CR4002D

Criminal Justice System

Essay assessment

Date for Submission: Please refer to the timetable on ilearn

(The submission portal on ilearn will close at 14:00 UK time on the date of submission)

Assignment Brief

As part of the formal assessment for the programme you are required to submit a Criminal Justice System assessment. Please refer to your Student Handbook for full details of the programme assessment scheme and general information on preparing and submitting assignments.

Learning Outcomes:

After completing the module, you should be able to:

1. Demonstrate a sound understanding of the structure and governance of the criminal justice system in England and Wales.
2. Demonstrate a sound understanding of the social divisions in criminal justice in terms of age, gender, class, 'race' and definitions of criminal justice and of the competing aims of the CJS.
3. Demonstrate the ability to analyse policy issues in relation to criminal justice.
4. Demonstrate the ability to apply effective information-gathering and literacy skills in researching and answering questions about criminal justice in England and Wales.
5. Understand and explain the implications of social change, including the value of building new skills and expertise to analyse emerging problems.

Guidance

Your assignment should include: a title page containing your student number, the module name, the submission deadline and the exact word count of your submitted document; the appendices if relevant; and a reference list in AU Harvard system(s). You should address all the elements of the assignment task listed below. Please note that tutors will use the assessment criteria set out below in assessing your work.

You must not include your name in your submission because Arden University operates anonymous marking, which means that markers should not be aware of the identity of the student. However, please do not forget to include your STU number.

Maximum word count: 3,000 words

Please refer to the full word count policy which can be found in the Student Policies section here: Arden University | Regulatory Framework

Please note the following:

Students are required to indicate the exact word count on the title page of the assessment.

The word count includes everything in the main body of the assessment (including in text citations and references). The word count excludes *numerical data in tables*, *figures, diagrams, footnotes, reference list and appendices. ALL other printed words ARE included in the word count.*

Please note that exceeding the word count by over 10% will result in a 10-percentage point deduction*.*

Assessment Task

This assessment is worth 100% of the total marks for the module.

You should answer any <u>one</u> question.

1.   The evidence is that people from ethnic minorities in the UK continue to suffer some level of discrimination from the police. How does this take place, why, and what can be done to reduce it?

2.   It is sometimes observed that the role of the police is not just to maintain social order, but to help change society. What evidence exists for this claim and to what extent is it true today?

3.   Assess the theoretical justifications and practical implications for reducing the use of imprisonment for women offenders in England and Wales; and the issues this would raise for the female prison system.

(3,000 words)
(100 marks)
(LOs 1-5)

Formative Feedback

You have the opportunity to submit drafts, essay plans etc. of part of the assessment up to a maximum of 1000 words to receive formative feedback.

The feedback is designed to help you develop areas of your work and it helps you develop your skills as an independent learner.

If you are a distance learning student, you should submit your work, by email, to your tutor, no later than 2 weeks before the actual submission deadline. If you are a blended learning student, your tutor will give you a deadline for formative feedback and further details.

Formative feedback will not be given to work submitted after the above date or the date specified by your tutor - if a blended learning student.

Referencing Guidance

You **MUST** underpin your analysis and evaluation of the key issues with appropriate and wide ranging academic research and ensure this is referenced using the AU Harvard system(s).

 Follow this link to find the referencing guides for your subject: Arden Library

Submission Guidance

Assignments submitted late will not be accepted and will be marked as a 0% fail.

Your assessment can be submitted as a single Word (MS Word) or PDF file, or, as multiple files.

If you chose to submit multiple files, you must name each document as the question/part you are answering along with your student number ie Q1 Section A STUXXXX. **If you wish to overwrite your submission or one of your submissions, you must ensure that your new submission is named exactly the same as the previous in order for the system to overwrite it.**

You must ensure that the submitted assignment is all your own work and that all sources used are correctly attributed. Penalties apply to assignments which show evidence of academic unfair practice. (See the Student Handbook which is available on the A-Z key information on iLearn.)

Level 4 is the first stage on the student journey into undergraduate study. At Level 4 students will be developing their knowledge and understanding of the discipline and will be expected to demonstrate some of those skills and competences. Students are expected to express their ideas clearly and to structure and develop academic arguments in their work. Students will begin to apply the theory which underpins the subject and will start to explore how this relates to other areas of their learning and any ethical considerations as appropriate. Students will begin to develop self-awareness of their own academic and professional development.

Grade	Mark Bands	Generic Assessment Criteria
First (1)	80%+	Outstanding performance which demonstrates the ability to analyse the subject area and to confidently apply theory whilst showing awareness of any relevant ethical considerations. The work shows an outstanding level of competence and confidence in managing appropriate sources and materials, initiative and excellent academic writing skills and professional skills (where appropriate). The work shows originality of thought.
	70-79%	Excellent performance which demonstrates the ability to analyse the subject and apply theory whilst showing some awareness of any relevant ethical considerations. The work shows a high level of competence in managing sources and materials, initiative and excellent academic writing skills and professional skills (where appropriate). The work shows originality of thought.
Upper second (2:1)	60-69%	Very good performance which demonstrates the ability to analyse the subject and apply some theory. The work shows a very good level of competence in managing sources and materials and some initiative. Academic writing skills are very good and expression remains accurate overall. Very good professional skills (where appropriate). The work shows some original thought.
Lower second (2:2)	50-59%	A good performance which begins to analyse the subject and apply some underpinning theory. The work shows a sound level of competence in managing basic sources and materials. Academic writing skills are good and Expression remains accurate overall although the piece may lack structure. Good professional skills (where appropriate). The work lacks some original thought.
Third (3)	40-49%	Satisfactory level of performance in which there are some omissions in understanding the subject, its underpinning theory and ethical considerations. The work shows a satisfactory use of sources and materials. Academic writing skills are limited and there are some errors in expression and the work may lack structure overall. There are some difficulties in developing professional skills (where appropriate). The work lacks original thought and is largely imitative.

Marginal Fail	30-39%	Limited performance in which there are omissions in understanding the subject, its underpinning theory and ethical considerations. The work shows a limited use of sources and materials. Academic writing skills are weak and there are errors in expression and the work may lack structure overall. There are difficulties in developing professional skills (where appropriate). The work lacks original thought and is largely imitative.
	29% and below	A poor performance in which there are substantial gaps in knowledge and understanding, underpinning theory and ethical considerations. The work shows little evidence in the use of appropriate sources and materials. Academic writing skills are very weak and there are numerous errors in expression.