



# CRIM11002 *Criminal Justice Procedure and Analysis*

## Term 1 - 2020

Profile information current as at 02/05/2024 03:23 pm

All details in this unit profile for CRIM11002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit introduces you to the investigation of crime within the framework of Australian law. The social role of policing and the structure of police services are examined in depth, particularly in the context of ethics and oversight mechanisms. The historical transformations of police services are explored in order to understand the evolving nature of policing as social demands and relevant technologies also change. The scope of the power of investigation, the discretion whether or not to prosecute and the criminal adjudicatory process are considered. This unit also introduces the tools used to analyse crime and how such analysis informs decisions and interventions in the criminal justice system.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2020

- Online
- Rockhampton
- Townsville

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Written Assessment**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student evaluations

##### Feedback

Some students reported they would prefer a text book

##### Recommendation

Although some students indicate they would like a text book, many cannot afford a textbook. We will set an optional textbook for additional reading plus develop the second iteration of the study guides to fill some more of the knowledge and skills that students require.

#### Feedback from Student evaluations

##### Feedback

Some students reported this unit provided them with a good understanding of the criminal justice system and the knowledge gained from this unit will be useful throughout the course and after graduation .

##### Recommendation

We will use students feedback to ensure we provide our students with the necessary knowledge to equip them to work within the Criminal Justice System.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Analyse police organisations and practice in order to critique how the law governs the procedures for investigation of crime
2. Explain how the criminal law balances the rights of the individual and the State
3. Discuss the links between criminal theories and models of criminal analysis
4. Identify patterns in criminal data and the appropriate response for crime prevention.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•	•	
2 - Written Assessment - 40%				•
3 - Written Assessment - 30%	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence				
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•	•	•	•						
2 - Written Assessment - 40%	•	•	•	•						
3 - Written Assessment - 30%	•	•	•							

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Scott Beattie** Unit Coordinator

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**Masahiro Suzuki** Unit Coordinator

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## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	Richards J. (2010, December 29). <i>Native Police</i> , Retrieved from <a href="http://www.qhatlas.com.au/content/native-police">http://www.qhatlas.com.au/content/native-police</a> .	No events

### Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Police structure	Bayley, D. H. (1979). Police function, structure, and control in Western Europe and North America: Comparative and historical studies. <i>Crime and Justice</i> , 1, 109-144. <a href="https://www.journals.uchicago.edu/doi/10.1086/449060?mobileUi=0&amp;">https://www.journals.uchicago.edu/doi/10.1086/449060?mobileUi=0&amp;</a> Ransely, J. & Mazerolle, L. (2009). Policing in an era of uncertainty. <i>Police Practice and Research</i> , 20(4), 365-381. <a href="https://www.tandfonline.com/doi/full/10.1080/15614260802586335">https://www.tandfonline.com/doi/full/10.1080/15614260802586335</a> . Stenning, P. (2000). Powers and Accountability of Private Police, <i>European Journal on Criminal Policy and Research</i> , 8, 325-353. <a href="https://link.springer.com/article/10.1023/A:1008729129953">https://link.springer.com/article/10.1023/A:1008729129953</a> .	No events

### Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Police powers	Queensland Government (2000). Police Powers and Responsibilities Act 2000. <a href="https://www.legislation.qld.gov.au/view/html/inforce/current/act-2000-005">https://www.legislation.qld.gov.au/view/html/inforce/current/act-2000-005</a> . Farmer, C. (2017). Upholding whose right? Discretionary police powers to punish, collective 'pre-victimisation' and the dilution of individual rights. <i>Australian and New Zealand Journal of Criminology</i> , 5(4), 493-509. <a href="https://journals.sagepub.com/doi/full/10.1177/0004865816660351">https://journals.sagepub.com/doi/full/10.1177/0004865816660351</a> . McElhone, M. (2017). 'Now they're extraordinary powers': Firearms prohibition orders and warrantless search powers in New South Wales. <i>Current Issues in Criminal Justice</i> , 28(3), 329-338. <a href="https://www.tandfonline.com/doi/abs/10.1080/10345329.2017.12036078">https://www.tandfonline.com/doi/abs/10.1080/10345329.2017.12036078</a> . Walsh, T. & Taylor, M. (2007). 'You're Not Welcome Here': Police move-on powers and discrimination law. <i>University New South Wales Law Journal</i> , 30(1), 151-173. <a href="http://www.unswlawjournal.unsw.edu.au/article/youre-not-welcome-here-police-move-on-powers-and-discrimination-law/">http://www.unswlawjournal.unsw.edu.au/article/youre-not-welcome-here-police-move-on-powers-and-discrimination-law/</a> .	No events

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Police accountability	The Fitzgerald Inquiry (1989). <a href="https://www.ccc.qld.gov.au/about-us/our-history/fitzgerald-inquiry">https://www.ccc.qld.gov.au/about-us/our-history/fitzgerald-inquiry</a> . Chan, J. (1999). Governing police practice: limits of the new accountability. <i>The British Journal of Sociology</i> , 50(2), 251-270. <a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-4446.1999.00251.x">https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-4446.1999.00251.x</a> . Porter, L. & Warrender, C. (2009). A multivariate model of police deviance: examining the nature of corruption, crime and misconduct. <i>Policing &amp; Society</i> , 19(1), 79-99.	No events

### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Criminal offences	<i>Qld Criminal Code Act</i> (1899). <a href="https://www.legislation.qld.gov.au/view/html/inforce/current/act-1899-009">https://www.legislation.qld.gov.au/view/html/inforce/current/act-1899-009</a> . Loughnan, A. (2010). Drink spiking and rock throwing: The creation and construction of criminal offences in the current era. <i>Alternative Law Journal</i> , 35(10), 18-21. <a href="https://journals.sagepub.com/doi/pdf/10.1177/1037969X1003500104">https://journals.sagepub.com/doi/pdf/10.1177/1037969X1003500104</a> .	<b>Assessment item 1</b> Essay plan Due: Week 5 Friday (10 April 2020) 9:00 am AEST  <b>Essay plan</b> Due: Week 5 Friday (10 Apr 2020) 9:00 am AEST

### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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No topic

No chapter

No events

**Week 6 - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Criminal trial	<p>Colvin, E. (2017). Bail justices in Victoria: Perceptions and experiences. <i>Current Issues in Criminal Justice</i>, 29(2), 123-136. <a href="https://www.tandfonline.com/doi/abs/10.1080/10345329.2017.12036091">https://www.tandfonline.com/doi/abs/10.1080/10345329.2017.12036091</a>.</p> <p>Langford, I. (2009). Fair trial: The history of an idea. <i>Journal of Human Rights</i>, 8(1): 37-52, <a href="https://www.tandfonline.com/doi/full/10.1080/14754830902765857">https://www.tandfonline.com/doi/full/10.1080/14754830902765857</a>.</p> <p>Paterson, J. M., van Golde, C., Devery, C. Cowdery, N. &amp; Kemp, R. (2018). iWitnessed: Capturing contemporaneous accounts to enhance witness evidence, <i>Current Issues in Criminal Justice</i>, 29(3), 273-281. <a href="https://www.tandfonline.com/doi/abs/10.1080/10345329.2018.12036102">https://www.tandfonline.com/doi/abs/10.1080/10345329.2018.12036102</a>.</p>	No events

**Week 7 - 27 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Defences	<p>Green, J. (1989). A provocation defence for battered women who kill. <i>Adelaide Law Review</i>, 12(2), 145-163. <a href="http://www8.austlii.edu.au/cgi-bin/viewdoc/au/journals/AdellawRw/1989/10.html">http://www8.austlii.edu.au/cgi-bin/viewdoc/au/journals/AdellawRw/1989/10.html</a>.</p> <p>O'Donovan, K. (1991). Defences for battered women who kill. <i>Journal of Law and Society</i>, 18(2), 219-240. <a href="https://heinonline.org/HOL/Page?iname=&amp;public=false&amp;collection=journals&amp;handle=hein/journals/jlsocv18&amp;men_hide=false&amp;men_tab=toc&amp;kind=&amp;page=219">https://heinonline.org/HOL/Page?iname=&amp;public=false&amp;collection=journals&amp;handle=hein/journals/jlsocv18&amp;men_hide=false&amp;men_tab=toc&amp;kind=&amp;page=219</a>.</p>	<p><b>Assessment item 2</b> Short essays Due: Week 7 Friday (1 May 2020) 9:00 am AEST</p> <p><b>Short essays</b> Due: Week 7 Friday (1 May 2020) 9:00 am AEST</p>

**Week 8 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Sentencing	<p>Queensland Sentencing Advisory Council (2019). Sentencing Spotlights. <a href="https://www.sentencingcouncil.qld.gov.au/research/sentencing-spotlight">https://www.sentencingcouncil.qld.gov.au/research/sentencing-spotlight</a>.</p> <p>Thorburn, H. &amp; Weatherburn, D. (2018). Effect of Indigenous status on sentence outcomes for serious assault offences. <i>Australian &amp; New Zealand Journal of Criminology</i>, 51(3), 434-453. <a href="https://journals.sagepub.com/doi/full/10.1177/0004865817748179">https://journals.sagepub.com/doi/full/10.1177/0004865817748179</a>.</p> <p>Ellis, S., Gately, N., Rogers, S. &amp; Horrigan, A. (2018). Give them a chance: Attitudes to sentencing young offenders in Western Australia. <i>Youth Justice</i>, 18(2), 169-187. <a href="https://journals.sagepub.com/doi/full/10.1177/1473225418791660">https://journals.sagepub.com/doi/full/10.1177/1473225418791660</a>.</p>	No events

**Week 9 - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Appealing sentences	<p>Atkins, B. M. (1991). Party capability theory as an explanation for intervention behaviour in the English Court of Appeal. <i>American Journal of Political Science</i>, 35(4), 881-903. <a href="https://www.jstor.org/stable/2111498?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/2111498?seq=1#metadata_info_tab_contents</a>.</p> <p>Corns, C. (2018). Leave to appeal in criminal cases: The Victorian model. <i>Current Issues in Criminal Justice</i>, 29(1): 39-56. <a href="https://www.tandfonline.com/doi/abs/10.1080/10345329.2017.12036084">https://www.tandfonline.com/doi/abs/10.1080/10345329.2017.12036084</a>.</p> <p>Songer, D. R. &amp; Sheehan, R. S. (1992). Who wins on appeal? Upperdogs and underdogs in the United States Courts of Appeal. <i>American Journal of Political Science</i>, 36(1), 235-258. <a href="https://www.jstor.org/stable/2111431?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/2111431?seq=1#metadata_info_tab_contents</a>.</p>	No events

**Week 10 - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Justice and injustice	<p>Walker, J. &amp; McDonald, D. (1995). The over-representation of Indigenous people in custody in Australia. <i>Trends &amp; Issues in Crime and Criminal Justice</i>, 47: 1-6. <a href="https://aic.gov.au/publications/tandi/tandi47">https://aic.gov.au/publications/tandi/tandi47</a>.</p> <p>Diemer, K. Ross, S., Humphreys, C. &amp; Healey, L. (2016). A 'double edged sword': Discretion and compulsion in policing in domestic violence. <i>Police Practice and Research</i>, 18(4): 339-35. <a href="https://www.tandfonline.com/doi/full/10.1080/15614263.2016.1230853">https://www.tandfonline.com/doi/full/10.1080/15614263.2016.1230853</a>.</p> <p>Murphy, K. &amp; Cherney, A. (2012). Understanding cooperation with police in a diverse society. <i>British Journal of Criminology</i>, 52(1): 181-201. <a href="https://academic.oup.com/bjc/article/52/1/181/373099">https://academic.oup.com/bjc/article/52/1/181/373099</a>.</p>	No events

**Week 11 - 25 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Corrections	<p>The Howard League (2007). The Principles and limits of the penal system. London, UK: The Howard League. <a href="https://howardleague.org/publications/the-principles-and-limits-of-the-penal-system/">https://howardleague.org/publications/the-principles-and-limits-of-the-penal-system/</a>.</p> <p>White, R. (2004). Community corrections and restorative justice. <i>Current Issues in Criminal Justice</i>, 16(1), 42-56. <a href="https://www.tandfonline.com/doi/abs/10.1080/10345329.2004.12036304">https://www.tandfonline.com/doi/abs/10.1080/10345329.2004.12036304</a>.</p> <p>Wood, W. R. (2015). Why restorative justice will not reduce incarceration. <i>British Journal of Criminology</i>, 55(5), 883-900. <a href="https://academic.oup.com/bjc/article/55/5/883/478399">https://academic.oup.com/bjc/article/55/5/883/478399</a>.</p>	<p><b>Assessment item 3</b> Academic essay Due: Week 11 Friday (29 May 2020) 9:00 am AEST</p> <p><b>Academic essay</b> Due: Week 11 Friday (29 May 2020) 9:00 am AEST</p>

**Week 12 - 01 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Review - Bringing it altogether	No chapter	No events

**Review/Exam Week - 08 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic

No topic

No chapter

No events

## Exam Week - 15 Jun 2020

Module/Topic

Chapter

Events and Submissions/Topic

No topic

No chapter

No events

## Assessment Tasks

### 1 Essay plan

#### Assessment Type

Written Assessment

#### Task Description

This is an individual assignment that requires you to write an essay plan of 700 words +/- 10%. You need to complete the template provided to plan your essay. You will have to choose one of the three essay questions provided: (1) Longer (harsher) sentencing is effective in preventing recidivism, (2) Mandatory arrest by police is effective in preventing domestic violence, and (3) Rehabilitation should be the driving force of punishment. You will then need to provide three main grounds to support your position. You need to offer at least two pieces of supporting evidence for each of your ground.

#### Assessment Due Date

Week 5 Friday (10 Apr 2020) 9:00 am AEST

#### Return Date to Students

Week 7 Friday (1 May 2020)

#### Weighting

30%

#### Assessment Criteria

This assignment will be assessed by four criteria. The first is argument/reasoning, in which you will be assessed by whether you provide relevant key grounds for your position, whether you support points with evidence, whether you provide logical reasoning linking evidence to grounds, and whether you mount a coherent argument. The second is content/sources, in which you will be assessed by whether you use relevant evidence/sources, whether you use quality academic sources, whether you refer to a sufficient range of key references and sources, and whether you provide details of what these sources did/found. The third is structure/focus, in which you will be assessed by whether you use the template appropriately, whether you consistently present grounds and position, and whether you plan directly address the question and takes a position. The fourth is referencing and presentation, in which you will be assessed by whether you provide in-text referencing for all arguments, whether you provide a complete list of references, and whether you use correct APA style.

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Online

#### Learning Outcomes Assessed

- Analyse police organisations and practice in order to critique how the law governs the procedures for investigation of crime
- Explain how the criminal law balances the rights of the individual and the State
- Discuss the links between criminal theories and models of criminal analysis

#### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

### 2 Short essays

#### Assessment Type

Written Assessment

**Task Description**

You need to answer three of four questions provided: (1) Colonisation has impacted Indigenous peoples around the world. In Queensland, our Indigenous peoples make up 95% of our incarcerated youth. Explain how the effects of colonisation can help explain these incarceration rates. (2) In recent time, we have seen more specialised courts such as Domestic Violence, Drug and Indigenous Courts. What are the advantages and disadvantages of specialty courts? You may focus one specialised court. (3) The Australian criminal court is adversarial. Discuss the strengths and weaknesses of the adversarial system. (4) Victims of crime and other stakeholders often criticise judicial decisions. Discuss the advantages and the disadvantages when somebody accused of murder receives a lesser charge of manslaughter because they were provoked to kill? You will then need to write a 500-word response to each question (+/- 10%). Your total word count should be 1500 words )+/- 10%).

**Assessment Due Date**

Week 7 Friday (1 May 2020) 9:00 am AEST

**Return Date to Students**

Week 9 Friday (15 May 2020)

**Weighting**

40%

**Assessment Criteria**

This assessment will be assessed by four criteria. The first is structure and argument, in which you will be assessed whether you directly address the question, whether you break questions into parts and respond to each, whether you mount a coherent and logical argument, whether you integrate information from various sources, and whether you support arguments with references. The second is content, in which you will be assessed by whether you explain all relevant key terms and concepts, whether you provide a concise overview of the topic, whether you refer to sufficient range of key references, whether you draw explicit links with key literature, and whether you use relevant examples. The third is referencing, in which you will be assessed by whether you provide in-text referencing for all arguments, whether you appropriately paraphrase source materials, whether you provide a complete list of references, and whether you use correct APA style. The fourth is presentation, in which you will be assessed by whether you have a clear and readable in formatting and presentation, whether your essay is clear and readable in terms of written expression, and whether you conform with the word length requirement.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Identify patterns in criminal data and the appropriate response for crime prevention.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

### 3 Academic essay

**Assessment Type**

Written Assessment

**Task Description**

You are required to write a 2000-word (+/- 10%) academic essay. You must choose one of the three questions provided.

**Assessment Due Date**

Week 11 Friday (29 May 2020) 9:00 am AEST

**Return Date to Students**

Exam Week Monday (15 June 2020)

**Weighting**

30%

**Assessment Criteria**

This assignment will be assessed by four criteria. The first is structure and argument, in which you will be assessed by whether Introduction defines the problem and summarises the argument, whether the essay directly addresses the



question, whether the essay follows the set plan, whether you break the question into parts and responds to each, whether you support points with evidence, whether you mount a coherent and logical argument, whether you integrate information from various sources, and whether Conclusion summarises claim, grounds and main issues. The second is content, in which you will be assessed by whether you explain all relevant key terms and concepts, whether you refer to sufficient range of academic references, whether you draw explicit links between key literature and the grounds, and whether show understanding of the topic. The third is referencing, in which you will be assessed by whether you provide in-text referencing for all arguments, whether you appropriately paraphrase source material, whether you provide a complete list of references, and whether you use correct APA style. The fourth is presentation, in which you will be assessed by whether your essay is clear and readable in formatting and presentation, whether your essay is clear and readable in terms of written expression, and whether your essay conforms with the word length requirement.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

No submission method provided.

### **Learning Outcomes Assessed**

- Analyse police organisations and practice in order to critique how the law governs the procedures for investigation of crime
- Explain how the criminal law balances the rights of the individual and the State
- Discuss the links between criminal theories and models of criminal analysis
- Identify patterns in criminal data and the appropriate response for crime prevention.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem