Masters' in Applied Criminology and Police Management

Course Handbook 2015
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<tr>
<td>Professor Lawrence Sherman</td>
<td>Institute Director</td>
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<td>Dr Heather Strang</td>
<td>Police Course Director</td>
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<tr>
<td>Dr Barak Ariel</td>
<td>Supervisor &amp; Affiliated Lecturer</td>
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<td>Dr Geoff Barnes</td>
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<td>Sir Denis O’Connor</td>
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<td>Crispian Strachan</td>
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<td>Dr Justice Tankebe</td>
<td>Supervisor &amp; Lecturer</td>
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<tr>
<td>Lucinda Bowditch</td>
<td>Course Administrator</td>
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<tr>
<td>Glenn Garner</td>
<td>Deputy Course Administrator</td>
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<tr>
<td>Matt Skipper</td>
<td>IT Officer</td>
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**POLICE EXECUTIVE PROGRAMME CONTACT DETAILS**
Institute of Criminology
Sidgwick Avenue
Cambridge
CB3 9DA

Reception
Telephone: 01223 335360
Fax: 01223 335356

Radzinowicz Library of Criminology
Telephone: 01223 335386
Fax: 01223 335356
Email: crimlib@hermes.cam.ac.uk
Stuart Stone saf30@cam.ac.uk

Wolfson College
Barton Road
Cambridge
CB3 9BB

Porter's Lodge: 01223 335941
Accommodation Office: 01223 335914

Fitzwilliam College
Storey's Way
Cambridge
CB3 0DG

Porter's Lodge: 01223 332038
Accommodation Office: 01223 332050

Selwyn College
Grange Road
Cambridge
CB3 9DQ

Porter's Lodge: 01223 335846
Accommodation Office: 01223 669339
## COURSE AND SUBMISSION DATES FOR 2015

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<th>YEAR ONE</th>
<th>YEAR TWO</th>
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<td><strong>Course Dates:</strong></td>
<td><strong>Course Dates:</strong></td>
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<td><strong>Block A</strong> 23 March – 2 April 2015</td>
<td><strong>Block D</strong> 16 b- 27 March 2015</td>
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<td><strong>Block E</strong> 6 - 17 July 2015</td>
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<td><strong>Block F</strong> 21 - 25 September 2015</td>
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<td><strong>14 - 18 optional study week (Accommodation not included)</strong></td>
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<td><strong>Essay Submission Dates:</strong></td>
<td><strong>Essay Submission Dates:</strong></td>
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<td><strong>Essay 1</strong> 5 May 2015</td>
<td><strong>Methods</strong> 5 May 2015</td>
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<td><strong>Essay 2</strong> 4 August 2015</td>
<td><strong>Thesis</strong> 15 December 2015</td>
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<td><strong>Essay 3</strong> 13 October 2015</td>
<td><strong>15 December is also the last date for borrowing books from the library</strong></td>
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<td><strong>Board of Examiners and Viva Date:</strong></td>
<td><strong>Board of Examiners and Viva Date:</strong></td>
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<td>15 December 2015</td>
<td>15 February 2016</td>
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<td><em>(Essay 3 feedback will be circulated following this meeting)</em></td>
<td><em>(Theses feedback will be circulated following this meeting)</em></td>
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<tr>
<td><strong>Graduation Date:</strong> July 2016</td>
<td>Any student being called for a viva will be notified by 2 February 2016</td>
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<td>The main graduation will take place in July but it is possible to attend alternative graduation ceremonies.</td>
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<td><strong>Other Dates:</strong></td>
<td><strong>Other Important Dates:</strong></td>
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<tr>
<td>Submission date for Essay 4 will be 26 January 2016</td>
<td><strong>Block E:</strong> Data in hand for presentation</td>
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<td>Deadline for submitting thesis titles: 17 July 2015</td>
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<td><strong>2 November:</strong> Deadline for submitting thesis drafts to supervisors for comments</td>
<td>7 July - Draft Literature Review must be complete and submitted to supervisor</td>
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Welcome to the Master of Studies (M.St.) in Applied Criminology and Police Management and to the Institute of Criminology. We hope that you will enjoy your course. This Handbook contains useful information about the course, the Institute of Criminology, the assessment procedure, supervision and welfare, and general administration.

The Institute of Criminology was founded in 1959. It has a strong national and international reputation for academic excellence in both teaching and research. The staff have a wide range of interests and expertise in criminology and are willing to help in any way they can. The Institute’s library has one of the largest collections in the world on crime, deviance and related topics, including a wide selection of periodicals, pamphlets and publications of historical, as well as contemporary, interest. Course participants are encouraged to make full use of this valuable resource. The library staff are extremely knowledgeable about the organisation of the library and the publications held in it, and are willing to offer all the help you need.

The M.St. Degree in Applied Criminology and Police Management is designed to provide training for senior police officers in the study of crime and crime-related issues with a strong emphasis on evidence-based policy and practice. The programme is underpinned by several key concepts, including Targeting resources, Testing practices, and Tracking delivery of services. The programme helps students learn through continuing professional development, collaborative study, small group discussions and critical thinking. Participants on the M.St. programme are encouraged to reflect on, review and analyze past, current and future practice.

Students participating in the course can either exit after Year One with a Postgraduate Certificate or proceed to the full M.St. degree awarded to successful students at the end of Year Two.

Year One comprises three two-week formal residential blocks in Cambridge. The first block (A) is held around Easter each year. The second and third blocks (B and C) take place in July and September. There are some variations possible for overseas students but these are by special arrangement.

Year One comprises four core subject strands that are interwoven through the teaching blocks. The course curriculum is updated on an annual basis to take account of current issues. The core strands are:

- Criminological Theory
- Leading Implementation
- Evidence Based Policing
- Research Methods

Year One is assessed by essays covering the four core modules covered by the course.
Those who wish to proceed to Year Two and obtain a full Masters degree must successfully complete Year One to the required level. In exceptional circumstances approval may be given to intermit. The M.St. requires a second year of part-time study in which there are three more blocks in Cambridge (Two weeks in Spring & September and one week in July). Year Two builds on work completed in the first year and the thesis topic is usually based on a research question related to students’ areas of professional work. Year One marks are carried forward towards the Masters degree along with other units of assessment in the second year. These are a 4,000 word research proposal about the thesis topic, an oral presentation and an 18,000 word thesis.

Students who successfully complete Year One, can progress to Year Two but those who do not complete Year Two, for whatever reason, will still be eligible for the Postgraduate Certificate in Applied Criminology and Police Management.

To be eligible for the Postgraduate Certificate, candidates must complete essays 1, 2 and 3 with at least an average score of 60.

To be eligible for the M.St. candidates must complete essays 1-3 with at least an average score of 65. They must also complete essay 4, the research proposal (essay 5), an oral presentation and an 18,000 word thesis with a mark of at least 60 in each element. (Marginal pass/fails may be reviewed following an oral examination).
### AIMS OF THE COURSE

- To offer an up-to-date and high-quality course, introducing participants to some of the most important theory and research in criminology.

- To learn to apply rigorous criminological research and theory for:
  - analyzing, mapping and visualizing local crime data in light of research evidence,
  - reviewing and planning appropriate problem-solving strategies,
  - evaluating the success of local policing and prevention strategies and tactics,
  - providing leadership by communicating good evidence well.
The University of Cambridge, with its constituent colleges, is a world class centre of advanced study and research in most of the major academic disciplines. The University itself employs over 1,000 professors, readers and lecturers, and there are many other scholars and senior research workers in Cambridge who are attached to the Colleges or to various independent research establishments.

The historic centre of the University is near the market square and includes a nucleus of University buildings and some of the more ancient Colleges. The Institute of Criminology is near the Faculty of Law, on the Sidgwick Site. Almost all University and College buildings are within easy cycling distance of one another.

The Colleges vary in size from under 100 to almost 1,000 students. Some Colleges are recent foundations and others are almost as old as the University itself, whose origins lie in the early thirteenth century.

The main role of the Colleges, so far as graduate students are concerned, is to look after their members’ general welfare including, as far as possible, the provision of accommodation, meals and other social amenities. In most colleges, students are assigned a college tutor (graduate tutor) whose role is to help with any problems outside the responsibility of the student’s supervisor (the supervisor always being within the student’s academic department).

Students commencing the M.St. in Applied Criminology and Police Management matriculate as members of either Fitzwilliam, Wolfson or Selwyn College. Thereafter students will always be a member of both Wolfson/Fitzwilliam /Selwyn College and the University of Cambridge.

Fitzwilliam College

Fitzwilliam College is one of the more modern colleges within the University of Cambridge.

Fitzwilliam College is a dynamic, welcoming and international community committed to developing the talents of all its students, numbering some 750 (including postgraduates). One of the 31 colleges of the University, it was founded in 1869 specifically to broaden access to Cambridge.
Fitzwilliam College sustains that tradition of ensuring that every student, whatever their background, can fulfil their potential and take advantage of the incomparably rich opportunities offered here. At the heart of its beautiful grounds is a fine Regency house once occupied by Emma Darwin. Most of its award-winning buildings date from the 1960s onwards, including some of the best student accommodation in Cambridge, a state-of-the-art auditorium and the Olisa Library. The college enjoys a large and peaceful site, off the tourist routes but within ten minutes’ cycle ride of all the major Faculties and Departments. The welcoming main entrance is in Storey’s Way, off Madingley Road.

Wolfson College was founded by the University of Cambridge in 1965 as University College, changing its name to Wolfson College in 1973 following generous funding from the Wolfson Foundation. The College is now a mature institution and plays a full part in the life of the University of Cambridge, both intellectually and culturally. The majority of our students are carrying out research towards postgraduate degrees, in particular PhDs and MPhils. We also have students studying for taught Masters degrees and a number of mature undergraduates. Wolfson has a large and diverse Fellowship of academics working within the University of Cambridge, including about 30 postdoctoral Research Fellows each year, around 80 Research Associates and regular academic visitors from abroad, further enhancing the College’s international reputation.
Selwyn College

A constituent college of the University of Cambridge, Selwyn takes its name from George Augustus Selwyn, who was the first Bishop of New Zealand (1841-68) and later Bishop of Lichfield (1868-78), and in whose memory the College was founded.

The distinctive red-brick Victorian Old Court is Tudor Gothic in style, much of it designed by architect Sir Arthur Blomfield. The Court comprises seven staircases (on which members of the College live and teach), as well as the Tower and Gateway, Master’s Lodge, Chapel, and Dining Hall.

Building began 1880 on six acres of farmland purchased from Corpus Christi College, and at the time many considered the site too far removed from the centre of Cambridge. However, due to the steady growth of the University and its development of the West Cambridge site, Selwyn now stands at its geographical heart.

The College opened in time for the beginning of the academic year in 1882, when 28 undergraduates were admitted. The teaching staff comprised the Master, the Tutor and one non-resident lecturer. The College was one of the first in Cambridge to go mixed, admitting women in 1976.

Today the College is home to around 360 undergraduates; 200 postgraduate students, drawn from universities all over the world; the Master and around 60 Fellows. The College has a committed and friendly body of non-academic staff numbering around 110.

Former students from Selwyn College have become prominent in many walks of life, including the actors Hugh Laurie and Tom Hollander; the Archbishop of York, John Sentamu; the barrister and television presenter Clive Anderson; the writer Robert Harris (author of 'Enigma', 'Lustrum', and 'An Officer and a Spy'); and the politicians Simon Hughes and John Gummer.
The M.St. in Applied Criminology, and Police Management is administered by the Institute of Criminology in conjunction with the Institute of Continuing Education and the Degree Committee of the Faculty of Law.

The University of Cambridge Institute of Continuing Education is one of the principal agencies through which the outside world has access to the accumulated knowledge, teaching skills and values of the University. For over one hundred years vocationally oriented education and courses of study have been provided in a variety of locations for adults from the local, regional, national and international community. The Institute's headquarters is situated at Madingley Hall, a beautiful sixteenth century country house set in its own grounds three miles to the west of Cambridge.

Awards for the part-time Postgraduate Certificate in Applied Criminology and Police Management are made by the University of Cambridge through the Institute of Continuing Education.

The Institute of Continuing Education also have useful online resources which can be found at: http://www.ice.cam.ac.uk/studying-with-us/information-for-students/virtual-learning-environment
Computing facilities

The Institute has a dedicated student study area with ten PCs running Windows and loaded with Microsoft Office 2010, EndNote 17, AMOS, NVivo10 and SPSS 21 plus a printer, photocopier and scanner. A further printer, copier and scanner is available in the Library photocopying room. Access to these facilities is available only to students with a current University card. Please ensure that you bring yours with you.

There are also computing facilities in the Law Faculty (with on-site support from the Faculty’s computer officer), the Economics Faculty Building, the Oriental Studies Building and the Language Laboratory Building, which are all located on the Sidgwick Site. In addition, computing facilities are available at the main Computer Service on the New Museums Site. Many computer courses are offered free of charge at these centres (see notice board for dates) for students needing assistance.

Photocopying

The Institute has no free photocopying facilities. There are photocopiers in the Radzinowicz Library (ground floor) for copying library sources and any other material. Please ensure that you have your University card with you. You will need to have this ‘activated’ before first use; this can be done at the Library issue desk.

Car parking

Parking on the Sidgwick Site car parks requires a parking permit only available to university staff. Students who park their cars without a permit will find that their cars may be wheel-clamped by the Sidgwick Site custodian (there is a hefty fee for the removal of the clamp). If it is necessary to park, please use the pay-and-display parking on West Road or Sidgwick Avenue.

Mail

Graduate students may use the Institute as a mailing address. All mail for M.St. students is placed in the pigeon-hole of the M.St. Course Administrator, who will distribute to participants as necessary.

Accommodation

During the residential elements, students will normally reside either in their own or another Cambridge college, depending on availability. Please note that these are student rooms and may not be of conference standard. Accommodation will be ensuite and include breakfast and tea/coffee making facilities.

Cafés and food provision on the Sidgwick Site

Cafeteria-style facilities are provided at the Buttery and in the Alison Richard Building on the Sidgwick Site. On the lower ground floor of the Institute of Criminology is the MPhil Common Room, which has snacks and hot/cold drinks machines.
It is also possible to go to Selwyn College at lunchtime. Selwyn College can be accessed from the Sidgwick Site or from Grange Road and offers a self-service buffet from 12.45 – 1.30pm at student rates.

Security

All students are encouraged to be security conscious, not only in relation to their own belongings but also more generally, as the Institute has experienced a number of burglaries and thefts over the last few years. The Institute is also a potentially vulnerable target as a result of the work undertaken here, and we cannot be responsible for theft or personal loss.

Smoking

The Institute operates under the University’s no smoking policy.

Telephone messages

The Course Administrator will take messages during the M.St. teaching blocks. The Administrator can be reached on 01223 335373 during office hours; the Institute fax number is (01223) 335356. At all other times you can leave a message with the General office (01223 335360).

Racial and sexual harassment

The University seeks to provide an environment conducive to learning and, as an educational establishment and an employer, the University (under the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000), is obliged to provide an environment free from discrimination.

When there are difficulties

Any issues concerning discrimination and harassment should be discussed with Dr Strang, the Course Director or with Professor Loraine Gelsthorpe, who is the Institute’s representative in these matters.

If a student wishes to change supervisor for any reason (or a member of staff wishes to change a supervisee) he or she should contact Dr Strang, in the first instance.

If a student becomes concerned about any aspect of the course, a procedure has been drawn up in conjunction with student representatives and in agreement with the funding authorities, which seeks to prevent concerns and difficulties becoming formal matters for complaint. Full details of that procedure are to be found below. This procedure is in addition to normal University grievance procedures which will be found on the University’s website.

Payment of Fees

In any instances where fees are outstanding or library fines are unpaid, it is University policy that no assignments will be marked or feedback given until these are settled. With regards to Year One of the MSt, if outstanding debts are not settled, it will not be possible for a the student in question to progress to Year Two. It is not possible to graduate if debts have not been settled.
COMPLAINTS PROCEDURE

The organisation of an academic programme to meet the needs of senior criminal justice professionals is complex. In a partnership between academics and practitioners, academics may sometimes have a different vision of what is required than those working in the field. Almost always the partnership works well but sometimes things can go wrong or might be perceived to be going wrong. This section sets out pathways that should most effectively guide our students to a resolution of problems before becoming a formal complaint.

1. In the first instance, if a member of the student body feels that something has gone wrong the first step is to take the matter up directly, but informally, with the member of staff most directly concerned: this is likely to be a supervisor, thesis advisor, lecturer, the course administrator or the Course Director. Wherever possible the member of staff concerned will try to resolve it, and sometimes this may involve consultation with the Course Director. If an immediate resolution is not possible the member of staff will ask the student what further action they think is required to try to resolve the situation.

2. There may be circumstances where a student feels unable to take the matter up directly on their own behalf. In those circumstances the student may wish to pursue the matter with the help of either their college graduate tutor or their supervisor. The college graduate tutor or the supervisor will first ask what steps have already been taken to resolve the matter but then will try to bring about a resolution on behalf of the student.

3. If the student is unable to resolve the matter directly, or if the college graduate tutor or supervisor has been unable to resolve the matter on the student’s behalf, then the student will be invited to submit a formal written complaint to the Course Director. Upon receipt of the written complaint the Course Director will endeavour to resolve the matter as quickly as possible and will notify the student concerned of what action has been, or is being, taken normally within five to seven working days.

4. If the subject of the complaint is the Course Director, and it has not been possible to resolve the complaint directly by the student, or indirectly on behalf of the student, then a formal written complaint should be submitted to the Director of the Institute of Criminology.
**INFORMATION FOR STUDENTS WITH A DISABILITY**

The following information is taken from the 2000 University of Cambridge HEFCE (Higher Education Funding Council for England) Disability Statement. This statement includes information for students with chronic illness, dyslexia, sensory disabilities, mobility difficulties and mental health difficulties. For the complete statement, please visit:


If students have any disabilities, it is helpful if they can inform us at the earliest opportunity. This will enable us to get the necessary support in place. You are also welcome to contact the University Disability Adviser at any time (please see the contact details below).

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**Introduction**

Everyone who has the capacity to benefit from studying at Cambridge should have the opportunity to do so: this is the principle which informs our approach to widening participation in a range of areas, including disability. With this principle in mind, in 1999 the University successfully applied for funding from HEFCE to improve our disability provision. Using this money we have established a Disability Resource Centre to serve as a central focus for support. We are also improving support for students with dyslexia, the largest disability group in the University. Underpinning these moves is an expanded programme of disability awareness training for all levels of staff and students, since we believe that supportive attitudes are crucial to ensuring that people with a disability flourish in the University.

The University of Cambridge is committed to widening access to its world-class facilities: if after reading this you would like further information, please contact the Course Administrator or the University Disability Adviser (see below).

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**Facilities and Equipment: Information for Those with Particular Disabilities**

**Dyslexia**

At present the University, together with the Colleges, offers the following to people with dyslexia:

- A limited number of free pre-assessments for those who think they may have dyslexia but have never had a formal diagnosis.
- Study skills sessions to help improve coping strategies.
- The University Recording Service to read texts on to tape.
- Advice and support on equipment and software purchase.
- Assistance where required in using libraries.

**Visual Impairment**

The following is available for those with visual impairment:

- The city’s Social Services Visual Impairment team offers orientation to students when they first arrive, and Colleges can also assign fellow students to assist in finding your way around.
- The University Library has a scanner system which can read text aloud via a voice synthesiser, convert it into Braille, or store it on disk for use on students’ own equipment. It is also equipped with CCTVs.
• The Disability Adviser can recruit personal readers for students, and students can also make use of the University recording service, which reads texts on to audio-tape.
• Guide Dogs are welcome: many colleges are able to assign a room giving easy access to a garden.

Hearing Loss
• There is a Sennheiser radio-aid available for loan, and there are plans to increase the number of radio-aids available.
• At present a small number of University lecture theatres (including those at the Institute of Criminology) are equipped with induction loops.
• There is a textphone in the Disability Resource Centre
• Colleges can adapt rooms to the needs of students with hearing loss, for example by fitting a flashing door-bell and fire alarm
• The disability Adviser can recruit note-takers for students. She can arrange to recruit interpreters and lipspeakers through the RNID office, but students should note that there is a national shortage of sign-language interpreters so it may be difficult to cover an entire lecture programme in some subjects.

Mobility difficulties (including wheelchair users)
If on studying the Access Guide, you find the department or College in which you are interested does not appear to be accessible, contact the Disability Adviser for further information. Wherever practicable, the University will endeavour to enable access to given buildings given reasonable notice.

Students with mobility difficulties (or other conditions affecting ability to travel, such as M.E.) will be given permission to bring a car to Cambridge. They will be allocated parking space at a College and also a permit for parking at the department where possible.

Mental Health Difficulties
The University Counselling Service supports students experiencing anxiety, stress and depression. If you have an existing mental health difficulty, you are encouraged to inform your Course Administrator or Director to ensure appropriate support whilst you are studying.

Language Difficulties
Specialist help with academic writing, as well as taught course in English, is available at the University Language Centre: www.langcen.cam.ac.uk/

Disclaimer
While the University will make every reasonable effort to provide the services set out in this statement, and to help you to make best use of them, budgetary and other resource constraints make it impossible to guarantee that all services will be available to all students without restriction.

Disability Resource Centre Contact Details

University Disability Adviser
Disability Resource Centre
DAMTP
Silver Street
Cambridge
CB3 9EW

Telephone: 01223 332301
Textphone: 01223 766840
E-mail: ucam-disability@lists.cam.ac.uk
Supervision

Each student will be assigned a supervisor by the Course Director, Dr Heather Strang. The role of the supervisor in relation to M.St. students is multi-faceted:

i. The supervisor will act as the student’s advisor on all academic matters concerning the course and the essays, giving advice on study skills, for example, and providing feedback on assessed work. *Bear in mind that Cambridge practice dictates that supervisors are not normally involved in assessing the work of their own supervisees and that all marking is done anonymously.*

ii. The supervisor will play an important role in advising on the selection of a thesis topic, questions of research design and methodology, the conduct of fieldwork and analysis, and the writing up of the dissertation, including reading a draft of the thesis. In some cases, where additional specialist knowledge is required for proper supervision of the thesis, the supervisor will arrange, in consultation with the Course Director, for an additional thesis advisor to be appointed.

iii. Although personal and welfare problems are normally dealt with via the Colleges it will often be more appropriate for M.St. students to regard their supervisor as their first point of contact for all pastoral matters which might affect student performance (for example health, personal or operational problems). This is because, with limited residential periods, contact with College staff is necessarily restricted.

iv. For the supervision process to work well it is obvious that good relations and working practices need to be established from the outset. Supervisors should meet students as early as possible in each study block and as necessary thereafter. Students must make contact with their supervisors to ensure that these compulsory meetings take place.

Responsibilities of students

- To provide the Course Administrator with all communication addresses and keep these up to date.
- To make contact with their supervisor as early as possible in each study block.
To attend supervision meetings promptly as arranged and to act upon appropriately given advice.

To attend lectures and seminars as timetabled, and to inform their supervisor and the M.St. Administrator if they are unable to attend for any reason.

To submit all work for assessment in both electronic and paper format on or before the due dates, or to submit written evidence as early as possible in cases where an extension is requested.

To be available for oral examination, if required, as required on the due date.

(A list of all key dates is given at the front of this handbook for easy reference)

Responsibilities of supervisors

To meet with their supervisees as early as possible in each study block.

To attend supervision meetings promptly as arranged.

To read the reports on assessed work of their supervisees (and as far as possible the assessed work itself) so that informed feedback can be given to students about their progress.

To give advice to Masters students about the preparation of the thesis.

To attend the ‘thesis presentations’ of all Masters students for whom they act as supervisor. (and as many other presentation sessions as they can reasonably manage).

To advise students who are called for oral examination and to arrange a practice examination if appropriate.

To advise the M.St. Course Director in a timely manner of any concerns they may have about a student’s progress or problems so that appropriate support may be given or other action taken.

Reasonable expectations of good practice

Students should reasonably expect that staff employed full time on the programme will be available in person throughout the study blocks and by e-mail at other times. For members of staff not employed full time on the programme availability will be on the basis of time tabled sessions and appointments.

Students usually have two sessions with their supervisors in each of the residential study blocks. One session in each block would normally be devoted to giving feedback from assessed work carried out since the previous block.

In relation to the thesis, Masters students might reasonably expect to have sessions with their supervisor which covered the following:

- Selection of topic and review of the literature
- Research design and methodology
• Fieldwork, analysis and writing up.

Supervisors will read and comment upon one draft of the entire thesis or separate parts of the thesis. *(the last date for the submission of drafts is given on the list of key dates).*

Supervisors should not be expected to give detailed comments on wording or proofread the thesis – the thesis has to be the work of the student not the supervisor – but rather general comments on more strategic matters of approach and structure. Supervisors will not normally comment on more than one draft.

Supervisors may discuss the structure and content of essays in general terms, or in the form of an essay plan but do not read or comment on any drafts of essays.

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### Attendance During Residential Blocks

**Attendance during the residential and taught components of the course is essential; not only is it a University requirement, but also a key part of the teaching and learning strategy. Postgraduate Certificates and Master of Studies degrees cannot be awarded if these residential requirements have not been met.**

Due to the roles of senior police officers it is possible at times that an absence from the course may be absolutely unavoidable, especially due to illness or a force emergency. This does not apply to normal business in the role of any sort, which students are expected to set aside while they are enrolled in the course. Absence due to unavoidable circumstances can only be sanctioned, with as much notice as possible, by formal approval from the Course Director. Any time missed must be made up by arrangement with the Course Director and the student’s supervisor, generally during a specified week for makeup days in mid-winter. Any expenses incurred to make up this time will be the student’s own responsibility unless he/she makes arrangements with their funding body.
**M.St. Staff**

**Professor Lawrence Sherman** Lawrence W. Sherman is Director of the Institute of Criminology of the University of Cambridge, where he has served as Wolfson Professor of Criminology since 2007. He is also Director of both the Jerry Lee Centre for Experimental Criminology and Chair of the Cambridge Police Executive Programme, which offers postgraduate degree and non-degree courses on evidence-based policing to police leaders and crime analysts from around the world. He earned his PhD from Yale University, and has been awarded honorary doctorates from the University of Stockholm and Denison University.

His research interests are in the fields of crime prevention, evidence-based policy, restorative justice, police practices and experimental criminology. He has conducted field experiments, for example, on finding more effective ways to reduce homicide, gun violence, domestic violence, robbery, burglary, and other crime problems, in collaboration with such agencies as the Metropolitan, Northumbria and Thames Valley Police, London’s Crown Courts, HM Prisons, the Crown Prosecution Service, the Youth Justice Board of England and Wales, and the National Probation Service, as well as 30 US police agencies and the Australian Federal Police. Since 1995, he has been co-directing a program of prospective longitudinal experiments in restorative justice involving some 2500 offenders and 2000 crime victims. Since 2005, he has been developing new tools for predicting murder among offenders on probation and parole in Philadelphia, as well as randomized trials of intensive services among highest-risk offenders.

Professor Sherman has served as president of the American Society of Criminology, the International Society of Criminology, the American Academy of Political and Social Science, and the Academy of Experimental Criminology. He has worked on several projects of the (US) National Academy of Sciences, and as a consultant to the FBI, the (UK) Home Office and Youth Justice Board, the Swedish Ministry of Justice, the (US) National Institute of Justice, the New York City Police Department, the National Police Agency of Japan, the Korean Institute of Criminology, the Justice Ministry of Lower Saxony, and many other agencies.

The author, co-author or editor of 9 books and over 100 book chapters and journal articles, Sherman has received the American Society of Criminology’s Edwin Sutherland Award, the Academy of Experimental Criminology’s Joan McCord Award, the American Sociological Association’s Award for Distinguished Scholarship in Crime, Law and Deviance, the Academy of Criminal Justice Sciences’ Bruce Smith Jr. Award, and the Campbell Collaboration’s Robert Boruch Award. The founding co-chair of the International Jury for the Stockholm Prize in Criminology, Sherman has also received the Benjamin Franklin Medal of the Royal Society for the Arts in London.

**Professor Heather Strang** is Director of the Police Executive Programme and its M.St. Degree in Applied Criminology and Police Management. She is also Director of Research in the Jerry Lee Centre of Experimental Criminology at the Institute of Criminology. Internationally recognized for her British and Australian experiments in police-led restorative justice conferences, she previously served for ten years as Director of the Centre for Restorative Justice at the Australian National University, where she earned her Ph.D. in Criminology. Prior to that she was Executive Research Officer at the Australian Institute of Criminology, where she founded the Australian national reporting system for homicide after serving on the research staff of the Australian National Committee on Violence.

Her research interests include the effects of crime and justice on victims of crime, the diversion of cases from prosecution to alternative disposals, restorative justice conferences as both a
supplement to and diversion from prosecution, police responses to domestic violence, and the management of randomized controlled experiments in criminology. She is currently Chair of the Cambridge Constabulary’s independent Out-of-Court Disposal Scrutiny Panel, and is co-directing randomized trials on preventing repeat domestic abuse in three British police agencies.

Elected a Fellow of the Academy of Experimental Criminology in 2002, she was a member of the Scientific Commission of the International Society of Criminology from 2006 to 2012. In 2013 her research team published the Campbell Collaboration Systematic Review of the Effects of Restorative Justice Conferences on Offender Recidivism and Victim Satisfaction. In recent years she has been invited to lecture on her research by universities, learned societies and governments in Japan, Colombia, Norway, Uruguay, Sweden, USA, Turkey, Israel, Ireland, Scotland and Belgium. In 2014 she was appointed a Senior Fellow of the Cambridge Centre for Evidence-Based Policing.

Dr Timothy Coupe (Lecturer in Criminal Justice Management). Dr Coupe’s interests include victimisation, policing, and crime prevention, investigation and detection. He has carried out a number of Home Office-funded studies of the UK police, including research into resource allocation and the investigation and ‘solvability’ of domestic and commercial burglary. A recent ESRC funded project examined non-residential burglary targeting. With a background in management and operational research, he also has interests in performance evaluation. His publications include articles in The British Journal of Criminology, Criminology, Journal of Criminal Justice, The Security Journal, International Journal of Victimology, Omega, Policing & Society and DoJ’s Crime Detection and Prevention Series. His current research work concerns the improvement of burglary detection rates, repeat burglary victimisation and offender-offence profiling.

Dr Katrin Müller-Johnson (Lecturer in Criminology) has been at the Institute since 2005. Her research interests include legal and eyewitness psychology (e.g. investigative interviewing, legal decision making), as well a crimes against vulnerable groups, such as the elderly. Together with West Midlands Police she currently investigates best practice for police procedures on taking statements from drunk witnesses in serious violent crimes. She is also working on a comparative study of the characteristics of rape offences against male victims.

In recent years she has held grants from the Arts and Humanities Research Council for research investigating jurors’ understanding of “beyond reasonable doubt” as the standard of proof in criminal cases and from the British Academy for studies identifying innovative ways to maximize the quality of older persons’ eyewitness accounts by translating knowledge from cognitive aging research.

Dr Barak Ariel
Barak Ariel is a lecturer in the Police Executive Programme. Among other topics, Dr Ariel provides seminars on systematic reviews, meta-analyses and statistical analyses. As a research fellow of the Jerry Lee Centre of Experimental Criminology, Dr Ariel is the chief analyst for the Tactical Effectiveness and Strategic Testing (TEST) programme, in which a series of randomized field experiments are conducted in partnerships between Cambridge University and several police forces in the UK, such as Greater Manchester Police. Barak is working in collaboration with Professor Lawrence Sherman and Dr. Heather Strang on Restorative Justice Trials, as well as in collaboration with Professor David Farrington on blocked randomised experiments. Dr Ariel is also working on a series of systematic reviews on tax compliance and the effect of arrest in domestic violence (for the Campbell Collaboration), as well as other methodological issues related to experiments in Criminology. For his PhD dissertation (mentored by Stockholm Prize winner, Professor David Weisburd), Barak has conducted a large-scale randomized controlled experiment on tax compliance, with nearly 17,000 subjects in their natural setting.
John Parkinson served with West Yorkshire Police, which is the 4th largest police force in the UK for over 33 years before retiring in March 2013 as the Chief Constable. His career centred on criminal investigation with specialisms in homicide, kidnap and extortion, organized crime enquiries and counter terrorism.

With colleagues from the Metropolitan Police he oversaw the investigation in Leeds into the 7/7 London Bombings and subsequently led the review to increase capability and capacity in counter terrorism and established the first North East Counter Terrorism Unit. He has been the Gold Commander on many varied Counter Terrorism Operations and led on many national CT Exercises. He performed the role of UK Senior National Coordinator Counter Terrorism before becoming Chief Constable in West Yorkshire.

John was awarded the OBE by Her Majesty the Queen for his services to Policing in 2011. He holds a Masters Degree from Cambridge University in Applied Criminology and Police Management and is a Companion of the Institute of Management Specialists. He is also a graduate of the International Leadership in Counter Terrorism Programme (LinCT) and was President of the Alumni Association in 2008.

Sir Denis O’Connor
Sir Denis O’Connor was Radzinowich Fellow at the Institute of Criminology, Cambridge University for 2013. He is an independent director of the Board of the College of Policing, and an adviser on Policing to the Ministry of Defence. He was Her Majesty’s Chief Inspector of Constabulary between 2008-12. Prior to joining the Inspectorate in 2004, he was Chief Constable of Surrey between 2000 and 2004. He has a Bachelor’s degree in Education from Southampton University and an MSc in Social Policy from the Cranfield Institute of Technology.

Sir Denis began his police career with the Metropolitan Police in 1968, left in 1976 to go to University and re-joined as a graduate entrant in 1974, eventually becoming Assistant Chief Constable in Surrey in 1991. He was later appointed to the role of Deputy Chief Constable of Kent, and then in 1997 took on the position of Assistant Commissioner in London where he led the Metropolitan Police Service development strategy following the Stephen Lawrence Enquiry.

In 2005, Sir Denis was commissioned by the Home Secretary to review the fitness of the current police force structure, which resulted in the publication of the report ‘Closing the Gap’ suggesting options for change. Other reviews undertaken during his tenure include ‘Intercepting Terrorism,’ a review published in October 2006 on police capabilities for counter terrorism, and ‘Getting Organised,’ a report published in October 2008 on serious and organised crime.

Dr Justice Tankebe is a lecturer at the Institute. He comes from Ghana, where he took his first degree in Sociology in 2003. Dr Tankebe received his M.Phil degree in Criminological Research in 2005, and his PhD. in 2008. His doctoral research examined theoretical and empirical issues about police legitimacy in Ghana. His current research, funded by the British Academy, focuses on police legitimacy in multicultural societies, taking the case of inner city London boroughs with diverse population. His other research interests include corruption, crime and criminal justice in transitional and developing societies, and sociology of law. Dr Tankebe is a fellow of Fitzwilliam College.

Crispian Strachan studied law at Oxford University and Criminology at Sheffield University (MA). He served in the Metropolitan Police from 1972 until 1993, undertaking a wide range of operational duties as well as Royalty and Diplomatic Protection, hostage negotiation and secondments to the National Audit Office and the internal force inspectorate. He was then an Assistant Chief Constable in Strathclyde Police until 1998, mainly responsible for community relations and complaints against the police. He became Chief Constable of Northumbria Police from 1998-2005, when he retired. He held two national police portfolios, for Research and Development and for the Constitutional and Legal Definition of the (Chief) Constable. He was awarded the QPM and the CBE for his police service, and is an Officer Brother of the Order of St
John and a Deputy Lieutenant. His interests outside work centre round his family but include
gardening, photography and art and design.

**Dr Geoffrey Barnes** is employed both at the University of Pennsylvania and the University of
Cambridge. He has a BA from the University of Maryland, an M.Phil from the University of
Cambridge and was awarded his PhD from the University of Maryland. Professor Barnes works
primarily on field experiments testing the effects of programmes and policies on crime and
justice outcomes.

**Peter Neyroud** joined Hampshire Constabulary in 1980 are reading History at Oxford. He
served in all ranks from Constable to Detective Superintendent in roles ranging from Uniform
beat officer, Vice Squad, Community Relations, Public Order Commander and Senior Detective.
He was appointed Assistant Chief Constable in West Mercia in 1998 and was responsible for all
the support functions- control rooms, criminal justice, Human Resources, ICT and Professional
standards- before being promoted Deputy Chief and taking over the Territorial Operations role
in 2000. He was the national lead for Police Use of Firearms. In 2002 he became the Chief
Constable of Thames Valley- the largest non-metropolitan force. He became a Vice-President of
ACPO in 2005.

He moved to the Home Office in 2006 as the Chief Executive Designate of the National Policing
Improvement Agency and, whilst creating the agency, was also the Home Office Director for
Police ICT and Science. He led the £3bn Airwave programme to provide police radios, including
the installation of radio in the London underground and for the Olympics and the IMPACT
programme to create the Police National Database. He became the Chief Constable, Chief
Executive and Accounting Officer for the NPIA, when it was successfully vested in 2007, merging
5 different organisations (200 staff and £1bn) and bringing together the Leadership, Training,
ICT, Science, Specialist crime and national infrastructure for the police service for the first time.
He was also a member of the Sentencing Guidelines Council, Parole Board, National Policing
Board, National Criminal Justice Board and Counter-Terrorism Board.

He is a widely published author of books, articles and papers on policing and Editor of the
Oxford Journal of Policing. He retired from the police service in December 2010 to move to
Cambridge University, where he is doing research on crime harm.

### Other Institute Staff Who Teach on the M.St. Programme

**Professor Sir Anthony Bottoms** is Emeritus Professor of Criminology, Life Fellow of
Fitzwilliam College and Professorial Fellow in Criminology at the University of Sheffield. His
main research interests lie in the fields of environmental criminology, theoretical criminology
and penology. He has conducted empirical research on a wide range of topics including
imprisonment, non-custodial penalties, and area variations in crime. At present, he is carrying
out theoretical research on compliance with legal rules; since October 2002 he has been
researching patterns of crime and desistance among a sample of 20-25 year-old persistent
offenders. Fellow of the British Academy, and was knighted in 2001 for services to the criminal
justice system.

**Dr Ben Crewe** Dr Ben Crewe is Course Director of the M.St. Applied Criminology, Penology and
Management, and Deputy Director of the Prisons Research Centre.

Ben has been at the Institute since 2001 and has researched widely on prisons. Much of his work
has been on the ‘inner life’ of prisons, such as prison culture, staff-prisoner relationships, the
drugs economy in prison, and adaptations to imprisonment. Ben is particularly interested in
how power is exerted in prison and how it is experienced by prisoners. His most recent book,
*The Prisoner Society: Power, Adaptation and Social Life*, was published in 2009 by Oxford
University Press. He has also published in journals including *Punishment and Society, The British
Journal of Criminology*, and *The Howard Journal*. He has co-edited a collection on prison staff -
Understanding Prison Staff (Willan Publishing) – and is currently working on another edited collection called *The Prisoner*.

In recent years, Ben has co-directed a study (with Professor Alison Liebling) on *Values, Practices and Outcomes in Public and Private Corrections*. This project involved a comparative analysis of public and private sector prisons in England, and a large number of interviews with senior managers within NOMS and in the private sector providers.

Ben has always been keen to engage with practitioners in developing research ideas and disseminating findings. He is on the editorial board of *The Prison Service Journal* and on the Perrie Lectures committee, and is an International Associate Board member of *Punishment and Society*. Before coming to the Institute, Ben studied sociology at Robinson College, Cambridge, London School of Economics, and the University of Essex. His PhD thesis led to a number of publications, including a research monograph - *Representing Men: Cultural Production and Producers in the Men’s Magazine Market* – published by Berg Publishers (2003).

**Professor Per-Olof Wikström** (Professor of Ecological and Developmental Criminology; Fellow of Girton College). Professor Wikström was Director of the Research Unit at the National Council for Crime Prevention, Sweden (until December 1994) and Professor of Sociology of Crime, Department of Sociology, University of Stockholm (until December, 1996). His main research interests lie in the areas of integrative criminology, urban crime, criminal careers and cross-national comparative research. Professor Wikström is the Director of the **ESRC Cambridge Network for the Study of the Social Context of Pathways in Crime** (a major research undertaking involving four research sites in the UK (Cambridge, Sheffield, London and Huddersfield) and two collaborative sites in the US (Chicago and Pittsburgh)).

### Administrative Staff

**Mrs Lucinda Bowditch** (M.St. Course Administrator)
**Mr Glenn Garner** (Deputy MS.t Administrator)
**Mrs Daniela Manca** (Institute Administrator)
**Mrs Joanne Garner** (Receptionist and Academic Support Secretary)
**Mr Matt Skipper** (Computer Officer)
**Mr Stuart Stone BA MPA** (Librarian)
# Year One Syllabus

## Evidence-Based Policing

### Block A – PLACES 23 March – 2 April

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YEAR ONE

The proposed syllabus for Year One of the course for 2015 appears on page 27-29. The Police Executive Programme reserves the right to make amendments and to bring in extra speakers according to availability.

Core reading material will be provided on a ‘Resources for Current Students’ page on the website. Access to this will be exclusively for M.St. students on the current programme only, in accordance with the Copyright Licensing Agreement. Access to this material will be via a Raven password and details of how to do this will be given in the IT Induction. If there are any difficulties, please contact the IT Officer or Course Administrators.

If you wish to record any seminars, you must seek permission from the seminar convener. Please provide your own recording device. No recordings may be used for any other purpose than your own private study.

COURSE EVALUATION

Course participants are asked to complete and return anonymous evaluation on all aspects of the course, including individual lectures, and more generally, on accommodation, availability of materials, College facilities, and so on. All responses are treated with the utmost confidentiality and are for internal assessment only. The University places a great deal of weight on these surveys and we strongly encourage you to provide this feedback.

THE ASSESSMENT PROCEDURE

1. Assessment

For those wishing to complete Year One only and exit with a Postgraduate Certificate, the assessment comprises three essays of 3,000 words each, with an average mark of 60 or more. For those wishing to proceed to Year Two of the M.St. the assessment comprises three essays of 3,000 words each with an average mark of 65 or more.

2. Examiners

The Examiners for Year One are appointed by the Degree Committee of the Faculty of Law and comprise teaching staff from the Institute of Criminology, the External Examiner, and the Chairman of the Police Executive Programme appointed by the Institute of Criminology. There are two internal examiners for each essay. The External Examiner gives us advice on the wording of questions, checks the level of marking of essays, monitors the general standard of the course, and is present at any oral examination.
3. Submission of Essays

Strict deadlines are set for the handing in of essays in both paper and electronic format (the dates for the current year are set out at the front of this handbook). All essays are marked anonymously. Participants will be allocated a candidate number, which should appear on their essay and will be supplied with a cover sheet (held by the administrator) which is the only document where the participant's name and number appears. Course participants must submit four hard copies and an electronic copy of their essay and one signed declaration by the due date. The declaration sheet should include an electronic count of the number of words. (see p 37)

4. Extensions

Students should submit each individual essay no later than the agreed deadlines. Essays not submitted by a particular deadline (without prior approval from the Course Director) will be considered late. In cases where extensions have not been granted, the Board of Examiners reserves the right to deduct marks for late submissions. Essays that are submitted up to a week late risk the deduction of 10 per cent of the given mark (i.e. rather than 10 absolute percentage points), while those submitted more than one week late risk the deduction of up to 20 per cent of the given mark. Essays submitted after this point, without an approved extension, will not be accepted.

There are three reasons why an extension may be granted:
1. Medical: this must be supported by a doctor's note
2. Special operational circumstances: this must be supported by a letter from a line manager
3. Exceptional personal circumstances: this requires a strong supporting letter from your supervisor.

Procedure
A written application for an extension should be submitted, before an essay deadline, either directly to the Course Director or via your supervisor. No extensions can be granted by supervisors. Extensions of more than 2 weeks are not normally given for essays unless the circumstances are exceptional.

5. Marking scheme

<table>
<thead>
<tr>
<th>Essay/assignment marking scheme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>80 and above</strong></td>
<td><strong>Distinction</strong> level work. Marks in this range should be reserved for especially high-quality essays and assignments, showing a considerable degree of sophistication, and significant elements of originality and critical analysis. The work should be well written and well organised and, where relevant, should incorporate reference to both theory and empirical evidence.</td>
</tr>
<tr>
<td><strong>75–79</strong></td>
<td><strong>Distinction</strong> level work. Marks in this range should be reserved for high-quality essays and assignments, showing a considerable degree of sophistication, and significant elements of originality. The work should be well written and well organised and, where relevant, should incorporate reference to both theory and empirical evidence.</td>
</tr>
<tr>
<td><strong>70–74</strong></td>
<td>This range of marks applies to essays and assignments showing extensive familiarity with relevant materials and strong analytical skills. The work should be well written and well organised and, where relevant, should incorporate reference to both theory and empirical evidence.</td>
</tr>
<tr>
<td><strong>65–69</strong></td>
<td>This range of marks applies to essays and assignments that provide a competent response to the question or issues posed and show reasonable familiarity with the materials as well as being adequately presented and</td>
</tr>
</tbody>
</table>
organized. Where relevant, the work should incorporate reference to both theory and empirical evidence. The work might show some weakness in argument or evidence.

60-64

This range of marks reflects acceptable answers, but with some significant weakness in arguments, lack of knowledge of some significant material, major organisational deficiencies, failure to address the question fully, or other significant inaccuracies.

Essays and assignments which achieve marks of 60-62 will be deemed to have achieved a Marginal Pass and may be subject to review at the Board of Examiners’ Meeting following oral examination. The matter of oral examination will be at the Senior Examiner’s discretion.

Progression to Year Two for those in this band is not automatic and will depend on the recommendations of the Board of Examiners.

60

Pass Mark

57-59

Marginal Fail. These are unsatisfactory essays and assignments, but ones which may be reviewed, following oral examination, at a Board of Examiners’ Meeting. An oral examination will normally be required unless there is strong work elsewhere to compensate. In these circumstances the matter of oral examination will be at the Senior Examiner’s discretion.

56 and below

These are essays and assignments which fail to meet the academic standards of the programme. An oral examination will be required if there is a possibility that the student will meet the required standard for the award of a Postgraduate Certificate.

A failure in any one of the three essays risks failure in Year One as a whole. However, a failure may be compensated by a consistently good performance elsewhere. An average mark of 60 is the pass mark for the Postgraduate Certificate, an average of at least 65 is required for progression to Year Two and completion of the M.St.

6. Essay Feedback

Each assignment is double marked and students will receive detailed written feedback from both assessors with an agreed mark. This will normally be emailed out to students before the commencement of the next residential block. Students should go through this feedback with their supervisor before starting work on the next essay. Feedback for Essay 3 will be emailed after the Board of Examiners’ Meeting in December.

7. Oral Examination

In Year One, any course participant may, at the discretion of the External and Senior Examiners, be called for an oral examination. The date for the oral examination is to be found at the front of this handbook and all course participants should ensure that they are available on that date should they be required to attend. The date is non-negotiable.
ESSAY QUESTIONS 2015

2015 Essay Questions: Year One

What A Good Answer Does

The purpose of these essay questions is to help students integrate what they learned in each of the four strands of the course (theory, methods, evidence-based practice, and implementation) into the three central elements of evidence-based policing (targeting, testing and tracking). Each essay asks you to apply the four strands to the focus of that particular block, in Block A the focus is places, in Block B it is victims and in Block C it is offenders.

The characteristics of a good answer to any of these three essays include, but are not limited to,

1. A clear focus on the main theme of that block
2. Using citations to readings relevant to seminars & lectures in that block;
3. A demonstration of understanding what the cited reference actually said, and
4. Not citing a reference for a point it does not make, or is only tangential;
5. Showing a logical link between your own police agency and your essay’s analyses;
6. Uses about the same number of words in each section with a brief introductory section and conclusion

All answers to the essay questions each student selects must be no longer than the length specified for that essay (excluding reference lists), and must be emailed to Lucinda Bowditch at ljb55@cam.ac.uk and Glenn Garner at gg384@cam.ac.uk by 1100 hours on the date indicated. Four paper copies must also be posted to Lucinda Bowditch to arrive no later than the following day.

Block A: Essay 1 (Places) DUE 5 May 2015 (max 3,000 words)

1. Critically assess the current practices of your agency in targeting the harm associated with micro-places, and propose an alternative procedure for setting priorities.

2. Identify one practice in your agency that is at odds with evidence-based knowledge about reducing harm at places, and propose a change to a specific evidence-based practice. Explain the theory and evidence that supports your proposal, with some reference to the logic and strength of the research methods used in the evidence you cite.

3. Propose a system of tracking the quantitative or qualitative (or both) delivery of the proposed new place-based practice. Describe a plan to guide its implementation, with a clear management strategy for using the tracking data to insure delivery of the new policy.
Block B: Essay 2 (Victims) DUE 4 August 2015 (max 3,000 words)

1. Critically assess the current practices of your agency in targeting the harm experienced by crime victims, and propose an alternative procedure for setting priorities.

2. Identify one practice in your agency that is at odds with evidence-based knowledge about reducing harm to victims, and propose a change to a specific evidence-based practice. Explain the theory and evidence that supports your proposal, with some reference to the logic and strength of the research methods used in the evidence you cite.

3. Propose a system of tracking the quantitative or qualitative (or both) delivery of the proposed new victim-focused practice. Describe a plan to guide its implementation, with a clear management strategy for using the tracking data to insure delivery of the new policy.

Block C: Essay 3 (Offenders) DUE 13 October 2015 (max 3,000 words)

1. Critically assess the current practices of your agency in targeting the harm associated with offenders, individually or in any combinations, and propose an alternative procedure for setting priorities for resource allocation.

2. Identify one practice in your agency for dealing with harm caused by offenders that is at odds with evidence-based knowledge about those issues, and propose a change to a specific evidence-based practice. Explain the theory and evidence that supports your proposal, with some reference to the logic and strength of the research methods used in the evidence you cite.

3. Propose a system of tracking the quantitative or qualitative (or both) delivery of the proposed new offender-focused practice. Describe a plan to guide its implementation with a clear management strategy for using the tracking data to insure delivery of the new policy.

For those students proceeding to the M.St. degree, the following three written assignments are required in 2016:

ESSAY 4: DUE 26 January 2016

Length: 3,000 words. Choose one of the following questions:

Select a reading assigned during the year that fits one of the four categories below, (4a, 4b, 4c or 4d). and provide an assessment of how well the study you selected was done that addresses the following issues:

1. The reliability of measurement
2. The internal validity of causal inferences
3. The external validity of conclusions to the full population the study sampled
4. The clarity of the policy implications of applying the results in policing
Question numbers:
4.a. Any Randomized Controlled Experiment (Level 5) assigned in 2014
4.b Any Meta-Analysis in a systematic review assigned in 2014
4.c. Any Level 3 impact evaluation assigned in 2014
4.d. Any descriptive or predictive analysis assigned in 2014

ESSAY 5: Research Proposal: Due 3 May 2016 LENGTH: 4,000 words

Oral Presentation: all students will be required to make a powerpoint presentation in the September residential block on the progress to date of their thesis

THESIS Due 13 December 2015
GUIDANCE ON THE WRITING OF ESSAYS

Many course participants will be returning to a teaching and learning environment after a substantial period away, and are required to write a number of essays, and eventually a thesis. Considerable attention will be given in the first study block to the provision of guidelines that may be helpful in preparing your work. The guidelines give a general indication of what is required in writing essays and a thesis and also vital information about the avoidance of plagiarism and appropriate referencing of cited material.

Word Limits
The maximum word length for each essay is 3,000 words excluding references. Footnotes, endnotes and appendices will not be accepted. Word counts must be declared on the essay declaration form. You are strongly advised to use your entire word count.

Relevance of material
The general content of the essay, and the materials used in the essay, must fall within the broad topic of the relevant block.

Planning the essay
The planning and structure of the essay are very important. A strong introduction, which lays out the issues to be discussed in relation to the question, and a logical structure, to take the reader through your arguments to your conclusion, are vital. Students are encouraged to use headings and sub-headings in dividing different aspects of the issues under discussion, but it is important that they do not break up the flow of the argument and turn the essay into an elaborate list of points.

Interpreting the question
Many students, even at Masters level, do not answer the question that is asked and therefore lose valuable marks. Read the question carefully and think about what you are being asked to do; look for ‘key words’ in the question and ensure that you have covered all of the areas the question asks. It is often a good idea to include in the introduction to your essay a short statement of what you understand the question to mean, especially if it is capable of bearing different interpretations. Your supervisor will help you in interpreting the question, as well as advising on the structure of your essay.

Use of examples
Using examples – e.g. a particular author’s work, a case study, an incident in the news, or an analogy – can help you make your point more effectively and highlight your ability to explain ideas and apply them in another context.

Writing style
This is a basic but frequently neglected issue: how does your essay read? Is it written in a style which flows from one issue to the next? Are sentences and paragraphs grammatical and used to good effect? Try to introduce each paragraph with a ‘topic’ sentence that foreshadows the content of that paragraph. Many marks are lost because of poor expression and writing style. Avoid complex and lengthy sentences and long paragraphs. It often helps to find someone to read through your work who is not as familiar with it as you are to check for coherence and logical flow.
Referencing and plagiarism
Course participants are sometimes unaware of the academic rules relating to the citation of published work. Further details concerning referencing and plagiarism can be found on pages (p44-47). This is an extremely important topic and failure to comply with these rules can lead to failure in the course and even exclusion. Your supervisor can advise you on this as well.

Overlap of materials
A certain amount of limited overlap (e.g. drawing on the same references or writing about different aspects of the same broad topic) is acceptable but, you should not use essentially the same material across two or more pieces of assessed work (e.g. developing the same argument at length, copying sections verbatim, or presenting the same literature review). If you are in any doubt about this issue you should consult your supervisor.

Assistance with essays
You may discuss the structure and content of any essay in general terms, or in the form of an essay plan, with your supervisor, but none of the team may read or comment on written work (draft or final).

Presentation
Scholarly writing attempts to be as objective as possible. Part of objectivity is to create some kind of DISTANCE between yourself and the work you are summarising or reviewing. One way to do this is to constantly remind the reader whose work you are basing your writing on:

In this article, Brown (1996) [suggests/argues/shows/demonstrates, etc.] that...
In Brown’s view...

It is rarely a good idea to write in the first person. As scholars, one of the primary tasks of the course participant is to distinguish fact from fiction, evidence from opinion, but it is usually possible to do this in the third person.
The following is the feedback sheet completed by markers showing how your essays will be assessed.

<table>
<thead>
<tr>
<th><strong>POLICE M.ST. ESSAY COMMENTS AND MARK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essay Writer Name: (to be filled in by Administrator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Number: POL</td>
</tr>
</tbody>
</table>

**Essay 1, 2 or 3 (please circle)**

**Presentation:**
- Clarity of expression
- Well organized essay structure
  - Appropriate referencing style

**Content:**
- Introduction:
  - Objective stated
- Body of essay:
  - Well researched
  - Relevant supporting material
  - Answers the question
- Conclusion:
  - Summarises content

**Strengths of the essay:**

**Areas for improvement:**

**Minor issues:**

**Concluding comments:**

**Provisional Mark:**

Please note that all marks remain provisional until the Board of Examiners’ Meeting.

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**Presentation and Submission of Essays**

Essays should be typed or printed on A4 paper, single-sided and double-spaced with a 2.5-cm (one-inch) margin. Essays should be paginated. The cover page should include the following information:

- The name and year of the course.
- The student’s candidate number (please do not include your name anywhere on the front page or within the essay itself).
The total number of words (excluding references).

The illustration below will give you an idea of a typical front page.

Four print copies of the completed essay, together with a declaration form, should be sent by post to:

Lucinda Bowditch
The M.St. Course Administrator
Institute of Criminology
Sidgwick Avenue
Cambridge
CB3 9DA
to arrive on the date set (please see the list of key dates at the front of this handbook).

Students are asked to complete the declaration form with their name and candidate number, and to sign this, confirming that the word length has not been exceeded. A copy of the essay declaration form can be found on the next page of this handbook, and a copy is also available on the Resources for Current Students page on the website.

An electronic version of the essay must be sent via email to ljb55@cam.ac.uk & gg384@cam.ac.uk. Please ensure that the electronic copy of your essay is complete in one document. Receipt of an electronic version will be accepted as proof that the assignment has been sent should the print copies be delayed in the mail. The Institute of Criminology is currently using Turnitin to detect plagiarism and poor referencing techniques. Please see p43 for details about Turnitin and how to submit your essay.

Please do not send Special Delivery before 9am. The front door is not open before 9am and it then takes several days to get these delivered after 9am.
Please submit an electronic copy to Lucinda Bowditch, Institute of Criminology (ljb55@cam.ac.uk) **no later than 11.00am** on the due date, an electronic copy to Turnitin and 4 paper copies all due to arrive on the submission date set.

Please do **not send Special Delivery before 9am.** The front door is not open before 9am and it then takes several days to get these delivered after 9am.

---

**I declare that the essay does not exceed 3,000 words (4000 words for Essay 5)**

**I declare that the essay is entirely my own work**

Signed: ........................................................................................................

Name (capitals): ...........................................................................................

Number of words: ..........................................................................................

Date: ............................................................................................................

Course Title: ............................................................................................... 

Candidate No: .............................................................................................

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**ADMINISTRATION:**

Essay received by: .......................................................................................

Date: .................................................
Notes by the General Board of the University of Cambridge

Statement on plagiarism

The General Board, with the agreement of the Board of Examinations and the Board of Graduate Studies, has issued this guidance for the information of candidates, Examiners and Supervisors. It may be supplemented by course-specific guidance from Faculties and Departments.

Plagiarism is defined as submitting as one’s own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

Examples of plagiarism include copying (using another person’s language and/or ideas as if they are a candidate’s own), by:

- quoting verbatim another person’s work without due acknowledgement of the source;
- paraphrasing another person’s work by changing some of the words, or the order of the words, without due acknowledgement of the source;
- using ideas taken from someone else without reference to the originator;
- cutting and pasting from the Internet to make a pastiche of online sources;
- submitting someone else’s work as part of a candidate’s own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as ‘essay banks’ or ‘paper mills’, or not attributing research contributed by others to a joint project.

Plagiarism might also arise from colluding with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

Plagiarism can occur in respect to all types of sources and media:

- text, illustrations, musical quotations, mathematical derivations, computer code, etc;
- material downloaded from websites or drawn from manuscripts or other media;
- published and unpublished material, including lecture handouts and other students’ work.

Acceptable means of acknowledging the work of others (by referencing, in footnotes, or otherwise) vary according to the subject matter and mode of assessment. Faculties or Departments should issue written guidance on the relevant scholarly conventions for submitted work, and also make it clear to candidates what level of acknowledgement might be expected in written examinations. Candidates are required to familiarize themselves with this guidance, to follow it in all work submitted for assessment, and may be required to sign a declaration to that effect. If a candidate has any outstanding queries, clarification should be sought from her or his Director of Studies, Course Director or Supervisor as appropriate.
Failure to conform to the expected standards of scholarship (e.g. by not referencing sources) in examinations may affect the mark given to the candidate's work. In addition, suspected cases of the use of unfair means (of which plagiarism is one form) will be investigated and may be brought to one of the University's Courts. The Courts have wide powers to discipline those found guilty of using unfair means in an examination, including depriving such persons of membership of the University, and deprivation of a degree.

Notes on the avoidance of plagiarism: a message from the Director of the Police Executive Programme

Why is this so important? The whole point of the assessment procedures is to allow the examiners to evaluate how well candidates have understood the theories, concepts and data discussed during the course and their ability to apply that understanding. The only way such an evaluation can be made is if candidates express these theories, concepts and ideas in their own words. Sometimes it is necessary to quote the actual words used by other scholars but the academic world has developed conventions to ensure that this is done in an open and honest way which makes it clear to all when quotations are being used. The Course Handbook outlines the main conventions regarding acknowledgement of sources, but they are also explained in the lectures and supervisors are always ready to give further guidance. The excessive use of such openly acknowledged quotations, however, is never a good strategy because it might indicate that the candidate is hiding behind the quotations rather than displaying an understanding of what they actually mean. The rule is thus write your assignments in your own words except where a direct acknowledged quote helps to reinforce the point you are making.

If the excessive use of acknowledged quotations is poor practice the use of unacknowledged quotations is a form of cheating by passing off another's words as though they were one's own. These notes are consistent with the Statement on Plagiarism provided by the General Board of the University (set out above) and represent the course specific guidelines referred to in the statement.

On a course where assessment is carried out on the basis of essays written by students at home, or in the library and in their own time the scope for direct unacknowledged quotation is obviously much greater. Students may have the original works open before them as they work and simply copy them, stitching extracts from several original works together to form a (more or less) coherent whole. This kind of plagiarism is usually easily detected because of different writing styles by different authors, and often the linking passages in the student's own words may stand out from the rest. Students now also have access to a wide variety of sources on the internet and could simply cut and paste them to create an essay which is in no sense their own work. There are also web sites which offer to sell ready made essays. Where examples of this kind are discovered, and it is apparent that there was a deliberate attempt to pass off the work of others as though it were the student's own, the matter is likely to be dealt with as a disciplinary offence. The consequences of being found guilty of plagiarism are profound, perhaps especially for those employed in the criminal justice system, and extend far beyond possible failure of the course and exclusion from the university. It would clearly undermine all the benefits that students may have hoped for by attending the course in the first place.

Such outright cases of deliberate intention to cheat have, thankfully, been extremely rare on the Programme. However, it is also possible that students may fall foul of the rules on plagiarism without intending to do so but as a result of poor work and study practices and a failure to absorb the rules and advice provided and then to apply them. A common bad habit which can lead to this is that when doing the preliminary reading for an assignment the student takes notes, but fails at the time to record whether the note constitutes a direct quotation from the original or is the student's own paraphrase or interpretation of what the original source was about. Later, when writing the essay, the student copies material from notes into the essay no
longer knowing or remembering whether it is a direct quote. Sometimes it is clear that there is no intent to cheat because the student acknowledges the original author but fails to put the relevant passage in quotation marks with the exact source of the original in parentheses. The same effect may occur when a student underlines or highlights passages in a text as an aide mémoire and then successfully recalls them when writing the essay. Although these examples are less serious than deliberate cheating they cannot and will not be ignored. Whenever they are discovered they will be noted and every effort will be made to give feedback to students at the earliest opportunity so that poor work practices can be eliminated in future. But in all cases the Board of Examiners will be informed of the plagiarised material. Depending upon the extent of the unacknowledged material the Board of Examiners may decide to deduct marks even, in the more extreme cases, to the point of failing an essay which would result in an automatic oral examination and the risk of failing the course as a whole. The lesson is, when taking notes always put direct quotations within inverted commas and note the exact bibliographic reference including the page number so that it can be properly cited in the text.

Lawrence Sherman (Chair, Police Executive Programme)

STUDENT INFORMATION FOR THE USE OF TURNITIN UK TEXT-MATCHING SOFTWARE FOR THE MST IN APPLIED CRIMINOLOGY AND POLICE MANAGEMENT IN THE INSTITUTE OF CRIMINOLOGY

Introduction

The University subscribes to Turnitin UK software, which is widely used in UK universities and matches text in work submitted to the software to that in a large database of online sources. This document explains how Turnitin UK will be used by the Institute of Criminology and explains the implications of submitting your work to the software.

You are asked to read the information thoroughly and then sign the declaration provided in the Essay Writing seminar to show that you consent to your work being submitted to Turnitin UK as described in this document. Without your written consent the Institute of Criminology cannot submit your work to the software.

You are reminded that Turnitin is only one method of checking the originality of your work. Examiners may initiate the standard investigative procedures if they have unresolved queries about the originality of your work, regardless of whether Turnitin has been used or whether it has substantiated any concerns. The University Advocate may decide to prosecute a student suspected of plagiarism even if that student has not consented to the use of Turnitin. In such circumstances the student may be specifically asked by the Advocate to consent to submission to Turnitin, and a failure to consent will be proved as part of the evidence against him or her.

Plagiarism and good academic practice: your responsibilities

You should ensure that you are familiar with the discipline-specific guidance about referencing conventions and good academic practice which is issued by the Institute of Criminology. If, after reading the guidance, you have any outstanding queries you should seek clarification at the earliest opportunity from the Course Director or supervisor.

One seminar in the first study block is devoted exclusively to Essay Writing and the Avoidance of Plagiarism.

The statement by the General Board is also printed in this Handbook and is posted on the University’s plagiarism website www.cam.ac.uk/plagiarism, which also features links to useful resources and guidance.
About Turnitin UK text-matching software

Who controls the service?

Turnitin UK is part of the JISC Plagiarism Advisory Service (JISCPAS). This University is the recognised Data Controller for the data held and processed by, or on behalf of, the service. An American company, iParadigms, is the Data Processor.

How does Turnitin UK work?

Turnitin UK may detect direct plagiarism, paraphrasing and collusion when submitted work is compared with a vast database of online material and with a ‘private’ database of previous submissions. Therefore, submitting work to the database helps to protect it from future attempts to plagiarise it, and helps to maintain the integrity of the University’s qualifications. The software makes no judgement about whether a student has plagiarised, it simply shows the percentage of the submission that matches other sources and produces an originality report which highlights the text matches and, where possible, displays the matching text and its immediate context.

In many cases the software highlights correctly cited references or ‘innocent’ matches. Therefore, Examiners will carefully review all originality reports to determine whether the work does contain plagiarism.

How Turnitin UK will be used on the M.St.

Turnitin will be used on work submitted for assessment of the M.St. in Applied Criminology and Police Management:

a. formatively as part of department-based teaching of good academic practice, by scanning work through the software early in the academic year, going through resulting originality reports with students and addressing any issues that may arise;
b. to deter potential plagiarists and to act as an incentive to follow good academic practice;
c. to help Examiners to detect the source of plagiarised material in work submitted for assessment. Turnitin will be used in ‘detect’ mode where Examiners have significant concerns about the originality of the work.

The consent of students will be obtained at the start of the academic year and of each subsequent academic year. All students will be given a full explanation of the basis on which their work will be tested and the implications of submitting work to the system. There will be no conditions attached to the provision of this consent.

All students will be required to submit their assignments to TurnitinUK at the same time as they submit them to the Course Administrator. (Details on how to upload your assignments to TurnitinUK will be supplied in due course).

For the first assignment Turnitin will be used as a teaching tool. That is to say the results will NOT be used as a screening device for plagiarism (although markers will continue to use traditional methods for detecting plagiarism in the normal way they will not be given the results from Turnitin). Instead Turnitin results will be given to supervisors who will discuss these with students when they discuss academic feedback from examiners the aim being to encourage good practice.

For subsequent assignments, including the dissertation, the work will initially be graded by the examiners in the usual way – ie without recourse to Turnitin. Examiners who suspect possible plagiarism may refer assignments to the Senior Examiner suggesting close scrutiny of the Turnitin reports. However, all Turnitin originality reports will be reviewed carefully by the Senior Examiner and if there is prima facie evidence of plagiarism or poor academic practice, the Turnitin originality reports will be referred back to the original examiners and the external examiner for re-appraisal of the marks and possible further action.
The Institute recognises the limitations of Turnitin and it is important to say that experience of using the system on other courses in the Institute has so far suggested that there is very little problem – it should be regarded more as a mechanism for reassurance and a safeguard rather than a threat.

A form will be completed by the Senior Examiner/Programme Director on the outcome of the use of Turnitin. The forms will then be retained and filed by the relevant course administrator for the programme.

Guidance on the use of Turnitin will be provided to all Examiners by the Institute of Criminology’s Learning and Teaching Committee. The Institute will comply with the University's standard investigative and disciplinary process. The use of Turnitin will not disrupt the publication of class lists (although at present none are published by the Institute of Criminology).

What will happen if matches are identified between my work and another source?

If Turnitin UK detects matches between your work and another source, the Examiners will review the resulting originality report to judge whether the matches are innocent, or whether you have appropriately referenced these matches (if not, this may constitute plagiarism), and/or whether you have made excessive use of material from other sources (which may be poor academic practice).

The Examiners will mark your work purely on the basis of its academic merit. However, depending on the extent and context of the matches, your work may be referred to the Proctors for further investigation. In such cases the Turnitin UK originality report may be used as evidence. If you are found to have plagiarised the penalty may be severe and your degree may be withheld.

Will Turnitin UK affect my intellectual property rights or copyright?

The copyright and intellectual property rights of the submitted material remain wholly with the original owner (normally the student, with the exception of some collaborative or sponsored research projects). However, you are asked to permit Turnitin UK to:

- reproduce your work to assess it for originality;
- retain a copy of your work for comparison at a later date with future submissions.

Will my personal data be retained by Turnitin UK?

Material submitted to Turnitin UK will be identified by your examination number, course details and institution: personal data will not be used.

What will happen if text submitted by another student matches that in my work?

Matches to text submitted from other HE institutions

If a report generated by another institution identifies a match to your work the report will only show the extent of the match and the contact details of the University's Turnitin UK Administrator. If approached, the Turnitin UK Administrator will attempt to contact you about the matter. The contents of your work will not be revealed to a third party outside Cambridge without your permission.

Matches to text submitted from within the University

If a match is found to material submitted from within the University, the Examiners can obtain the full text without approaching you.
How do I apply for my work to be removed from Turnitin UK?

Work submitted to Turnitin UK will be stored indefinitely on the Turnitin UK database unless you specifically request that it be removed. To maximise the effectiveness of the software it is hoped that such requests will be kept to a minimum. However, once examinations have been concluded, you may at any time contact the MSt Administrators to request that your work be removed.

Sources of further information and support

The University's plagiarism website: www.cam.ac.uk/plagiarism
Turnitin UK's website: www.jiscpas.ac.uk/turnitinuk.php

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### Submitting an essay to Turnitin

- Open Turnitin via CamTools, using your Raven Password. (Search for 'Cam Tools' on your internet browser).

- Click on MSt in Applied Criminology and Police Management

- Click on Assignments, and then on the relevant Essay.

- Click on Add Assignments, and then Browse to find the saved version of your essay. Add this, then Continue and click on Submit.

- Do not worry if you do not see ‘Turnitin’ during this process as the programme name does not appear.
GUIDANCE ON REFERENCING

The following sets out essay referencing rules for all circumstances. Many of them will not apply to you and a simplified version of the rules will be the subject of a lecture in Block A.

References in the text of the article

Normal practice follows the Harvard system of referencing, using the following forms:

Various authors have shown (Walker 1969; Thomas 1970) that sentencing is...; or
As Nigel Walker (1969) writes...; or
This was confirmed in a further study (Walker 1969, p.69) where it was found...

Where the same reference has been quoted more than once, repeat the form given in (a) above. Please do not use the expressions 'ibid.' or 'op. cit.'

Where you have cited more than one work by the same author published in the same year, add a lower case letter of identification: (Walker 1969a), (Walker 1969b).

Please do not use the number form of references, i.e. Walker(1) has written...

Some references cannot easily be reduced to this form, such as newspapers, parliamentary debates, etc. In such cases it is permissible to put the reference in the text (in parentheses if appropriate) without any listing in the list of references at the end; e.g. (The Times, 31st July 1977).

List of references at the end of the text

The list is alphabetical by author’s surname (in lower case). This should be followed by author’s initial(s) (not full forename(s)) and then by the year of publication in parentheses.

Different types of publication need to be cited differently. This means for instance that the entry for a book chapter will look different from the entry for a journal article. It is therefore important that you look closely at this guidance section when writing a reference list to indentify which format is the correct one for a particular document type.

Where more than one work by the same author has been cited, list these chronologically.

Where you have cited more than one work by the same author published in the same year (see 1c above) list them with the author’s name followed by each work in alphabetical title order.

If the name used in the text is that of an editor, e.g. of a collection of papers, it should appear in the text as (Ruck 1951), but in the list of references it becomes: Ruck, S.K. (ed.) (1951).

If a work has two authors (or editors) use ‘(x) and (y)’:

* e.g.   Walker, N.D. and McCabe, S. (1973)... or
        Jones, B.S. and Smith, J. (eds) (1973)...
If a work has more than two authors, use either ‘(x), (y) and (z)’ or ‘(x) et al.’

*e.g.* Walker, N.D. *et al.* (1975).

### A book

The author’s name and year of publication should be followed by:

- The title of the book *(italics and with initial letters in capitals)*
- The subtitle of book if present *(only capitalise the initial letter of first word)*
- The edition or volume *(if appropriate)*
- The place of publication
- The publisher

See the following examples, which also show the appropriate punctuation:

**Example:**


### A book chapter in an edited book

- The author’s name and year of publication, followed by:
- Title of the chapter *(in single inverted commas, with initial letters in lower case)*
- The word “in” followed by the name(s) of the editor(s) of the book, which in turn is followed by the abbreviation “ed.” or “eds”, if several editors
- The title of the edited book
- The place of publication
- The publisher
- The page numbers of the chapter

**Example:**


### A journal article

The author’s name and year of publication should be followed by:

- The title of the article *(in single inverted commas, with initial letters in lower case)*
- The full name of the journal *(italics)*
- The volume number and issue number *(where given)*
- The first and last page numbers of the article

See the following example, which also shows the appropriate punctuation:
Example:

NB (i) Do not use ‘pp.’ with page numbers in listing journal articles, etc.

### An internet publication

- The authors name or name of the organisation releasing this information
- The date on which it was put on the website (if there is no date available write: “n.d”. (i.e. no date)
- The title of the document
- The date of when you retrieved it
- The URL where it can be accessed.

Example:

### British official publications

These should be listed by the name of the department, e.g. Home Office; or by the name of the author (especially with Research Studies, cf. 2h above); or by the name of the report if obviously well known, e.g. Kilbrandon Report (1964).

NB Advisory Council papers should be listed under Advisory Council and not as Home office. For example:

Example:

These publications should be followed by the 'Command Number' if appropriate or, if not a Command Paper, as ‘London: H.M.S.O.’ Please note that H.M.S.O. is a publisher and not an author. For example:

Example:

**Foreign Official Publications:** list by the name of the country or state, followed by the name of the issuing agency, e.g. United States, Federal Bureau of Prisons. These should include place of publication and publisher, e.g. Washington: G.P.O. For example:

Example:
A pamphlet or occasional paper

If this is part of a series put the name of the series and the number of the paper in brackets after the title. For example:

**Example:**

**NB** This instruction applies to pamphlets in the Home Office Research Studies, which should appear under the author’s name and not under ‘Home Office’.

(ii) The format for citation varies slightly if it is an article in a book or pamphlet, for example:

**Example:**

Unpublished theses, papers, etc.

The title should be in single inverted commas, and at the end state in parentheses the source: e.g. (Unpublished in Ph.D. thesis, University of Manchester); (Unpublished address to Howard League Annual General Meeting, October 1976). *This should include the word ‘Unpublished’, so that librarians do not waste time searching for the item among published sources.*

Acts of Parliament (statutes) and legal cases

These can be included in separate sections after the list of references. The format is the same as for references in the text of the article:

**Example:**
*Statutes*
Crime and Disorder Act 1998 s73(1).

**Example:**
*Cases*
*R v. G and another* [2003] UKHL 50
*R (Giles) v. Parole Board* [2003] UKHL 42.

A lecture or seminar

In text: Brevity and clarity are usually more impressive than long lists (Ebdon, 2007 - See more at: [http://lrweb.beds.ac.uk/guides/a-guide-to-referencing/BREO#sthash.rz2MlyOD.dpuf](http://lrweb.beds.ac.uk/guides/a-guide-to-referencing/BREO#sthash.rz2MlyOD.dpuf))
The elements which should be included in your bibliography/reference lists are:

(i) Author / lecturer

(ii) Year (in round brackets)

(iii) Title of lecture (in italics)

(iv) [Lecture to... and campus]

(v) Location and date of conference

(vi) Day and month

Example:

YEAR TWO

Progression

Any course participant who has successfully completed Year One at the required standard is eligible to apply to continue to the second year. Intermission of more than 12 months is not encouraged and is only permissible by formal application through the Course Director to the Degree Committee of the Faculty of Law.

Assessment

Year Two builds on course work and essays already completed. It requires submission of a fifth essay which takes the form of a research proposal for the thesis, an oral presentation on the thesis and the thesis itself.

Examiners

The different process in Year Two is similar to that for Year One. Theses may, however, be co-marked by an international expert on the thesis topic.

The Thesis

The thesis topic is usually one of special interest both to the students and to his/her agency and preferably involves the use of data available from the student’s agency. The topic is chosen by the course participant and agreed in collaboration with their supervisor and after presentation to senior members of staff. It must be clearly written, take account of previously published work on the subject, and represent a contribution to learning. The thesis comprises an extended piece of work (not exceeding 18,000 words). Theses submitted by course participants from earlier years are available in the Institute library for reference. Typically, they comprise about 75 A4 pages of double-spaced text broken down into about six chapters.

It is advisable to think about the topic for the thesis as early as possible and course participants are encourage to discuss their topic with their agency before the commencement of Year 2.

A thesis topic and a one page proposal must be submitted after discussion with the supervisor at the end of Block D. The exact title must be agreed by the supervisor by the end of Block E and formally approved by the External Examiner and the Degree Committee of the Faculty of Law. In Block F, each student, accompanied by their supervisor, will present to senior members of staff, a powerpoint presentation setting out the topic and the data being analysed. This oral presentation is part if the course and different from an oral examination (referred to as a viva or viva voce) for students who have borderline marks.

Four bound copies of the thesis and one electronic copy must be submitted to the Course Administrator by the due date which is listed at the front of this handbook, together with a signed declaration. The supervisor provides comments on a single draft of all chapters provided these are submitted by the due date listed at the front of this handbook. If the thesis is submitted late without prior permission, marks may be deducted.
In the Year Two, those candidates whose performance in the thesis, or in any other aspect of the assessed written work for the course, is considered to be borderline and where there is a possibility of failure will be called for a viva. A viva may also be called for by the Senior Examiner at his/her discretion, if this is considered desirable for any other reason. The viva will be in the presence of the External Examiner and the two internal examiners of the thesis (or in exceptional circumstances of unavailability a substitute internal examiner). Other internal examiners may also be present at the discretion of the Course Director. The viva will always cover the dissertation and may additionally cover other aspects of the candidate's work which are in question or any other topics considered by the Course Director to be relevant. Candidates called for a viva will be informed in advance of the topics to be addressed in the viva, and, if they wish, may be accompanied by their supervisor.

The Board of Examiners will consider the candidate’s overall performance in: written assessments, any viva where this has been conducted, and the thesis, before deciding whether to recommend to the Degree Committee and the Board of Graduate Studies that the candidate be awarded the Master of Studies degree. Vivas will take place on the date shown in the list of key dates at the front of this handbook, and all participants must ensure that they will be available on the dates proposed. Any candidate who does not reach the standard for the M.St. degree after this process will still be eligible for the Postgraduate Certificate.

Like the essays and research proposal, the thesis is double marked by two examiners. All theses are made available to the External Examiner for moderation.

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**Word Limits**

For the text of the fifth essay (research proposal) and the thesis, the word limits are 4,000 words and 18,000 words respectively, again including footnotes or endnotes but excluding references. However, for these assignments students may submit appendices which are essential supporting documents. These might include, for example, questionnaires, interview schedules, or notes on the statistical analysis, but appendices should be as brief as possible and should not normally exceed 10% of the word length for the assignment. Examiners will not be expected to read appendices which, in their judgement, are not material to the assignment. An electronic count of the number of words should be given in the face sheet of all written work.

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**Extensions**

**Essays**

Students should submit each essay by the stated deadline. Submission dates are listed at the front of this handbook. Essays not submitted by a particular deadline, without prior approval, will be considered late and up to ten percent of the mark may be deducted.

**Theses**

For the thesis, an extension of up to two weeks can be granted by the Course Director. Ordinarily, an extension will only be granted in the event of illness, special operational circumstances or exceptional personal circumstances. Requests should be directed to the Course Director, explaining in detail the reason for the request.

Any extension beyond two weeks will usually entail the permission of the Degree Committee and must be accompanied by supporting documentation:

- medical reasons - a letter from your doctor
Such extensions will normally only be considered if a formal request is received by one month
before the due date for thesis submission. The decision of the Degree Committee is final for
these cases. In the event of late submission without a request and without approval, a penalty of
up to ten percent of the thesis mark may be deducted.

Theses received more than two weeks after the due date will usually be marked after theses
received on time and will be put forward for recommendation to the next Board of Examiners
meeting following marking, which will usually mean the February meeting. This may result in
graduation being delayed beyond the date of the other students in your year.

## The Marking System

The system of marking is outlined below. All pieces of work are marked out of 100.

<table>
<thead>
<tr>
<th>Marks in this range reflect dissertation work which shows extensive familiarity with relevant concepts, issues, and relevant materials, and shows strong analytical skills; it would also demonstrate a good understanding of relevant theoretical issues. Where there is empirical work, the dissertation would show that chosen research methods have been applied in appropriate and sound manner. The dissertation would present a clear thesis (argument) which integrates theory, methods and data (where appropriate) and show some critical insight.</th>
<th>65-69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction level work. Marks in this range reflect work which addresses a criminological issue not well covered in the literature, approaches a topic from a new angle, contains very high-quality empirical analysis or advances theory in some way. Work at this level would also demonstrate a very strong grasp of a wide range of concepts and issues as well as sources and use them in a scholarly fashion. The work would show a superior understanding of relevant theoretical issues or, where appropriate, show ingenuity in applying a particular method to an empirical problem. A dissertation at this level would present a clear thesis (argument) – or provide a coherent analysis – which integrates theory, methods and data (where appropriate) and show insight and originality. The dissertation would also be well written and well presented.</td>
<td>75–79</td>
</tr>
<tr>
<td>Distinction level work. Marks in this range reflect work which addresses a criminological issue not well covered in the literature, approaches a topic from a new angle, contains exceptionally high-quality empirical analysis or advances theory in a significant way. Work at this level would also demonstrate an excellent grasp of a wide range of concepts and issues as well as sources and use them in a scholarly fashion. The work would show a superior understanding of relevant theoretical issues or, where appropriate, show ingenuity in applying a particular method to an empirical problem. A dissertation at this level would present a clear thesis (argument) – or provide a coherent analysis – which integrates theory, methods and data (where appropriate) and show insight and originality. The dissertation would also be well written and well presented.</td>
<td>80 and above</td>
</tr>
<tr>
<td>Dissertation marking scheme</td>
<td></td>
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</tbody>
</table>
sources and research methods (where appropriate) in a scholarly manner. The dissertation would also present a clear thesis (argument) which adequately integrates theory, methods and data (where appropriate). The work might show some weakness in argument or evidence.

| 60-64 | This range of marks reflects acceptable dissertation work, but with some significant weakness in arguments, lack of knowledge of some significant material, major organisational deficiencies, failure to address the issues fully, or other significant inaccuracies. Essays and assignments which achieve marks of 60-62 will be deemed to have achieved a *Marginal Pass* and may be subject to review at the Board of Examiners' Meeting following oral examination. The matter of oral examination will be at the Senior Examiner's discretion. |
| 60   | **Pass Mark** |
| 57-59 | *Marginal Fail*. A mark in this range suggests unsatisfactory work, but a dissertation which may be reviewed, following oral examination, at a Board of Examiners’ Meeting. |
| 56 and below | This is work which fails to meet the academic standards of the programme. An oral examination will be required. |
YEAR TWO STRUCTURE 2015

Block D: 16 – 27 March

Research Methods

- Choosing Your Thesis Topic and Research Design (Professor Lawrence Sherman)
- My MSt Experience (Matthew Bland)
- Finding Literature (Stuart Stone)
- Questionnaires & Surveys (Dr Katrin Müller-Johnson)
- Data Analysis: Descriptive Statistics (Dr Katrin Müller-Johnson)
- Data Analysis: Beginners’ Inferential Statistics (Dr Katrin Müller-Johnson)
- Writing up a Proposal (Dr Heather Strang)
- Writing a Literature Review (Professor Lawrence Sherman)
- Small Sample RCT-s (Dr Barak Ariel)
- How to tackle Year Two (John Parkinson)
- Qualitative Data Analysis (Dr Caroline Lanskey) – optional
- Qualitative Data Collection (Dr Caroline Lanskey) - optional
- Action Research (Dr Ben Crewe) – optional

Student Thesis Proposal Presentations to Faculty
Attendance by all students at all sessions is strongly recommended.

Block E: 6 – 17 July

Note: By the beginning of Block E your thesis Literature Review needs to be in draft form and required data must be in hand.

Oral Presentation of Thesis Progress (not assessed)

- Thesis Review & Commentary (Professor Lawrence Sherman, Chair)

Each student produces a Powerpoint presentation of the outline of their thesis for comment by Faculty. Attendance by students at all sessions is recommended.

Workshops and Surgeries (all optional)

- SPSS I: Introduction and How to Enter Data (Dr Katrin Müller-Johnson)
- SPSSII: How to do analyses (Dr Barak Ariel)
- Qualitative Methods Surgery (Dr Caroline Lanskey) optional for police
- Survey Design – Informal workshop (Dr Katrin Müller-Johnson)
- Research Data Management (Dr Barak Ariel)
- Thinking Qualitatively (Dr Caroline Lanskey & Dr Ben Crewe)
- Undertaking Interviews and Focus Groups: practical tips and skills (Dr Caroline Lanskey & Dr Ben Crewe)
Assessed Oral Presentation

Each student produces a Powerpoint presentation on their thesis for comment by Faculty (no reference to the Literature Review is required). For those doing a quantitative thesis the emphasis should be on data analysis and any preliminary findings; for those doing a qualitative study it should follow the structure of the thesis agreed with the supervisor.

There will be 30 minutes allowed for each presentation and during that time each student will present for 15 minutes; the remaining time will be for academic feedback. Each student should present only the following nine slides and no others:

- Thesis Title
- Research Question
- Preliminary answer – as a broad conclusion
- Five slides to support the conclusion, including any policy recommendation for police practice
- One slide to list any further data collection or analysis plans.

It is essential that students rehearse their slides with their supervisors on two separate occasions before the assessment date. At the two rehearsals, the supervisor will insure that their students stop at 15 minutes and will then give feedback. Students should then present their revised version to one or more colleagues for further rehearsals. There is no limit to how much practice can be undertaken.

The presentations will be assessed on the following criteria:

<table>
<thead>
<tr>
<th>How clear was the presentation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent was the research question answered?</td>
<td></td>
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<tr>
<td>How well does the evidence support the conclusions?</td>
<td></td>
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<tr>
<td>Total Mark</td>
<td></td>
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</tbody>
</table>

Workshops and Surgeries

- SPSS surgery I *(Dr Katrin Müller-Johnson)*
- SPSS surgery II *(Dr Barak Ariel)*
- Answering Your Questions on Writing Up a Thesis *(Dr Heather Strang and Dr Katrin Müller-Johnson)*

In summary: Block D focuses on helping students to finalise their thesis topic, their data sources and the method they will employ. Blocks E and F are less formally structured and the sessions are more in the form of workshops and surgeries. Students are not required to attend every session but should attend those relevant to their particular study. Blocks E and F are time for students to work in the library, meet with supervisors and start to write their thesis.
Due 5 May 2015

Essay 5 takes the form of a protocol for your M.St. thesis in which you will lay out the proposed topic and discuss your intended data, research methods and analysis strategy. Specifically your essay will address the following:

- Identify a subject for your research; state why the topic is important; specify your research questions(s).
- Identify areas of literature you need to address; for example, if your topic concerned victims and restorative justice you would need to discuss (briefly at this stage) the relevant literature on both victims and on restorative justice.
- Describe what data or other material you will use to answer your research questions and how you will obtain it.
- Describe the method you will use to analyse this material.
- Describe how you are going to organise and analyse the material.
- Provide a timetable outlining when key stages of the research will be completed, bearing in mind the deadlines required for each Block and detailed on p 6 of this Handbook.

The word limit for this assignment is 4,000 words *excluding title page, abstract, references and appendices*. All completed assignments must be emailed to Lucinda Bowditch (ljb55@cam.ac.uk) and Glenn Garner (gg384@cam.ac.uk) by **11am on 5 May 2015**, an electronic version submitted to Turnitin and **four** paper copies to arrive no later than 6 May.

The following sets out the criteria on which the essay will be assessed:

<table>
<thead>
<tr>
<th>Police Executive Programme Research Proposal Feedback Sheet</th>
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<tbody>
<tr>
<td><strong>Candidate Number:</strong></td>
</tr>
<tr>
<td><strong>Assignment Title</strong></td>
</tr>
<tr>
<td><strong>Feasibility of study and research question</strong></td>
</tr>
<tr>
<td><strong>Relevance to practice and adequate set-up</strong></td>
</tr>
<tr>
<td><strong>Scope of Literature Review</strong></td>
</tr>
<tr>
<td><strong>Appropriateness of research design and methodology</strong></td>
</tr>
<tr>
<td><strong>Appropriateness of data</strong></td>
</tr>
<tr>
<td><strong>Appropriateness of proposed analysis</strong></td>
</tr>
<tr>
<td><strong>Other Comments and Suggestions</strong></td>
</tr>
</tbody>
</table>

**Mark**
ESSAY DECLARATION FORM

PLEASE ATTACH ONE COPY OF THIS FORM TO ONE COPY OF YOUR ESSAY WHEN SUBMITTING

Please submit an electronic copy to Lucinda Bowditch, Institute of Criminology (ljb55@cam.ac.uk) no later than 11.00am on the due date, an electronic copy to Turnitin and 4 paper copies all due to arrive on the submission date set.

Please do not send Special Delivery before 9am. The front door is not open before 9am and it then takes several days to get these delivered after 9am.

I declare that the essay does not exceed 3,000 words (4,000 words for Essay 5)

I declare that the essay is entirely my own work

Signed: ...............................................................................................................

Name (capitals): ..............................................................................................

Number of words: ...........................................................................................

Date: ..............................................................................................................

Course Title: .................................................................................................

Candidate No: .............................................................................................

ADMINISTRATION:

Essay received by: ..........................................................................................

Date: ..................................................
GUIDANCE ON THE PREPARATION AND SUBMISSION OF THE THESIS

The Thesis

The thesis will be based on field research or a systematic review of existing research findings on a topic chosen by the student and agreed in collaboration with their supervisor and other academic staff. The thesis comprises an extended piece of work not exceeding 18,000 words. The best theses submitted by students from earlier years are available in the Institute library for your reference. Typically, they comprise about 75 A4 pages of double-spaced text organised into about six chapters.

You should think about the topic for the thesis as early as possible and there will be opportunities to discuss this in detail with your assigned supervisor before you give a brief oral presentation to Faculty staff during Block D. This is designed to help you in shaping and finalising your topic and ensuring that you have the most appropriate supervisor for your topic.

A semi-final thesis title must be submitted to the Course Administrator at the end of Block E, after approval by the Course Director. A final title will be agreed in the Block F presentation to Faculty and will be submitted to the Degree Committee of the Faculty of Law for approval. Normally the title cannot be changed after it has been formally accepted. An application to change it will be considered by the Degree Committee only if it is supported by your supervisor.

Four copies of the thesis and an electronic copy must be submitted to the Course Administrator on or before the date specified in the list at the front of this handbook. Your supervisor will read and comment upon an entire draft of the thesis or thesis chapters one at a time, which must be submitted in a timely manner (See dates at the beginning of this handbook). Supervisors will not necessarily give detailed comments on wording – the thesis has to be the work of the student not the supervisor – but rather general comments on approach and structure. Supervisors are not asked to comment on more than one draft. You cannot submit your thesis until your supervisor has read and commented on the entire draft.

Your supervisor will supervise and provide support throughout the Masters year. After discussion and agreement with your supervisor you may also consult any other member of staff about your thesis should you wish to do so.

Although you are strongly advised to use your entire 18,000 word count, you may be penalised in terms of marks awarded if the thesis exceeds the permitted length (including notes, but excluding the abstract, relevant appendices and references) or if the thesis is submitted late without prior permission.

Borderline students may need to take an oral examination on their thesis (held at the Institute of Criminology), and all students must ensure that they will be available for this on the date specified at the front of this handbook.
Formal Requirements for the Submission of the Thesis

According to the M.St. regulations your thesis must include some formal declarations, and a short Abstract will need to be prepared and submitted together with the thesis.

The Abstract
This should be 250–300 words in length and should describe the objectives, method and principal findings of the thesis and the main conclusion(s) reached. This should be included in the bound thesis after the title page.

The Declarations
Three declarations are required. Please submit one copy to the Course Administrator. The declarations are:

(i) Word length – You are required to declare that the thesis is not more than 18,000 words in length (excluding notes, any relevant appendices and the bibliography).

(ii) ‘Other submissions’ – You are required to declare whether or not the thesis (or some part of it) has previously been, or is concurrently being, submitted for any purpose other than the M.St. examination.

(iii) Authorship – The thesis must be all your own original work except where you acknowledge other sources. Other sources include scholarly references, cited in brief in the text and in full in the list of References, in conformity with the Guidance for Referencing in this Handbook. They also include contributions from others in your agency who may collect data or prepare tables under your direction. However, all analysis must be conceptualised and directed by you, with advice from Institute staff. Always remember that in the event of an oral examination you will be required to explain why you decided to analyse the data in the way you did and what statistical techniques were involved. If you draw on the work of others this must be explicitly stated with an indication of which parts of the thesis (e.g. one chapter or part of a chapter) include the work done by others. You are required to include a declaration as follows: 'Except as indicated by specific references to or acknowledgements to other sources, this thesis is my own original work.' – a copy of the Declaration sheet can be found on the website and in later pagers of this handbook.

The Format

The thesis should be typed on A4 paper and double-spaced, with margins of at least one inch (2.5 cm). You may prefer a left margin of 1.25 inches (3 cm) to allow for space lost in binding. Pages must be numbered.

The thesis should be spiral bound, with a firm backing and a transparent cover sheet, and should include a title page (see sample) Please send four bound copies of the thesis to Lucinda Bowditch, the M.St. Course Administrator.

An electronic version of the thesis must also be sent via email to lj55@cam.ac.uk. Receipt of an electronic version will be accepted as proof that the thesis has been sent should the print copies be delayed in the mail. Electronic versions will be used to test for plagiarism, using the software programme Turnitin. It essential that electronic and hard copies contain identical material.

Please do not send Special Delivery before 9am.
## POLICE EXECUTIVE PROGRAMME

### THESIS DECLARATION FORM

<table>
<thead>
<tr>
<th>Candidate Name (please print)</th>
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<tbody>
<tr>
<td>Candidate Number</td>
<td></td>
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<tr>
<td>Word Length (including notes but excluding appendices and bibliography)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has this thesis, or any part of it, been submitted for any purpose other than the M.St. examination?</th>
<th>Please circle: YES NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If YES, please state details:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please delete as appropriate:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I give permission for this thesis to be read by Institute of Criminology staff and students.</td>
<td></td>
</tr>
<tr>
<td>My permission must be given for access to this thesis (other than my supervisor and the markers).</td>
<td></td>
</tr>
</tbody>
</table>

**NB** Remember to include your Abstract. (250-300 words).

- I declare that this thesis is entirely my own work except where I have acknowledged other sources.
- I declare that my supervisor has seen an entire copy of my thesis and made comments

Signed ..............................................................................................

Date...............................................................................................
Candidate number
Your Name
Wolfson/Fitzwilliam/Selwyn College
Supervisor:

[Thesis title]

Submitted in part fulfilment of the requirements for the Masters Degree in Applied Criminology and Police Management

[Year]
The following shows how the thesis will be assessed:

<table>
<thead>
<tr>
<th>M.St. Thesis Report</th>
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<tbody>
<tr>
<td>Candidate</td>
</tr>
<tr>
<td>Title</td>
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<tr>
<td>Examiner 1</td>
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</tbody>
</table>

1. **General Comments**

2. **Appropriate set-up and coverage of relevant literature; research questions clearly stated.**

3. **Analytic Skills:** appropriate description of data and methodology; clear execution of research design and display of results

4. **Critical Thinking Skills:** discussion reflects synthesis, analysis and critical thinking at Masters level: connection back to research questions, literature review and good understanding of implications of results for policy and practice.

5. **Adequate exploration of limitations and future avenues of study**

6. **Overall style, format, articulation, clarity**

<table>
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<tr>
<th>Provisional Mark</th>
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All marks and comments remain provisional until the Board of Examiners’ Meeting. Whilst comments reflect the views of the independent examiners, the provisional mark reflects discussion between examiners.
Note that the same reading may be listed for more than one seminar. The reading list is constantly being updated as appropriate literature is published and as seminar topics are modified. We also reserve the right to amend the syllabus depending on the availability of speakers. You may use any of these readings when answering essay questions.

**ELECTRONIC** – If a reading ends in this, you can find it in the Electronic library on the course webpage.

**ONLINE** - If a reading ends in this, you can access the reading by searching for the title using an Internet search engine.

**ONLINE/PERIODICAL** - If a reading ends in this, you can access the journal through the electronic resources section on the Radzinowicz library homepage or access a hard copy from the University Library or Radzinowicz library.

**K4 (EXAMPLE)** – Readings ending K4 are the classmark for works that can be found in the Radzinowicz library.

**E-BOOK**- Readings ending in this mean you can find a whole copy of the book at http://www.lib.cam.ac.uk/ebooks/.

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**BLOCK A PLACES**

### 1. Triple-T Strategy For EBP (Essential Reading For The Entire Course)


### 2. How to write an essay (Dr Heather Strang)

**Essential Reading:**


### 3. Routine Activities Theory (Dr Tim Coupe)

**Essential Reading:**


Further Reading


4. Correlation V Causation (Dr Barak Ariel)

Essential Reading:

Causation vs. Correlation. George Mason University Stats Lab ONLINE http://www.stats.org/faq_vs.htm

Further Reading

5. Introduction to Targeting (Professor Lawrence Sherman)

Essential Reading:

6. Varieties of Research Predictions (Professor Lawrence Sherman)

Essential Reading:
TBC

7. Reliable and Valid Measurement (Dr Katrin Muller-Johnson)

Essential Reading:
8. Socio-Spatial Criminology (Professor Sir Anthony Bottoms)

Essential Reading:

9. Hypothesis Testing and Confidence Intervals (Dr Katrin Muller-Johnson)

Essential Reading:
TBC

10. Crime Harm Index (Professor Lawrence Sherman)

Essential Reading:

11. Introduction to Tracking (Professor Lawrence Sherman)

Essential Reading:

12. Deterrence Theory (Dr Justice Tankebe)

Essential Reading:

Further Reading


13. Implementation (Professor Lawrence Sherman)
Essential Reading:

Further Reading

14. Change Leadership and Evidence (Peter Neyroud)

Essential Reading:

Further Reading
- Each of these provides either a critical or complementary perspective on change and evidence based approaches.
- Caless, B. (2011) Policing at the Top: The roles, values and attitudes of chief police officers, Bristol: Policy Press. (Chapter 3 ‘The challenge of leadership in the police’, pp. 81-118) RQD

15. Targeting Places (Professor Lawrence Sherman)

Essential Reading:

16. Obstacles to Implementation (Sir Denis O’Connor and Peter Neyroud)

Essential Reading:
Further Reading


17. Effect Sizes and Power (Dr Barak Ariel and Professor Lawrence Sherman)

Essential Reading:
TBC

18. Testing Place-Based Policing (Professor Lawrence Sherman)

Essential Reading:
TBC

19. Tracking Policing with GPS (Professor Lawrence Sherman and Dr Barak Ariel)

Essential Reading:

20. Classic Theories of Leadership (Dr Tim Coupe)

Essential Reading:

Further Reading

21. Reading Journal Articles and Interpreting Tables and Graphs (Dr Katrin Muller-Johnson)

**Essential Reading:**

22. Introduction to Testing and the Maryland Scale (Professor Lawrence Sherman)

**Essential Reading:**

**BLOCK B VICTIMS**

1. Policing for Victims (Dr Heather Strang)

**Essential Reading:**
TBC

2. Targeting Repeat Victimisation (Dr Heather Strang)

**Essential Reading:**

**Further Reading**

3. Surveys and Response Rates (Dr Katrin Muller-Johnson)

**Further Reading**

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4. Control Theory (Dr Justice Tankebe)

Essential Reading:


Further Reading


5. Targeting Domestic Abuse: Seriousness V. Frequency (Professor Lawrence Sherman and Dr Heather Strang)

Essential Reading:


6. Testing Restorative Justice Conferences (Dr Heather Strang)

Essential Reading:


Further Reading


7. Developmental Theories (Professor David Farrington)

Essential Reading:

TBC

8. Testing Domestic Violence Policy (Professor Lawrence Sherman and Dr Heather Strang)

Essential Reading:


9. Meta-Analysis and Effect Size in EBP (Dr Barak Ariel)

Essential Reading:


Further Reading


10. Victim Tracking: An Interactive Workshop (Professor Lawrence Sherman and Dr Heather Strang)

Essential Reading:

TBC

11. Planned Change with Experiments (Peter Neyroud)

Essential Reading:
Further Reading


12. Sampling, Panels, Cross-Sections (Dr Katrin Muller-Johnson)

Further Reading


13. Theorising and Reducing Global Violence (Professor Manuel Eisner)

Essential Reading:

TBC

14. Implementing Experiments Master Class 1(Peter Neyroud and Dr Heather Strang)

Essential Reading:


Further Reading

15. Implementing Experiments Master Class 2 (Peter Neyroud and Dr Heather Strang)

Essential Reading:

Further Reading

BLOCK C OFFENDERS

1. Testing Crimes v Offenders (Professor Lawrence Sherman and Dr Barak Ariel)

Essential Reading:
TBC

2. Testing Prosecution v Diversion (Professor Lawrence Sherman)

Essential Reading:

3. Legitimacy 1 Procedural Justice (Dr Justice Tankebe)

Essential Reading:

Further Reading
4. Analyzing Police Data (Dr Barak Ariel)

Essential Reading:


5. Tracking Offenders: An Interactive Workshop (Professor Lawrence Sherman and Sir Denis O'Connor)

Essential Reading:

None required.

6. Situational Action Theory (Professor P-O Wikstrom)

Essential Reading:


Further Reading


7. Predicting Solvable Cases 1 (Dr Tim Coupe)

Essential Reading:


Further Reading


8. Preparing for Your Thesis Year (Dr Katrin Muller-Johnson)

Essential Reading:

No Reading Required.

9. Social Order and Legal Compliance (Professor Sir Anthony Bottoms)

Essential Reading:


Further Reading


10. Legitimacy 2 Power Holders Perspectives (Dr Justice Tankebe)

Essential Reading:


11. Desistance (Professor Sir Anthony Bottoms)

**Essential Reading:**

**Further Reading**

12. Evidence-Based Budgeting (Peter Neyroud)

**Essential Reading:**

**Further Reading**

13. Inter-Agency Leadership (Peter Neyroud)

**Essential Reading:**
Further Reading


14. Leading Evidence-Based Practice in Policing (Peter Neyroud)

Essential Reading:
In each of these, reading should focus in the sections that discuss how the knowledge about different approaches to leadership has been developed and tested.


Further Reading


15. Testing Diversions of Low-Harm Offenders (Peter Neyroud)

Essential Reading:

Further Reading

- Neyroud, P.W. (forthcoming) *Triaging Offenders: designing and implementing a risk-based filter at the gateway to the criminal justice system*.
16. Politics and Policing: An Interactive Workshop (Peter Neyroud and Sir Denis O'Connor)

Essential Reading:
None required.

17. Tracking Legitimacy (Dr Justice Tankebe)

Essential Reading:


18. Triple-T for Criminal Networks (Dr Barak Ariel)

Essential Reading:
TBC

19. Evidence-Based Performance Management (Professor Lawrence Sherman and John Parkinson)

Essential Reading:

20. Predicting Solvable Cases 3 (Dr Tim Coupe)

Essential Reading:


Further Reading

**Year Two**

**BLOCK D**

**ELECTRONIC** – If a reading ends in this, you can find it in the Electronic library on the course webpage.

**ONLINE/PERIODICAL** - If a reading ends in this, you can access the journal through the electronic resources section on the Radzinowicz library homepage or access a hard copy from the University Library or Radzinowicz library.

**K4 (EXAMPLE)** – Readings ending K4 are the classmark for works that can be found in the Radzinowicz library.

**E-BOOK** - Readings ending in this mean you can find a whole copy of the book at http://www.lib.cam.ac.uk/ebooks/.

### General readings:

### BLOCK D

**Choosing Your Thesis Topic and Research Design (Professor Lawrence Sherman)**

**Essential Reading:**
None required.

**My MSt Experience (Matthew Bland)**

**Essential Reading:**
None required.

**Finding Literature (Stuart Stone)**

**Essential Reading:**
None required.

**Questionnaires and Surveys (Dr Katrin Müller-Johnson)**

**Essential reading**

**Further Reading**

Data analysis: Descriptive statistics (Dr Katrin Müller-Johnson)

Essential reading:

Further Reading

Data analysis: Beginners inferential statistics (Dr Katrin Müller-Johnson)

Essential reading:

Writing up a proposal (Dr Heather Strang)

Essential reading:

Writing a Literature Review (Professor Lawrence Sherman)

Essential Reading:
None required.

Small Sample RCT-s (Dr Barak Ariel)

Essential Reading:
None required.

How to tackle Year Two (John Parkinson)

Essential Reading:
None required.

Qualitative Data Analysis (Dr Caroline Lanskey) - OPTIONAL

Essential Reading:

Further Reading
• Becker, H.S. (1998) Tricks of the Trade: How to think about your research while you’re doing it, Chicago: Chicago University Press K4
Qualitative Data Collection (Dr Caroline Lanskey) - OPTIONAL

Essential Reading:

Further Reading

Action Research (Dr Ben Crewe) – OPTIONAL

Essential Reading:

Further Reading

BLOCK E

WORKSHOPS AND SURGERIES (ALL OPTIONAL)

SPSS 1: Introduction and How to Enter Data (Dr Katrin Muller-Johnson)

Essential Reading:
None required.

SPSS 2: How to do analyses (Dr Barak Ariel)
Essential Reading:
None required.

Qualitative Methods Surgery (Dr Caroline Lanskey)

Essential Reading:
None required.

Survey Design- Informal workshop (Dr Katrin Muller-Johnson)

Essential Reading:
None required.

Research Data Management (Dr Barak Ariel)

Essential Reading:
None required.

Thinking Qualitatively (Dr Caroline Lanskey & Dr Ben Crewe)

Essential Reading:

Undertaking Interviews and Focus Groups: practical tips and skills (Dr Caroline Lanskey & Dr Ben Crewe)

Essential Reading:
None required.

USEFUL FORMS

- **Essay Declaration Form** (one signed form to accompany each batch of essay submissions. Please fix the form to the front of one paper copy of your essay)

- **Thesis Declaration Form** (one signed form to accompany each batch of essay submissions. Please fix the form to the front of one paper copy of your essay)

- **Request to Intermit form** (completed form to be returned to the Course Administrators)
**Essay Declaration Form**

**PLEASE ATTACH ONE COPY OF THIS FORM TO ONE COPY OF YOUR ESSAY WHEN SUBMITTING**

Please submit an electronic copy to Lucinda Bowditch, Institute of Criminology (ljb55@cam.ac.uk) **no later than 11.00am** on the due date, an electronic copy to Turnitin and 4 paper copies all due to arrive on the submission date set.

**Please do not send Special Delivery before 9am.** The front door is not open before 9am and it then takes several days to get these delivered after 9am.

---

*I declare that the essay does not exceed 3,000 words (4,000 words for Essay 5)*

*I declare that the essay is entirely my own work*

*Signed: ..........................................................*

*Name (capitals): ..........................................................*

*Number of words: ..........................................................*

*Date: ..........................................................*

*Course Title: ..........................................................*

*Candidate No: ..........................................................

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**ADMINISTRATION:**

Essay received by: .............................................................................................................

Date: ..........................................................

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# POLICE EXECUTIVE PROGRAMME
## THESIS DECLARATION FORM

<table>
<thead>
<tr>
<th>Candidate Name (please print)</th>
<th></th>
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<tbody>
<tr>
<td>Candidate Number</td>
<td></td>
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<tr>
<td>Word Length (including notes but excluding appendices and bibliography)</td>
<td></td>
</tr>
<tr>
<td>Has this thesis, or any part of it, been submitted for any purpose other than the M.St. examination?</td>
<td>Please circle: YES NO</td>
</tr>
<tr>
<td>If YES, please state details:</td>
<td></td>
</tr>
<tr>
<td>Please delete as appropriate:</td>
<td>• I give permission for this thesis to be read by Institute of Criminology staff and students.</td>
</tr>
<tr>
<td></td>
<td>• My permission must be given for access to this thesis (other than my supervisor and the markers).</td>
</tr>
</tbody>
</table>

**NB** Remember to include your Abstract. (250-300 words).

- I declare that this thesis is entirely my own work except where I have acknowledged other sources.
- I declare that my supervisor has seen an entire copy of my thesis and made comments

Signed .................................................................
Instructions for completing the form for your MSt Intermission

Guidance

If you experience difficulties that are likely to continue for more than 6 months but less than 1 year, you should notify your MSt Course Supervisor your MSt Course Director, to seek advice, given the particular circumstances, on intermitting from the course.

If you intermit then you are not permitted access to teaching sessions, supervisions or University resources for the period of the intermission; you are expected to take a complete break from study. For circumstances that are likely to continue for more than 1 year, one further intermission might in exceptional circumstances be approved otherwise you would normally be expected to withdraw from the course.

Note that applications to intermit based on pressures of work are unlikely to be approved unless the pressures are extraordinary. If intermission is requested for medical reasons, then you will also need to provide medical evidence from your Doctor, Counsellor or other appropriate medical professional. If you are funded by your employer, then you will need to provide a letter of support from your employer.

If you wish to intermit, then you will need to provide a statement of reasons using this form. The case must be supported by both your College and by the MSt Course Director.

The case will then be put to the Degree Committee for approval of the intermission. Your (research/dissertation) Supervisor (where applicable) and the ICE Registry should be notified of an approved intermission by the MSt Course Director/MSt Administrator.

Permission to return to the course must be sought at least a month prior to your intended return date and is conditional upon confirmatory evidence that the issues leading to the intermission have been satisfactorily resolved. Your Course Supervisor and your MSt Course Director should both review the case for a return from an intermission. Your Thesis Supervisor (where applicable) and the ICE Registry should be notified of your return from an intermission by the MSt Course Director/MSt Administrator.

It is your responsibility to make sure that these instructions are followed. The details we give you below are specific to the type of application you have made.
Formal Request to Intermit

MSt in Applied Criminology and Police Management  
(Institute of Criminology)

Course Director: **Dr Heather Strang**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Email:</th>
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<tbody>
<tr>
<td>College:</td>
<td>Supervisor:</td>
</tr>
</tbody>
</table>

Application to intermit for the following period, please give dates:  
Employer funded (y/n):

Intermissions are normally permitted for medical, work or personal reasons. Please state these below and include (or attach) information such as medical certificates or letters of support from your employer. All disclosures will be treated with strict confidentiality.

Have you notified your Supervisor:  
(Y/N/NA)

I confirm that the information that I have given in this application is complete and true.

Signature:  
Date:

**MSt Course Director:**

I recommend that this application be:

| Approved: | ( ) |
| Declined*: | ( )* |

Please attach a note of explanation if it is recommended that the application be declined

Comments (continue on an attached piece of paper if necessary):

Signature:  
Date:

Authorized by the Degree Committee (Y/N):

Date agreed:

Completed forms to be returned to the MSt Administrator  
*Student, Graduate/College Tutor, Supervisor and ICE Registry to be informed of the outcome by MSt Administrator.*
The information included on this form will be used by the University in the publication of summaries of its External Examiners’ reports.

Please fill in the following details:

<table>
<thead>
<tr>
<th>Name</th>
<th>Professor Jonathan Shepherd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home institution and any profession affiliations</td>
<td>Cardiff University. FMedSci FFPH FRCPsych</td>
</tr>
<tr>
<td>Award or subject area examined</td>
<td>MSt Applied Criminology and Police Management</td>
</tr>
<tr>
<td>University of Cambridge Faculty or Department</td>
<td>Institute of Criminology, Law Faculty</td>
</tr>
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Please answer the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>The standards set for the awards or subject area above are appropriate for qualifications at this level, in this subject.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The standards of student performance are comparable with similar programmes or subjects in other UK institutions with which you are familiar.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The processes for assessment, examination and the determination of awards were sound and fairly conducted</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

If you have answered "NO" to any of the statements above, please briefly outline your concerns: none

You are reminded that any statements here will be made publicly available without further editing.

Do you have any further brief comments to make regarding any particular strengths or distinctive or innovative features in relation to standards and assessment processes, which would be worth drawing to the attention of external audiences?

If you have answered "NO" to any of the statements above, please briefly outline your concerns: none

You are reminded that any statements here will be made publicly available without further editing.

Do you have any further brief comments to make regarding any particular strengths or distinctive or innovative features in relation to standards and assessment processes, which would be worth drawing to the attention of external audiences?
Programme strengths include comprehensive, pertinent and timely feedback from a balanced range of academic and distinguished police practitioner examiners (to which external audience attention should certainly be drawn); well organised examiners' meetings according to a timetable set well in advance; prompt responses and actions following external examiner recommendations; adherence to good quality control practice - for example with regard to plagiarism surveillance; and transparency of the essay and thesis marking process for external examiners.

I AGREE TO THE PUBLICATION OF THIS INFORMATION AND TO THE TERMS AND CONDITIONS OUTLINED OVERLEAF:

Signed:  
Date: 11/2/14

11th February 2014

External Examiner's Report 2012-13

This report is for the calendar year 2013; my first year as external examiner. During this period there has been full consultation with me about the examination process, question setting, and timetable and all my queries have been dealt with promptly. I have been sent full lists of marks assigned and representative samples of essays and theses on three occasions.

Throughout, I have been given full access to further samples as required. I attended the examiners' meeting at the Institute of Criminology on December 10th; this meeting was well organised, expertly chaired, included my verbal report and contributions from all the internal examiners present, and reached unanimity on the marks allocated.

Programme strengths include comprehensive, pertinent and timely feedback from a balanced range of academic and distinguished police and other practitioner examiners (to which external audience attention should certainly be drawn) which includes criticism not just of police related content but also of essay and thesis style (a most helpful characteristic for students on this globally attractive programme); well organised examiners' meetings according to a timetable set well in advance; prompt responses and actions following external examiner recommendations; adherence to good quality control practice – for example with regard to plagiarism surveillance and actions resulting from this; and transparency of the essay and thesis marking process for the external examiner.
ARRIVING BY ROAD
Cambridge is linked to London and the M25 by the M11 motorway; exit at Junction 11.

ARRIVING BY RAIL
Frequent trains depart from London’s King’s Cross and Liverpool Street Stations, and the journey takes less than an hour.

ARRIVING BY AIR: STANSTED AIRPORT
Stansted Airport is approximately 35 minutes away via the M11; there is also a direct train service. Heathrow and Gatwick are both linked to Cambridge with frequent coach services.
Please note that parking at the Institute of Criminology and elsewhere on the Sidgwick Site is restricted to Site badge-holders only. If it is necessary to park, please use the pay-and-display parking on West Road or Sidgwick Avenue.
If you are considering bringing your own bike to Cambridge, please register it as below and please do check your insurance to make sure it is covered, Sadly, many bikes are stolen each year.