



CRIM11002 Criminal Justice Procedure and Analysis

Term 1 - 2020

Profile information current as at 18/05/2024 03:41 am

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

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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 http://www.qhatlas.com.au/content/native-police .	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. https://www.journals.uchicago.edu/doi/10.1086/449060?mobileUi=0& Ransely, J. & Mazerolle, L. (2009). Policing in an era of uncertainty. <i>Police Practice and Research</i> , 20(4), 365-381. https://www.tandfonline.com/doi/full/10.1080/15614260802586335 . Stenning, P. (2000). Powers and Accountability of Private Police, <i>European Journal on Criminal Policy and Research</i> , 8, 325-353. https://link.springer.com/article/10.1023/A:1008729129953 .	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. https://www.legislation.qld.gov.au/view/html/inforce/current/act-2000-005 . 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. https://journals.sagepub.com/doi/full/10.1177/0004865816660351 . 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. https://www.tandfonline.com/doi/abs/10.1080/10345329.2017.12036078 . 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. http://www.unswlawjournal.unsw.edu.au/article/youre-not-welcome-here-police-move-on-powers-and-discrimination-law/ .	No events

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Police accountability	The Fitzgerald Inquiry (1989). https://www.ccc.qld.gov.au/about-us/our-history/fitzgerald-inquiry . Chan, J. (1999). Governing police practice: limits of the new accountability. <i>The British Journal of Sociology</i> , 50(2), 251-270. https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-4446.1999.00251.x . Porter, L. & Warrender, C. (2009). A multivariate model of police deviance: examining the nature of corruption, crime and misconduct. <i>Policing & 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). https://www.legislation.qld.gov.au/view/html/inforce/current/act-1899-009 . 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. https://journals.sagepub.com/doi/pdf/10.1177/1037969X1003500104 .	Assessment item 1 Essay plan Due: Week 5 Friday (10 April 2020) 9:00 am AEST Essay plan 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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Week 6 - 20 Apr 2020**Week 7 - 27 Apr 2020****Week 8 - 04 May 2020****Week 9 - 11 May 2020****Week 10 - 18 May 2020****Week 11 - 25 May 2020****Week 12 - 01 Jun 2020**Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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 on 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