**DAVID GAME COLLEGE**

**BTEC** **RQF** **HNC/D ASSESSMENT BRIEF**

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| **Course** | | **HND Public Services** | | |
| **Academic Year** | | **2022-2023** | | |
| **Unit Number & Unit Title** | | **Unit 33: Justice Punishment and Rehabilitation** | | |
| **Assignment Author** | | **Dr Kristina Ilieva** | | |
| **Assessors** | | **Chay Brut and Demetrius Fokas** | | |
| **Assignment Title** | | **Principles of justice, sentencing, and rehabilitation.** | | |
| **Date issued** | **May 2023** | **IV Name and Date** |  | |
| **Formative Submission Deadline** | | **Summative Submission Deadline** | | |
| **Group** | **Deadline** | **Group** | | **Deadline** |
| **M21** | **12 June 2023** | **S21** | | **28 July 2023** |

**Good Academic Practice**

DGHE considers an act of academic misconduct when a student attempts to benefit either themselves or another person by unfair or improper methods, regardless of whether it is intentional or unintentional.

Examples include:

•             Purchasing work and presenting it as your own.

•             Plagiarism is passing off someone else’s work as your own such as:

o   Using quotes without the use of quotation marks.

o   Using images produced by another person without acknowledgment.

o   Using data or ideas without acknowledgment.

o   Copying another person’s work.

o   Getting someone to help you write parts of your submission as if it were your own.

• Collusion is when two or more students work together without prior authorisation from the academic member of staff concerned (e.g. programme leader, lecturer etc.) to produce the same or similar piece of work and then attempting to present this entirely as their own individual submission.

It is important that you are clear about what you need to do for each assignment and how you can do it. If you are not sure about any rules regarding academic writing and referencing, guidance is available from many DGHE sources including Moodle, our Library and Study Skills Support teams and from your module leaders/personal tutor.

**ASSIGNMENT BRIEF AND GUIDANCE**

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| **Purpose of this assessment** |
| This unit has been designed for students to develop an understanding of how justice is achieved through appropriate and effective punishments being applied, including accredited rehabilitation programmes. Students will explore topics, including the different types of justice, the aims and purpose of sentencing, the range of sentencing options available, and the use of sentencing guidelines and rehabilitation programmes that are available for the treatment of offenders. The effectiveness of justice and punishment will also be assessed through the exploration of current key issues. |
| **Scenario** |
| **Choose ONE of the following scenarios and write a critical essay:**  **Scenario 1**  You are a volunteer for Freedom from Torture in London within the department of Asylum and Rights. The ethos of the department is to support asylum seekers. Many people think that once people fleeing torture arrive in the UK, they are safe and can get on with their lives, yet this is not the case. In the context of attacks on the rights of asylum seekers, you have been asked to write a critical paper answering the question: ‘*Does justice recognise borders?’*  **Scenario 2**  You are working as a research assistant for the Prison Reform Trust in London. Drawing on the recent report Bromley Briefings Prison Fackfile, you have been asked to write a paper critically evaluating if ‘*Prison is a dumping ground for those on the edge of society.’*  **Scenario 3**  You are the manager of the Made in Hackney plant-based community cookery school. As part of the ethos of your organisation you recognise that not being racist is not enough and that the black community has been failed in many ways by the wellbeing, health, and public services. Within your organisation and outside, you aim to eradicate structural and systemic racism. You want to develop the Black Lives Matter aspect of the organisation and you will write a critical evaluation on the topic of ‘*What’s wrong with prison reform and what are non-reformist reforms?’* |
| **Task 1** |
| Write an essay that critically evaluates the criminal justice process when it comes to achieving justice, punishment, and rehabilitation.  Points to consider for all scenarios are :   * Identify the key principles of justice (e.g. according to Rawls, Kant, or Arendt) and assess if they are applied in today’s criminal justice system, drawing on your particular scenario. * Briefly explore the aims of sentencing and then analyse if the criminal justice system (CJS) achieves a just society through sentencing and if this institution (CJS) is sufficient to achieve a just society. * Identify national policies or reforms and analyse a range of accredited programmes available for one of the following groups refugees (Scenario 1), people on the edge of society (Scenario 2), BAME communities (Scenario 3) to deliver a more just society. Discuss why they may be (in)effective. * Focus on contemporary issues we face, such as bordering regimes (Scenation 1), punishing those on the edge of society (Scenario 2), and structural racism (Scenario 3). Provide the context for these issues and how they changed in the past 10 years.   This provides evidence for **ALL** Learning Outcomes  Word count:3000-3500 |
| **Submission Format** |
| 3000-3500 word written essay submitted to the relevant submission link on Moodle by **28 July 2023.**  Make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings. |
| **Formative Task** |
| You have the opportunity to receive formative feedback by submitting a draft of your essay. This should **NOT** exceed 1,000 words.  This task is to be uploaded on the Module shell under the Link Formative Submission. The deadline for the task is **12 June 2023** |

**The current Assignment Brief covers the following Learning Outcomes**

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| **Grading Criteria** | | | | | |
| **Learning Outcomes** | **Pass** | **Merit** | **Distinction** | **Task No.** | **Evidence** |
| **LO1**  Investigate the types and principles of justice | **P1** Illustrate the types and principles of justice. | **M1**  Assess the principles of justice that are applied in today’s criminal justice process. | **LO1, LO2 and LO3**  **D1**  Critically evaluate how justice is achieved through appropriate sentencing being applied by criminal courts. | Task 1 | This task allows the learner to engage in a variety of debates concerning how justice is best achieved, how effective rehabilitation programmes are and how public services can respond to contemporary issues such as austerity. |
| **LO2**  Explore the aims and types of punishment | **P2**  Explore the aims of sentencing and the guidelines that are in place to make sentencing decisions.  **P3**  Compare the different types of sentence that can be applied by the criminal courts. | **M2**  Apply sentencing guidelines to a particular case example to analyse how the sentencing decision was reached and the aims that were being achieved. |
| **LO3**  Identify the rehabilitation options available for the treatment of offenders | **P4** Review a range of accredited programmes that are available for the treatment of offenders. | **M3**  Analyse a range of accredited programmes in depth, making reference to the evidence base for it, the target population, and its effectiveness. |  |  |  |
| **LO4**  Investigate how the public services ensure that justice, punishment and rehabilitation is carried out effectively. | **P5**  Explore a range of current issues that relate to effective justice, sentencing and rehabilitation. | **M4**  Analyse how the key current issues relating to justice, punishment and rehabilitation have changed over the past ten years. | **LO4**  **D2**  Evaluate how effective the public services are in delivering effective justice, punishment and rehabilitation by responding to current and emerging issues. |  |  |

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| Student Achievements and Assessor Feedback |
| Student achievement and Assessor feedback for both formative and summative submissions will be recorded within Grademark Turnitin via Moodle and will be available for students to view as notified on Turnitin. Please use exclusively the grade classification below.  **Assessment Grading Scale**   |  |  |  | | --- | --- | --- | | **Grade Classification** | **Numeric Value (on Grademark)** | **Grade Listed As** | | Distinction | 75 | **D** | | Merit | 65 | **M** | | Pass | 45 | **P** | | Unclassified/ Referred | 35 | **U** | | Alleged Academic Misconduct | 0 | **SP** | |

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| **Student submission and declaration** |
| The following declaration will be inserted in the Turnitin link for both formative and summative submissions:  ‘I certify that by submitting the work for this assessment on Moodle (and via Turnitin) it is my own work and all research sources are fully acknowledged using the Harvard system of references. I certify that there are no personal or mitigating circumstances that have affected my work.’  By submitting such document, you acknowledge that your work is your own, and abides by the DGHE code of conduct, and Pearson regulations.  Please note that in case of academic malpractice DGHE reserves the right to decline to accept the work for assessment purposes, and/or conduct an investigation, which might result in an oral presentation, oral or written exam, or any other appropriate form of examination. Further information can be found in the academic integrity and misconduct policy, the assessment policy, and the student handbook. |

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| **Understanding what a command verb is** |
| Your assignment will always have a series of questions or points that you will need to address. The first step in successfully addressing your assignment questions is by understanding what your lecturer wants from you, and this means understanding the command verb of the question.  **What is a command verb?**  This is constituted by an imperative verb that gives you a specific instruction.  **What are the common command verbs your assignment has and what they mean?**  The following is not a complete list however, it can help you to understand what is expected of you.  **Explain** = to describe a situation in detail or present relevant facts. E.g. To say it’s a chair, it’s descriptive but not explanatory, to say it’s a wooden chair, made of mango woods, that has four legs, and an arm rest, is to explain.  **Assess** = to evaluate the relevance of something. E.g. To say Brexit is an important event in the UK, is factual but not evaluative. To say that the impact of Brexit on the automotive industry is yet to be determined, but a likely estimate situates a loss of manufacturing plants, and consequently jobs in the UK, is evaluative.  **Compare** = to measure how similar or different something is. E.g. To say that surrealism is different from cubism, is to state a fact. However, to state that while both movements are considered modern art, cubism popularised by Picasso, breaks down the subject matter and reassembles it in an abstract form, while surrealism, popularised by Salvador Dali, focuses on the subconscious mind and portrays everyday objects in a unfamiliar setting.  **Analyse** = to examine something in detail. E.g. To say that the UK judicial system is complex is too simple however, to say that the UK judicial system is complex due to historical reasons, and that has led to separate jurisdictions with one system for England and Wales, another for Scotland, and another for Northern Ireland. In England Wales at the lower instance you have the magistrate courts and tribunals, followed by the crown court, and the county court, high court and court of appeal (detailing what are the key functions for each of these and how the interrelate with one another, and for the other judiciary systems, and finalising with the UK Supreme Court is to analyse a subject).  Don’t forget you can always refer to your lecturer for other verbs not included here or your study skills tutor. |