



Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	CRIME TO PUNISHMENT: PROCESSES AND INSTITUTIONS
Unit ID:	CRJUS1285
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(ATSGC1284 and CRJUS1284)
ASCED:	099903

Description of the Unit:

In this unit students analyse and evaluate the challenges confronting the primary criminal justice institutions including police, courts and corrections. Students explore the key debates and tensions in the administration of justice. The unit examines state and federal police agencies, criminal courts, sentencing options and outcomes, punishment and corrections, diversionary and community-based initiatives. It asks, among other things, whether current approaches to the administration of criminal justice reflects the values and expectations of society.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate						
Advanced						

Learning Outcomes:

Knowledge:

- K1.** Explore the changes over time in the main criminal justice agencies in Australia.
- K2.** Identify and analyse the various tiers in the criminal justice process, with a particular focus on exploring community crime prevention alternatives and considering key debates, issues and perspectives in the response to criminal offending.
- K3.** Examine contemporary approaches to the administration of criminal justice and question whether the needs of various communities are met, the position of victims of crime, and measures to rehabilitate perpetrators of crime.

Skills:

- S1.** Analyse the diverse responses by criminal justice agencies to the types and prevalence of crime with a particular focus on contemporary scholarly research.
- S2.** Express substantiated and reasoned expositions and arguments concerning the merits of various responses to crime in both an Australian and an international context, and the possibility of both positive and negative impacts of policy and operational decisions.
- S3.** Summarise relevant key themes, issues and debates concerning contemporary criminal justice actions.
- S4.** Read, comprehend, paraphrase ideas
- S5.** Formulate an argument based on synthesis of disparate resources / ideas on a topic
- S6.** Identify relevant peer reviewed articles

Application of knowledge and skills:

- A1.** Apply critical thinking to key debates concerning responses by criminal justice agencies to offending.
- A2.** Utilise and integrate relevant conceptual frameworks in analysing the range and diversity of different responses to offending behaviour.
- A3.** Identify links and tensions between issues, debates, concepts and perspectives in criminal justice.

Unit Content:

Key concepts surrounding the criminal justice system in action of criminal justice, incorporating a wide diversity of issues, debates, concepts and perspectives of institutional responses may include:

Topics may include:

- Overview of the criminal justice process from crime to punishment
- How laws are made and changed
- The historical development of law enforcement and the evolution of police administration
- Police in Australia and the nature of police work
- The criminal court system and legal traditions: Key stages in decision-making in the criminal courts
- Judicial decisions and sentencing
- Punishment and penalty and the role of prisons
- The crisis in prisons and the contemporary penal system life behind bars
- Other forms of punishment: parole, probation, community based sentencing
- Crime prevention

- Failures of justice
- Criminal justice system: issues debates and trends.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2; K3; S1 S2;A1; A2; A3; S5	AT1,AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2; K3; S2; A1; A2	AT2,AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2; K3; S1;S2 S3; A1;A2;A3	AT1,AT2,AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1; K2;K3;S1;S2;S3 A2;A3	AT1; AT2;AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2;K3;S1;S2;A1;A2;A3	AT1, AT2,AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1; S3; A1; K3	Learning Portfolio (various small learning tasks from week 2-10)	Written pieces, reflections, online quizzes	20-40%
K1; K3; K2; S1;S4; S6	Research and analyse articles on a given contemporary criminal justice debate and develop an annotated bibliography	Annotated Bibliography	20-40%
S1; A1; A2; A3; K2; K3; S2; S3; S5	Discussion of contemporary criminal justice debates	Written piece	30-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven

criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)