

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	PUNISHMENT, PENALTY AND REHABILITATION
<b>Unit ID:</b>	CRJUS2300
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(CRJUS1283 and CRJUS1284) OR (CRJUS1285 and CRJUS1287) OR (ATSGC1283 and ATSGC1284)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(CRJUS2200)
<b>ASCED:</b>	099903

## Description of the Unit:

This unit will consider the principles, purposes and trends of sentencing; public attitudes to sentencing; sentencing options; the role of parliament; advantages and disadvantages of incarceration; the prison as a total institution, community based corrections (probation, parole, other sanctions); social circumstances and characteristics of offenders; long term supervision of offenders; privatisation of prisons; penology trends. It will also explore visual portrayals of punishment and penalty in the media and in popular culture. This unit will examine alternatives to traditional criminal justice processes and agencies, exploring the role and impact of Legal Aid, Community Legal Centres and other NGOs; law reform and campaigns in Australia; diversion programs (before and amidst the criminal justice system); restorative justice; and justice reinvestment.

**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

**Course Level:**

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

**Learning Outcomes:**
**Knowledge:**

- K1.** Critically examine the role of the courts, parliament, media and the citizenry in sentencing decisions.
- K2.** Identify and analyse a range of contemporary sentencing and penalty issues, considering key debates, issues and scholarly perspectives.
- K3.** Identify and critique the advantages and disadvantages of a range of sentencing outcomes and analyse their impact on individuals and society.
- K4.** Critically assess the array of alternative corrections and sentencing responses options by the institutions of the State, other organisations and individuals.

**Skills:**

- S1.** Critically assess various debates centred on corrections and sentencing.
- S2.** Apply diverse theories of sentencing, penalty and punishment with a particular emphasis on Australia.
- S3.** Identify and critically compare various sentencing decision options.

**Application of knowledge and skills:**

- A1.** Apply skills in critical thinking to key debates concerning sentencing and corrections.
- A2.** Utilise and integrate relevant conceptual frameworks in analysing sentencing decision making and outcomes using higher order critical thinking skills.
- A3.** Identify links and tensions between issues, debates, concepts and perspectives.

**Unit Content:**

Topics may include:

- Principles, purposes and trends of sentencing
- Public attitudes to sentencing. Existing sentencing options
- The role of parliament
- Advantages and disadvantages of incarceration
- The prison as a total institution
- Community based corrections (probation, parole, other sanctions)
- Social circumstances and characteristics of offenders
- Long term supervision of offenders
- Privatisation of prisons
- Penology trends
- Justice reinvestment and restorative justice
- Visual portrayals of punishment and penalty in the media and in popular culture
- Alternatives to traditional criminal justice processes and agencies.

### 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.	K1,K2;K3;K4;S1;S2;S3;A1;A2	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.	K3;K4;S1;A1A2	AT1, 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.	K4;S3;A2	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;K4;S1;S3;A2	AT1, AT2, AT3 AT4
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;K4;S2;S3;A2	AT2,AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3, S1	Online quiz regarding weeks 1-3 content	Online quiz	10-20%
K1, S3, A3	Literature review about chosen sentencing and/or corrections issue	Literature review	30-40%
K2, K4, S2, S3, A1, A2, A3	Written response to a hypothetical situation centred on sentencing and/or correctional reform.	Reform paper	40-50%
S1, A1,A3	Students are required to engage in weekly peer discussions.	Participation in peer engagement	5-10%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)