

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

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.

Course Level:

| Level of Unit in Course | AQF Level of Course | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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:

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

10. Crime prevention
11. Failures of justice
12. Criminal justice system: issues debates and trends.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|---|--|---|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 1 Interpersonal | Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. | Not applicable | Not applicable |
| FEDTASK 2 Leadership | Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> Creating a collegial environment Showing self-awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative | Not applicable | Not applicable |
| FEDTASK 3 Critical Thinking and Creativity | Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving. | Not applicable | Not applicable |
| FEDTASK 4 Digital Literacy | Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> Finding, evaluating, managing, curating, organising and sharing digital information Collating, managing, accessing and using digital data securely Receiving and responding to messages in a range of digital media Contributing actively to digital teams and working groups Participating in and benefiting from digital learning opportunities. | Not applicable | Not applicable |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|--|---|---|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 5 Sustainable and Ethical Mindset | Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. | Not applicable | Not applicable |

Learning Task and Assessment:

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

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)