRITERIA: | No. 1 Knowledge and understanding. 2 Critical thinking, analysis and reasoning. 3 Academic writing and research. | Learning Outcome assessed 1 3 5 2 3 4 5 6 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation | |

All - Assessment Task 3: Exam

| | | |
|------------------------|---|---|
| GOAL: | This end-of-trimester exam allows you to demonstrate your knowledge and understanding of course materials covered throughout the trimester. | |
| PRODUCT: | Examination - Centrally Scheduled | |
| FORMAT: | This is an online open-book exam in which you are required to respond to essay questions. The exam draws from course material covered throughout the trimester (weeks 1-12). You will have two hours available to complete this exam. | |
| CRITERIA: | No. 1 Systematic presentation of relevant knowledge and application of course materials. 2 Knowledge and understanding 3 Academic writing | Learning Outcome assessed 1 2 3 4 5 1 2 3 4 6 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation, Applying technologies, 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

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 | EDITION | PUBLISHER |
|-----------|--|------|--|---------|------------------|
| Required | Alex Workman,Ranya Kaddour,Patricia M. Griffin | 2023 | Culture, Diversity, and Criminal Justice | n/a | Taylor & Francis |

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](#) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](#) 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](#) 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